

Miami Dade College

Benjamín León School of Nursing

NUR 4945C

Advanced Concepts Practicum Syllabus



Update: January, 2016

Miami Dade College
Benjamin León School of Nursing
RN-BSN Program

Welcome to the RN-BSN Nursing program at the Benjamin León School of Nursing at Miami Dade College.

Nursing education requires that the accumulation of scientific knowledge be accompanied by the simultaneous acquisition of skills and professional attitudes and behaviors. The nursing degree awarded by Miami Dade College in the RN to BSN program ensures the completion of the educational process and certifies that the individual has acquired a base of knowledge and skills requisite for the practice of nursing at the respective program. To this end, all courses in the curriculum must be completed successfully.

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RN-BSN Program

Advanced Concepts Practicum Policy

This is an opportunity for the student enrolled in the Miami Dade College Benjamin Leon School of Nursing RN-BSN program with the focus on the Advanced Concepts setting is designed to maximize the BSN program completion. It is open to individuals who have demonstrated that they have the intellectual ability and the personal qualifications necessary for the profession of nursing at the baccalaureate level. This course is an internship-based experience with the student exhibiting an active role with the preceptor in a chosen clinical environment. The student will generate a project applicable to the setting based upon preceptor and faculty discussions.

All applicants must meet the following requirements to ensure admission and completion of the program.

The student shall:

- Review the online RN-BSN orientation prior to initial class meeting.
- Attend the RN-BSN orientation facilitated by the clinical faculty, which provides an overview of the course requirements.
- Follow the specified course objectives.
- Complete the requirements identified in the Health Information Criteria form outlined in the course.
- Select an appropriate contracted clinical site with assistance by their clinical faculty.

- Email approval of the clinical preference site and copy of the updated health information to clinical faculty.
- Select an approved, appropriate, credentialed preceptor BSN or greater in the area of interest or one will be assigned.
- Facilitate the preceptor evaluation.
- Participate in self-evaluation.
- Follow the policies and procedures of the selected clinical site.
- Adhere to the clinical expectations outlined in the clinical evaluation tool.
- Discuss with clinical faculty his or her contracted grade.
- Follow the guidelines to achieve the agreed-upon contracted grade.
- Complete the required clinical hours for the Advanced Concepts practicum.
- Submit the completed portfolio as requested by clinical faculty.
- Meet with clinical faculty as needed.
- Complete the course evaluations as specified by clinical faculty.

Note: Any student entering the program MUST update all health information required for the program.

Syllabus

Course Title: Advanced Nursing Concepts Practicum
Course Number: NUR 4945C
Placement: Level 5
Course Credits: 3 Credits
Semester:
Course hours: 96 Clinical Hours and (16) Hours of Seminar
Course Start/End Date:
Days /Times:
Course Professor:
Course Description:

This course is a capstone of prior learning, including evidence-based interventions, theoretical concepts, and critical thinking skills, with an emphasis on the application to professional nursing practice. The focus is on multicultural populations that are experiencing physical, psychological, social, or spiritual imbalances. The student, working with a preceptor, will facilitate the delivery of health care to diverse cultures in various specialized settings.

Prerequisites: NUR 4636, NUR 4636L

Corequisites: NUR 4827

Learning Outcomes Statement:

This course provides intentional learning experiences that address the following General Education Outcomes marked by an asterisk (*):

1. *Communicate effectively using listening, speaking, reading, and writing skills.
2. Use quantitative analytical skills to evaluate and process numerical data.
3. *Solve problems using critical thinking and scientific reasoning.
4. Formulate strategies to locate, evaluate, and apply information.
5. Demonstrate knowledge of diverse cultures, including global and historical perspectives.
6. *Create strategies that can be used to fulfill personal, civic, and social responsibilities.
7. Demonstrate knowledge of ethical thinking and its application to issues in society.
8. *Use computer and emerging technologies effectively.
9. Demonstrate an appreciation for aesthetics and creative activities.
- 10 Describe how natural systems function and recognize the impact of humans on the environment.

Course Competencies:

Competency 1: Upon completion of this course, students will be able to evaluate current forces and trends influencing trans-disciplinary nursing by:

- a. Utilizing advanced assessment techniques to determine strategies that promote, maintain, and restore health.
- b. Examining the progression of nursing as a profession in a global community.
- c. Implementing and evaluating nursing strategies to promote, maintain, and restore health.

Competency 2: Upon successful completion of this course, students will be able to incorporate the awareness of emerging nursing specialties that reflect the growth and evolution of professional nursing by:

- a. Expanding beyond acute care practice settings into community.
- b. Selecting practice sites that foster growth.
- c. Implementing their personal philosophy of nursing into their practice.
- d. Applying concepts of selected nursing theorists into their practice.
- e. Applying evidence-based practice strategies and other research findings in the work setting.

