SOUTHWESTERN ADVENTIST UNIVERSITY
DEPARTMENT OF NURSING

NURSING MANAGEMENT AND LEADERSHIP
NRSB 435

INSTRUCTOR
Catherine Turner, RN, PHD

Fall 2003
<table>
<thead>
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<th>DATE</th>
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<tr>
<td>Aug. 26</td>
<td>Introduction to Course, BS Orientation and Myers-Briggs Type Indicator, Health Care in Transition, Chapter 1</td>
</tr>
<tr>
<td>Sept. 2</td>
<td>Your Leadership and Management Preferences, Bring your completed Myers-Briggs Type Indicator to class</td>
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<tr>
<td>Sept. 9</td>
<td>Health Care Delivery, Chapters 2, 3, &amp; 4, Bib Sheet Due</td>
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<td>Sept. 16</td>
<td>Fiscal Considerations, Chapter 5, Bib Sheet due</td>
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<td>Sept. 23</td>
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<td>Sept. 30</td>
<td>Motivational Leadership and Clinical Leadership, Chapters 7 &amp; 8</td>
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<td>Resume Due, test questions are due (bring copies for classmates)</td>
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<td>Oct. 7</td>
<td>Test #1 Chapters 1-8, Managing Quality &amp; Risk, Chapter 10</td>
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<td>Oct. 14</td>
<td>Time Management, Chapter 9, Bib Sheet Due</td>
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<td>Supervision &amp; Delegation, Chapter 10</td>
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<td>Oct. 28</td>
<td>Communication, Conflict, Negotiation, Chapter 11, Position Paper Due</td>
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<td>Nov. 4</td>
<td>Change, Chapter 13, Case Study Due, Test questions are due</td>
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<td>Nov. 11</td>
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<td>Nov. 18</td>
<td>Legal and Ethical Considerations, Chapter 14 &amp; 15, Bib sheet Due</td>
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<td>Nov. 22</td>
<td>Quality and Performance Management, Chapter 16 &amp; 17, Change Paper Due</td>
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<tr>
<td>Dec. 2</td>
<td>Case Study Presentation, Final Test Questions Due(comprehensive), Bib sheet due</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>(Tue) Final Exam 7:30am. No exceptions without approval through Dr. Bunch’s office</td>
</tr>
</tbody>
</table>
I. COURSE TITLE: __ NRSB 435, Nursing Management and Leadership

II. FACULTY: Catherine Turner, RN, PHD
Office - (817) 645-3921, ext. 514
Cell - (817) 832-9108
E-Mail turnerc@SWAU.edu - checked daily
Office hours Tue. 1-2, Thurs. 9-11 & 1-5 & Fri. 9-4 and by appointment

III. COURSE DESCRIPTION:
Management and leadership merges theory and research and provides practical applications in today’s health-care settings. The student examines concepts related to building teams, problem solving, decision making, effective communication, managing change and conflict, and more.

IV. CREDIT ALLOCATION AND PLACEMENT:
3 semester hours (2 hours lecture, 45 hours/semester lab.)
Upper Division: Senior level

V. PREREQUISITE: Admission to junior standing in nursing and RN Licensure.

Myers-Briggs Personality Inventory, to be purchased at bookstore (about $5.00)


General Information Statement: This course outline is subject to change. Students will receive revisions if changes become necessary. Students are subject to removal from clinical for any action that places another person in danger. The University Academic Dishonesty Policy will be strictly upheld, see The Bulletin. If special accommodations are needed please contact the Testing and Counseling unit early in the course. The final examination must be taken during the period published in the attached schedule. Any exception to this final schedule must be applied for through the Academic Vice President. Every clinical course taught in SWAU nursing department requires 2 hrs. of community service. Half of those hours are to be done through Keene Kares Living at Home/Block Nurse Program. Additional information is attached.
VII. COURSE OBJECTIVES: Upon completion of this course, the student will be able to:

LEVEL OBJECTIVE
Course Objective
Clinical objective

*Critical Element: must be met to pass the course, failure in any of these areas may result in immediate failure.

LEVEL
4.1 SYNTHESIZE THEORETICAL AND EMPIRICAL KNOWLEDGE DRAWN FROM THE SCIENCES, HUMANITIES, SPIRITUAL DOMAIN, AND NURSING PAST, PRESENT AND FUTURE TO PROVIDE A BASIS FOR NURSING CARE TO IFACS.

COURSE
C-4.1. Apply organizational elements to planning for the future, such as strategic planning process, goal setting and marketing.

C-4.1.2 Integrate Christian principles into leadership and management practices in nursing.