Competency 3: Upon successful completion of this course, students will be able to operationalize ethical and legal principles when providing multiculturally- based healthcare at local, state, and national levels by:

- a. Demonstrating culturally competent care in practice.

- b. Applying ethical decision making in practice.
- c. Utilizing strategies to improve multicultural patient care outcomes.
- d. Applying legal aspects of nursing care in the practice setting.

Competency 4: Upon successful completion of this course, students will be able to value cultural diversity, spiritually, and religious beliefs of diverse populations by:

- a. Using nursing theoretical concepts that demonstrate acceptance and caring.
- b. Providing nursing care that recognizes the individual as a holistic being.

Competency 5: Upon successful completion of this course, students will be able to recognize the need for the nurse to be politically and professionally involved and an advocate for the healthcare consumer by:

- a. Promoting the goals of nursing by becoming professionally active.
- b. Engaging in political and professional activities that enhance the image of nursing.
- c. Collaborating with other healthcare professionals to achieve optimal healthcare outcomes.
- d. Using nursing expertise and political and professional activism to advocate for the healthcare consumer.
- e. Keeping abreast of current trends and practices in healthcare through the use of technology.

- f. Enriching the discipline of nursing by contributing to the body of knowledge through authentic nursing practice and commitment to life-long learning.

Competency 6: Upon successful completion of this course, students will be able to enhance evidence based, critical thinking abilities while providing professional nursing care by:

- a. Utilizing APA evidence based process in the reflective journaling, research paper, poster and/or PowerPoint presentations.
- b. Utilizing critical thinking abilities with documentation and communicational situations during the clinical experience.
- c. Maintaining BLSON RN-BSN role model by wearing the BLSON lab coat and MD ID during the clinical experience.
- d. Maintaining a positive and helpful demeanor during the clinical experience.

Recommended Text:

Finkelman, A. (2012). *Leadership and management for Nurses*. New Jersey: Pearson.

Course Work Requirements:

To complete this course successfully, the student should complete the following requirements:

1. **Select a preceptor** (preferably, from his or her current place of employment). The preceptor can be a Director of Nursing, Assistant Director of Nursing, Nurse Manager, Nurse Educator, Nurse Practitioner, or other approved professional.
2. **Personal practicum goal(s)** and objectives should be formulated within the first 2 weeks of the clinical experience/practicum and approved by the clinical professor.
Goals must be related to the course objectives and the area of your practicum experience. The objectives should be specific and measurable.
3. **Practicum experience documentation** should include:
 - a. **Scholarly paper** – Based on identification of a problem at your site and a proposal for change using evidenced-based practice.
 - b. **Practicum Project** – A **poster or PowerPoint presentation** of the scholarly paper. The practicum project may be presented at the clinical site or as seminar with the approval of your clinical professor. Collaborative agreement of the appropriateness of the topic with the clinical professor and the preceptor is required prior to initiating the project.
 - c. **Reflective journals** – Students will submit written journals as per their clinical professor requests. Journals will be submitted according to your clinical professor's directions.

- d. **Evidence of sixteen (16) mandatory seminar hours**
- e. **Evidence of ninety six (96) clinical hours**
- f. **Preceptor's evaluation**
- g. **Self/instructor midterm and final clinical evaluations**

Punctuality/Dress Code: Students must adhere to Miami Dade College policy on attendance and punctuality. Students) must also adhere to the clinical agency's attendance and punctuality policies.

Professional attire must be worn with the Miami Dade College white lab coat. Lab coats with MDC identification must be worn at all times in the practice setting.

Assessment and Evaluation Method: The Advanced Nursing Concepts Practicum experience will be evaluated using the Clinical Evaluation Tool, which addresses all Core Components (see clinical tool), rubrics for specific assignments, and overall grading criteria.

Overall Grading Criteria: The table below indicates the criteria used to evaluate the overall clinical experience.

Your clinical professor may impose a penalty for each late assignment.

<i>Mandatory Orientation</i>	<i>5%</i>
<i>Reflective Journals / Personal Goals & Objectives / Cover Letter / Resume</i>	<i>10%</i>

Miami Dade College Policies

Students' Rights and Responsibilities Handbook:

The purpose of this addition to the syllabus is to enumerate the essential provisions for how students may participate responsibly in the college community. To learn more about policies addressing services for students with special needs, religious observations, grade appeals, code of conduct, and many other areas, please review the Students' Rights and Responsibilities Handbook.

Academic Dishonesty:

Academic dishonesty of any form will not be tolerated in this course. Any academic dishonesty, including plagiarism, may result in a failing grade on an assignment.

You commit plagiarism when you present the work or ideas of someone else as your own. Plagiarism is theft. It is illegal. This is why it is important to cite your sources accurately and correctly, both in the body of a paper and in the list of works cited at the end of the paper. Neglecting to cite sources is an act of plagiarism, and the paper may receive a grade of "F".

Please review the Academic Dishonesty policies in the Students' Rights and Responsibilities Handbook.

Withdrawing From a Course:

After registering, students may change their schedules during the drop/add period for the course. The dates for this period are listed on the [Academic Calendar](#) that may be found as a link on the Miami Dade College homepage.

If for whatever reason you decide to drop this course and you desire a full refund, you must do so before the last day to withdraw with a full refund (see College Academic Calendar for date). All students enrolled in this course after the last day to withdraw will be assigned a grade. If you fail to withdraw officially with the Registrar's Office and stop attending class, you will find an "F" on your transcript for this course, or the instructor may withdraw you for non-activity.

The instructor of a class may withdraw a student who is not active in the class. The instructor checks on students who have become inactive before the instructor withdrawal date by asking for a response via email and/or a phone call. If the student does not respond in the amount of time allotted, the instructor may drop the student. Once a student is withdrawn, course access will be denied. The following are reasons for being withdrawn from a class:

- Failure to attend classes/seminars
- Failure to maintain required participation and complete assignments once in the course

Incomplete Grades:

A grade of incomplete may be given only in extreme circumstances where the student has documented medical problems that would prevent completing the course, a death in the family, or other documented problem. Most instructors expect their students to have successfully completed at least 75 percent of the course requirements before considering a grade of Incomplete.

An Incomplete grade is issued when the instructor and the student both enter into a contract that will dictate what and when required coursework must be done. Failure to fulfill the terms of the contract will result in the final grade being changed to an "F".

NOTE: An Incomplete grade is issued solely at the discretion of the instructor. Faculties are not obligated to grant a request for a grade of Incomplete.

For more information on Incomplete grades, please review the Students' Rights and Responsibilities Handbook.

Hurricanes and Other Natural Disasters:

Call the MDC hotline at 305-237-7500 for class and college closure during an emergency.

Miami Dade College
Benjamín León School of Nursing
RN-BSN Nursing Leadership Lecture Forum Schedule: 16 hours

Week	Date	Time & Location	Topics / Presenters
1	Wednesday January 13, 2016	1175	<p>The Importance of Social Entrepreneurial Qualities in Nursing Workshop: Miami Dade College has been awarded an <i>Ashoka U</i> designation. This catalyzes social innovation in higher education through a global network of entrepreneurial students, faculty and community leaders. We are involving our Nursing program in this unique experience.</p> <p>Presenters: Wilfredo Fernandez - CREATE Center, Wolfson Dr. Marie Etienne - Professor BLSON RN-BSN Program</p>
2	Wednesday January 20, 2016	1175	<p>The Completion of the Optimal Resume Workshop: This is a hands-on approach for our students to generate their resumes for hiring authority review and consideration.</p> <p>Presenter: Rebeca Garcia, Assistant Director Miami Dade College</p>
3	Wednesday February 3, 2016	1175	<p>Online Portfolio Workshop: A <i>portfolio</i> is a compilation of student work assembled for the purpose of (1) evaluating coursework quality and (2) academic achievement. This is an opportunity for the student with the use of laptops to include their coursework in the online course.</p> <p>Presenter: Dr. Clara Torres, Associate Professor BLSON RN-BSN Program</p>
4	Wednesday February 10, 2016	1175	<p>The Importance of our BLSON Provider: This is an overview our healthcare provider, which is a major preceptor. You will see the transition of the Urgent Care environment in the health care arena. Presenter: Albis Agular, BSN, RN - Director, MCCI Medical Group</p>

RN-BSN Nursing Leadership Lecture Forum Schedule: 16 hours (cont.)

Week	Date	Time & Location	Topics / Presenters
5	Wednesday February 17, 2016	1175	<p>The Importance of Stem Cell Research 101 in Healthcare... A stem cell is a type of cell found throughout the body of all human beings. Stem cells can reproduce themselves over a long period of time without changing. They also have the capability to produce other types of specialized cells, such as brain cells, muscle cells, and lung cells. You will see what is happening at the University of Miami Miller School Of Medicine.</p> <p>Presenter: Darcy L. DiFede, BSN, RN Director of Research, U/M Interdisciplinary Stem Cell Institute (ISCI)</p>
6	Wednesday March 23, 2016	1175	<p>The Research Presentation Litany by our RN-BSN Students: This is an opportunity to see the key skills our research students have developed. Presenter: Dr. Roxanna Orta - Associate Professor BLSON RN-BSN Program</p>
7	Wednesday March 9, 2016	1175	<p>How Important is Health Literacy in Patient Care? Health literacy is the degree to which individuals have the capacity to obtain, process, and understand basic health information and services needed to make appropriate health decisions. You will see its importance for your patients. Presenter: Ann Graziotti, Assistant Professor, BLSON RN-BSN Program</p>
8	Wednesday March 16, 2016	1175	<p>“Childhood Injury Inflicted or Accident”- <i>What the Healthcare Provider should know...</i> This presentation will assist the nursing professional to assess the pediatric injury. Presenter: Dr. Edgar Garcia - Assistant Professor BLSON RN-BSN Program</p>

NUR 4945C ADVANCED CONCEPTS PRACTICUM CLINICAL EVALUATION TOOL

(FACULTY-STUDENT EVALUATION TOOL)

The attached clinical evaluation tool is based on the RN-BSN Program Outcomes, competencies, and Miami Dade College curriculum threads. The preceptor will observe performance criteria listed as they are being performed by a student during their practicum experience and will provide feedback to the student and faculty during a formative and summative evaluation period. The clinical professor will assign grades at the end of the semester. To pass the practicum experience, an overall grade of C must be achieved on the total score.

Each category is designated separately, and the minimum expectation for meeting that category objective is listed. It is expected that category specifications will guide student practice and be considered the minimum standard for clinical competency. Each category must be passed in order to pass the course.

The following point scale will be utilized for objective scoring purposes:

4=Proficient

3=Adequate

2=Limitations

1=Deficient

STUDENT _____ STUDENT NO. _____ DATE: _____

CLINICAL FACULTY EVALUATOR _____ SEMESTER _____

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4. Demonstrates **proficiency** in the skill, competence, or standards expected of a member of a profession when caring for individuals, families, and local and global communities. **Usually** demonstrates knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and their application in practice.
3. Demonstrates **adequacy** in the skill, competence, or standards expected of a member of a profession when caring for individuals, families, and local and global communities. **Frequently** demonstrates knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and their application in practice.
2. Demonstrates **limitations** in the skill, competence, or standards expected of a member of a profession when caring for individuals, families, and local and global communities. **Occasionally** demonstrates knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and their application in practice.

Demonstrates **deficiency** in the skill, competence, or standards expected of a member of a profession when caring for individuals, families, and local and global communities. **Rarely** demonstrates knowledge of professional nursing practice and performance standards including behaviors, legal issues, ethics, values, accountability, and their application in practice.

Grading Scale:

Overall Scoring (4-1)

Scoring: A score is assigned for each course objective or group of previously met objectives based on the scale above. A remediation plan will be initiated, when necessary, if there are safety concerns during the semester to assist the student in attaining course competencies. The course grade will be based on adding the scores and calculating a percentage of the total points possible.

A 93-100%	B 92-85%	C 84-77%	D 76-69%	F 68% or below
(26-28 Points)	(24-25 Points)	(22-23 Points)	(21 Points)	(19-20 Points)

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Circle the appropriate score:

Program Outcome 1: Integration of theoretical and scientific knowledge from nursing and related disciplines to provide quality, culturally competent healthcare to multicultural clients and communities based at multifaceted healthcare levels.

Core Component: Ethical and Legal Principals

Competency 3: Upon successful completion of this course, students will be able to operationalize ethical and legal principles when providing multicultural based healthcare at local, state, and national levels by:

Performance Criteria:

- a. *Demonstrating culturally competent care in practice*
- b. *Applying ethical decision making in practice*
- c. *Utilizing strategies to improve multicultural patient care outcomes*
- d. *Applying legal aspects of nursing care in the practice setting*
- e. *Comparing community health models at various community health facilities*
- f. *Exhibiting cultural humility in caring for diverse populations*
- g. *Developing plans of care for specified populations based on a global perspective*
- h. *Examining ethical, legal, and political issues in as they relate to healthcare*

1 2 3 4
Midterm

1 2 3 4
Final

Midterm – Student comments on his or her activities performed and identifies level of competence:

Midterm – Instructor comments on student’s activities performed and identifies level of competence:

Final – Student comments of his or her activities performed and identifies level of competence:

Final – Instructor comments on student’s activities performed and identifies level of competence:

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Program Outcome #2: Analysis of ethical, legal, and socioeconomic issues to develop unique nursing strategies to improve healthcare delivery in a global community.

Core Component: Healthcare Delivery								
Competency 1: Upon completion of this course, students will be able to evaluate current forces and trends influencing trans-disciplinary nursing by:								
Performance Criteria:								
<ul style="list-style-type: none"> <i>d. Utilizing advanced assessment techniques to determine strategies that promote, maintain, and restore health</i> <i>e. Examining the progression of nursing as a profession in a global community</i> <i>f. Implementing and evaluating nursing strategies to promote, maintain and restore health</i> <i>g. Comparing and contrasting various types of healthcare delivery systems</i> <i>h. Demonstrating knowledge of policies and finances that impact local and global healthcare delivery systems</i> <i>i. Providing safe and effective nursing care to individuals, families, and local agencies</i> <i>j. Adhering to critical elements regarding asepsis, communication, safety, professional behaviors, and standard precautions</i> <i>k. Utilizing critical thinking and evidence-based practices when providing and managing care of patients and families</i> <i>l. Collaborating with agencies or seeking assistance from preceptor and/or faculty to develop and implement strategies to resolve an identified need</i> 								
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>					<u>1</u>
Midterm								Final
Midterm – Student comments on activities performed and identifies level of competence:								
Midterm – Instructor comments on student’s activities performed and identifies level of competence:								
Final – Student comments on activities performed and identifies level of competence:								
Final – Instructor comments on student’s activities performed and identifies level of competence:								

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Program Outcome #3: Application of appropriate evidence-based findings to change and improve nursing practice and emerging nursing specialties.

Core Component: Evidence-based practice that reflects growth and evolution of professional nursing.															
Competency 2: Upon successful completion of this course, students will be able to incorporate the awareness of emerging nursing specialties that reflect the growth, research, and evolution of professional nursing by:															
Performance Criteria:															
<ul style="list-style-type: none"> <i>f. Expanding beyond acute care practice settings into community</i> <i>g. Selecting practice sites that foster growth</i> <i>h. Implementing their personal philosophy of nursing into their practice</i> <i>i. Applying concepts of selected nursing theorists into their practice</i> <i>j. Applying evidence-based practice strategies and other research findings in care provided in the work setting</i> <i>k. Critiquing various methods of research (Qualitative, Quantitative, and Mixed)</i> <i>l. Identifying researchable problems in various health care settings for accomplishing improved outcomes</i> <i>m. Utilizing research findings to develop scholarly paper and presentation</i> <i>n. Designing a practicum project that incorporates evidence-based nursing practice</i> 															
<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>					<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>				
Midterm												Final			
Midterm – Student comments on activities performed and identifies level of competence:															
Midterm – Instructor comments on student’s activities performed and identifies level of competence:															
Final – Student comments on activities performed and identifies level of competence:															
Final– Instructor comments on student’s activities performed and identifies level of competence:															

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Program Outcome #4: Analysis of theories and concepts from nursing and related disciplines in nursing practice.

Core Component: Professional Behaviors

Competency 4: Upon successful completion of this course, students will be able to value cultural diversity, spiritually, and religious beliefs of diverse populations by:

Performance Criteria:

- a. *Using nursing theoretical concepts that demonstrate acceptance and caring*
- b. *Providing nursing care that recognizes the individual as a holistic being*
- c. *Complying with policies and guidelines of MDC, Benjamín León School of Nursing, and affiliating agencies*
- d. *Treating others with respect while maintaining dignity, privacy, confidentiality, and caring attitude for patients, families, and/or community*
- e. *Adhering to legal, ethical, and professional boundaries*
- f. *Arriving on time and departing as agreed upon with the preceptor and faculty*
- g. *Accepting responsibility for own work, learning, and accountability for all actions*
- h. *Providing care consistent with evidence-based practice, and applying safe principles in promoting health of clients*
- i. *Displaying cultural competence in all encounters with diverse populations and communities*
- j. *Attending and participating in all seminar activities*

1 2 3 4
Midterm

1 2 3 4
Final

Midterm – Student comments on activities performed and identifies level of competence:

Midterm – Instructor comments on student’s activities performed and identifies level of competence:

Final – Student comments on activities performed and identifies level of competence:

Final – Instructor comments on student’s activities performed and identifies level of competence:

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Program Outcome #5: Utilization of professionalism, communication interdisciplinary collaboration, and creative leadership and management to enhance healthcare for diverse populations.

Core Component: Communication

Competency 5: Upon successful completion of this course, students will be able to be politically and professionally involved by:

Performance Criteria:

- a. *Demonstrating culturally sensitive and timely verbal and non-verbal therapeutic communication techniques*
- b. *Analyzing the use of information technology in the provision of health care, according to agency protocols*
- c. *Providing detailed and descriptive journal entries utilizing self-reflection*
- d. *Maintaining journals as a communication tool between faculty and student. Journal must be up to date and follow guidelines for entries.*
- e. *Utilizing appropriate channels of communication within respective clinical agencies*
- f. *Engaging in meaningful dialogues with peers, faculty, staff, and preceptors who positively influence patient outcomes*
- g. *Writing, speaking, and exchanging information in a clear, concise and appropriate manner*
- h. *Accessing healthcare information to educate patients and families from various relevant sources*
- i. *Keeping attendance log/sign-in sheet current*
- j. *Communicating with health care team members in an effective manner to enhance patient outcomes*
- k. *Using nursing expertise and political and professional activism to advocate for the healthcare consumer*

1 2 3 4
Midterm

1 2 3 4
Final

Midterm – Student comments on activities performed and identifies level of competence:

Midterm- Instructor comments on student’s activities performed and identifies level of competence:

Final – Student comments on activities performed and identifies level of competence: _____

Final Instructor comments on activities performed and identifies level of competence: _____

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Program Outcome #6: Integration of professional nursing knowledge, abilities, and skills in the provision of complex and unique nursing care to a variety of diverse populations.

Core Component: Critical Thinking

Competency 6: Upon successful completion of the course, students will be able to enhance evidence based critical thinking abilities while providing professional nursing care by:

Performance Criteria:

- a. Identifying the appropriate practicum site*
- b. Developing plans of care to meet the professional and personal goals with objectives during the practicum experience*
- c. Implementing the plan of care for health promotion and disease management*
- d. Evaluating closely the short- and long-term goals using critical reasoning and sound judgment*
- e. Recognizing the need to modify the plan when necessary*
- f. Participation in self-evaluation using constructive criticism and suggestions for plan improvement*
- g. Generation of personal goals and objectives for selected role and responsibilities*

1 2 3 4
Midterm

1 2 3 4
Final

Midterm – Student comments on activities performed and identifies level of competence:

–

Midterm – Instructor comments on student’s activities performed and identifies level of competence:

–

Final – Student comments on activities performed and identifies level of competence:

Final – Instructor comments on student’s activities performed and identifies level of competence: _____

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End of Semester Student's Overall Comments:

Student's Signature: _____ **Date:** _____

Remediation Plan: (If indicated)

End of Semester Instructor's Overall Comments:

Instructor's Signature: _____ **Date:** _____

Number of Clinical hours: _____ **Student's Score** _____ **Final Grade: A, B, C, D, F** _____

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ADVANCED CONCEPTS PRACTICUM

Students' Documents

NUR 4945C Advanced Concepts Practicum
Portfolio Requirements

1. **Scholarly paper** – Based on identification of a problem at your site and a proposal for change using evidenced-based practice
2. **Practicum project** – A **poster or PowerPoint presentation** of the scholarly paper. The practicum project may be presented at the clinical site or as seminar with approval of the clinical professor. Collaborative agreement of the appropriateness of the topic with the clinical professor and the preceptor is required prior to initiating the project.
3. **Reflective journals** – Students will submit written journals for each visit to the clinical area as directed by the clinical professor.
4. **Evidence of sixteen (16) mandatory seminar hours**
5. **Evidence of ninety six (96) clinical hours**
6. **Preceptor's evaluation**
7. **Self/instructor midterm and final clinical evaluations.**

Advanced Concepts Practicum Health Documentation Information

The following current* documentation is required for the Advanced Concepts Practicum to be uploaded in MDC Complio file.

- History and physical
- Background check
- Drug screen (within 1 year)
- Valid CPR card
- Current RN License
- TB skin test and/or chest X-ray result within 2 years/or a clearance statement from healthcare provider
- MMR positive titer or vaccine
- Varicella positive titer or vaccine
- Hepatitis B vaccine or decline document

***Within the year**

Advanced Concepts Practicum

Sample for Writing Personal Goals and Objectives

Date:

Your name:

Goal: To gain a greater understanding of the role and responsibilities of the Family Nurse Practitioner (FNP) and to participate in activities related to this role in any clinical setting

Objectives: Under the guidance and supervision of the Family Nurse Practitioner, I will:

1. Explain the role and responsibilities of the Family Nurse Practitioner (FNP).
2. Assist the FNP in implementing daily interventional educational care/activities for clients, families, and staff in the clinic setting. Provide therapeutic emotional support and demonstrate empathy to clients within the clinical setting.

**NB: OBJECTIVES MUST BE SMART (S – Specific
M – Measurable, A – Attainable, R – Realistic, T –
Timed)**

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Rubric for Scholarly Paper

CATEGORIES	Possible Points	Actual Points	COMMENTS
CONTENT			
• Topic Match Proposal	5		
• Cover page	2		
• Introduction	5		
• Background	5		
• Aim/Purpose	10		
• Review of Literature	10		
• Content of scholarly paper to include Research Method 5-7 pages for the body	10		
• Implications for Nursing Practice	10		
• Conclusion	5		
• Reference page	8		
ORGANIZATION	10		
APA FORMAT with APPROPRIATE CITATIONS	10		
CLARITY / STYLE / SPELLING / GRAMMAR PUNCTUATION	10		
TOTALS	100		

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**Miami Dade College
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RN - BSN
NUR 4945C Journal Writing Guidelines**

Purpose:

Journaling a “critical” incident analysis is a specific technique in reflection that asks the student to describe and analyze a particularly meaningful incident experienced or observed in the clinical setting and correlates with course competencies (Billings & Halstead, 2012, p. 275). The intent is to experience a new concept, skill, or body of knowledge pertinent to your clinical setting and identified problem.

Goals:

1. To provide an environment and create opportunities to meet course competencies
2. To provide the rudiments for identifying the problem statement and rationale for selecting teaching projects and strategies
3. To develop basic transferable writing skills necessary for writing scholarly papers
4. To promote active learning
5. To develop and enhance critical thinking skills

Format:

1. All journal entries are typed and double-spaced
2. Font size = 12 Times New Roman
3. Each entry is dated and correlated with the clinical dates of the occurrences.
4. Each entry is compliant with guideline questions.
5. Citations and reference list are compliant with APA 6th edition standards

Content:

1. Date (corresponds with journal entry)
2. What did I do? (Brief description of the activity)
3. What did I learn? (Personal reflection)
4. What were the positives and or negatives about the experience?
5. What were the components that impacted your practice?
6. Recommendations for future experiences or practice.

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**NUR Advanced Concepts Practicum
Teaching Learning Project Guidelines**

The Teaching Learning presentation you will select will be unique to you. Discuss and receive approval from the stack holders in your clinical facility. Please consult your preceptor initially. The topic must be appropriate and significant for staff or clients' needs. To help you get started, submit a teaching outline to your clinical faculty by the third week of the course. The written outline should include:

- Rationale for choosing the topic and introduction
- Two goals
- Three behavioral objectives
- Teaching strategies may include
 - Research Paper
 - PowerPoint® presentation
 - Other visual aids
- Evaluation tool methods
 - Pretest
 - Posttest
 - Return demonstration
- Conclusion

Students may collaborate on a teaching learning project. Approval of any joint project will be at the discretion of the clinical faculty. However, each student must submit their own evidence of active participation in the preparation delivery and evaluation of the project. Students must be present on the day of the presentation to obtain credit for the assignment.

The presentation will be evaluated on creativity, achievement of learning objectives, organization, evaluation, and adherence to the timeframe of 15-20 minutes. Other visual aids, in addition to the poster board, may be used. Your clinical faculty or preceptor must attend the actual presentation.

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April 24, 2013

Ms. Lourdes Placeres
Wound and Ostomy Care ARNP
Baptist Hospital

Dear Ms. Placeres:

I would like to take this opportunity to thank you for mentoring/precepting one of my students Ms. Sandra Benitez, RN in the Advanced Concepts Practicum at Miami Dade College RN to BSN program.

The practicum was a significant additional commitment for you, and I appreciate your time and patience in answering her questions and finding interesting tasks for her to do. I know that her practicum experience will be invaluable as she completes her course work and obtains her Bachelors in Science of Nursing.

Thank you for making this practicum rewarding and exciting. I look forward to staying in touch with you, if you have any questions, please let me know.

Sincerely,

Student's name

Miami Dade College
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Preceptor's Teaching Rubric

Student's Name _____ Date _____

Project Teaching Title _____

CRITERIA	Satisfactory (S)	Unsatisfactory (U)	Comments
TITLE OF TEACHING PROJECT			
INTRODUCTION			
PURPOSE OF PRESENTATION			
GOAL STATEMENT			
BEHAVIORAL OBJECTIVES (List at least three)			
PRESENTATION: Relevance / Clarity / Factual / Conclusion			
APPROPRIATE USE OF TEACHING AIDS (Handouts, pamphlets, PowerPoints)			
4-6 EVIDENCE BASED PEER REVIEW JOURNAL ARTICLES			
HANDOUTS			
TIME MANAGEMENT 15-20 MINUTES			

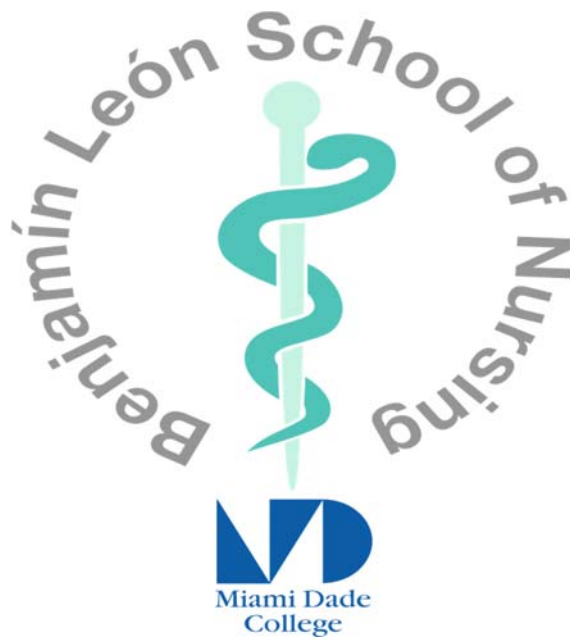
PRECEPTOR'S NAME: Print _____ Signature: _____

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NUR 4945C
Advanced Concepts Practicum



Preceptor's Documents

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RN-BSN Program
Miami Dade College
Benjamín León School of Nursing
NUR 4945C Advanced Concepts Practicum
Preceptor/Student/Faculty Information

Preceptor's Information:

Name: _____ Date _____

Title: _____

Degrees, Credentials: _____

Employer: _____

Employer Address: _____

Phone Number: _____ Email Address: _____

Cell Number: _____

I agree to serve as _____ preceptor
(Student's Name Printed)

Student's Cell # _____ Home# _____ Email Address _____

Dates: From _____ to _____

Total number of hours = 96

Clinical Professor's Information:

Name: _____

Phone Number: _____ Email Address _____

Cell Number: _____

Preceptor's Signature: _____ **Date:** _____

Student's Signature: _____ **Date:** _____

Professor's Signature: _____ **Date:** _____

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Miami Dade College
Benjamín León School of Nursing
Medical Campus
NUR 4945C Advanced Concepts Practicum Contract

Course Reference Number: _____ Faculty: _____

Student: _____ Preceptor: _____

This course is a capstone of prior learning, including evidenced-based interventions, theoretical concepts, and critical thinking skills with an emphasis on the application to professional nursing practice. The focus of this practicum is based upon multicultural populations that are experiencing physical, psychological, social, or spiritual imbalances. The student, with the assistance of the preceptor, will facilitate the highest quality of healthcare to diverse cultures in various settings.

The student will provide the clinical facility at their initial meeting with documents validating their enrollment authority.

The student may choose preceptors that are, at a minimum, BSN prepared and functioning in a leadership capacity in their institution. Some examples of these roles may include Nurse Administrators, Nurse Educators, Infection Control Practitioners, or Advanced Nurse Practitioners working within hospitals, schools of nursing, clinics, or other approved settings. The setting will be based upon clinical facility discussions.

Preceptors will guide, facilitate, mentor, and assist students' learning. They will model and encourage professional leadership behaviors.

By the second clinical day, the student shall provide the preceptor with a list of his or her goals and objectives for the practicum. During the course of the practicum, the student shall participate in clinical conferences and presentations using PowerPoint, written assignment, and/or poster as well as various modes to enhance staff communication in a teaching-learning environment.

At every clinical visit, the preceptor will document the student's attendance on the clinical logs generated by the student. Reflective journals will be submitted as directed by the clinical faculty.

The student shall complete ninety-six (96) clinical practice hours. The student shall report to their clinical practice experience in professional attire (no jeans or scrubs), closed toe shoes, and Miami Dade College lab coat with Miami Dade College identification displayed.

The student will be expected to complete a self-evaluation at the midterm and final intervals of the course.

The clinical faculty member has the responsibility of generating sixteen (16) seminar hours sessions comprised of a variety of topics and discussions based upon related theory material. The student may be asked to share their presentation during these sessions.

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The preceptor and clinical faculty each share the responsibility of completion of the student's evaluation from his or her unique vantage point at the midterm and final intervals of the course.

The student will generate a portfolio by the conclusion of the practicum, comprised of all validated elements during the practicum for grading purposes.

The student may enhance success within the practicum by participating in ongoing discussions with the preceptor and/or clinical faculty member.

The student agrees to adhere to the policies and procedures as outlined by Miami Dade College Student Handbook. Any questions should be directed to the clinical faculty.

Student's Signature: _____ Date: _____

Preceptor's Signature: _____ Date: _____

Clinical Faculty: _____ Date: _____

Email: _____ Telephone Number: _____

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Preceptor Feedback Form

Student: _____

Clinical Faculty: _____

Evaluation of Core Components	Midterm		Final		Comments
	Meeting Expectations	Unsatisfactory Performance	Meets Expectations	Unsatisfactory Performance	
Arrives to clinical on time					
Attends clinical experience as discussed					
Adheres to professional attire					
Exhibits professionalism in all clinical areas					
Personal goals and objectives submitted on time within the first 2 weeks of the course					
Assists in facilitation the delivery of health care to patients of diverse cultures in the clinical area					
Shows initiative and enthusiasm in clinical area					
Adheres to facility policies and protocols					

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Evaluation of Core Components	Midterm		Final	
	Meeting Expectations	Unsatisfactory Performance	Meets Expectations	Unsatisfactory Performance

Achieves personal goals and objectives					
Presents a teaching project					
Demonstrates eagerness to learn in the clinical area					
Applies appropriate theoretical knowledge to client's care as indicated					
Participates in multidisciplinary rounds at the facility as applicable					

Additional Comments: _____

Midterm: _____

Preceptor Signature: _____ Date: _____

Final: _____

Preceptor's Name (**printed**) _____

Preceptor's Signature: _____ Date: _____