Clinical: See the clinical evaluation packet for generic objectives, other clinical objectives are individualized to the student's selected area of practice.

4.2 UTILIZE THE NURSING PROCESS TO MAXIMIZE THE HEALTH OF CULTURALLY DIVERSE IFACS WHO ARE AT RISK AND/OR EXPERIENCING COMPLEX HEALTH NEEDS/PROBLEMS.

COURSE
C-4.2.1 Compare the competencies needed in planning, organizing, directing, and controlling effective nursing care for clients in various health care settings.*

4.3.2 MAXIMIZE ATTAINMENT OF WELLNESS OF IFACS WITH CONSIDERATION TO THEIR SPECIAL DIVERSITY.

COURSE
C-4.3.2.1 Incorporate cultural aspects into the role of leading and managing.

4.3.3 DESIGN STRATEGIES FOR USE OF THE EIGHT NATURAL REMEDIES IN MODIFYING ENVIRONMENTAL FORCES WHICH IMPACT THE HEALTH OF IFACS.

COURSE
C-4.3.3.1 Design strategies for inclusion of the eight natural remedies in teaching-learning situations and management and leadership.
4.4.1 EVALUATE ONE’S OWN THINKING IN CREATING ALTERNATE SOLUTIONS TO MEET THE NEEDS OF IFACS.

COURSE
C-4.4.1.1 Identify the vital components necessary in managing and leading in a changing health care environment.

C-4.4.1.2 Evaluate own leadership style to identify strengths and areas needing improvement.

4.4.2 EVALUATE AND UTILIZE RESEARCH FINDINGS TO ENHANCE NURSING AND THE QUALITY OF IFACS CARE.

COURSE
C-4.4.2.1 Critique current research findings that impact the practice of nursing leadership and management.

4.5 FACILITATE COMMUNICATION AND COLLABORATION AMONG IFACS AND HEALTH CARE PROVIDERS.

COURSE
C-4.5.1 Identify the nurse’s responsibility to the consumer in a variety of health care settings in the changing health care environment.*

C-4.5.2 Develop effective strategies for conflict resolution and management.

C-4.5.3 Identify the concepts and principles of effective communication and collaboration used in:
   a. interpersonal encounters
   b. interviewing and counseling
   c. individual and group conferences
   d. teaching-learning situations
   e. team building
   f. managing client information
   g. interdisciplinary planning

C-4.5.4 Explore relationships between the health care delivery system and other social systems.

C-4.5.5 Evaluate and communicate quality and effectiveness of nursing care.
4.6 INCORPORATE LEADERSHIP, KNOWLEDGE AND SKILL TO ENHANCE HEALTH CARE OF IFACS IN A VARIETY OF COMPLEX SETTINGS.

COURSE

C-4.6.1 Analyze differences in the roles, activities, specific behaviors, and outcomes of managing and leading.

C-4.6.2 Compare and contrast the care delivery systems that hospitals and community based facilities use: the case method, functional nursing, team nursing, primary nursing, and case management.

C-4.6.3 Describe basic principles and practices of supervision, staffing, making assignments and budgeting for nursing services.

C-4.6.4 Identify and utilize government, human and material resources.

C-4.6.5 Organize and evaluate care provided by self and others.

4.7 PROMOTE MORAL, ETHICAL, LEGAL/POLITICAL, EDUCATIONAL RESPONSIBILITY, AND PERSONAL ACCOUNTABILITY IN SELF AND OTHERS.

COURSE

C-4.7.1 Explore how power and politics influence the roles of leaders and managers.

C-4.7.2 Analyze legal and ethical issues that pertain to managing and leading in the health care delivery system.*

C-4.7.3 Evaluate and clarify clients understanding of health care rights.

C-4.7.4 Explore nursing information systems (pros and cons).

C-4.7.5 Function as a facilitator within the organizational framework.

C-4.7.6 Discuss the Standards of practice for management and leadership.

C-4.7.7 Assume responsibility and accountability for quality nursing care.

C-4.7.8 Participate in professional organizations.
VIII. METHODS OF INSTRUCTION:

Lecture, discussion, individual and group presentations; assigned readings and projects; audio-visual materials; self-evaluation projects, examinations, guest speakers, interviews, and book reviews.

Clinical-management experience in a clinical setting with a qualified preceptor in various agencies.

IX. METHODS OF AND CRITERIA FOR EVALUATION AND GRADING:

A-1. Complete a major position paper on an assigned current issue in leadership and/or management (See Criteria). Due on or before Oct. 28

A-2. Develop self-learning objectives for clinical experience that are realistic, measurable, utilizing the nursing process and related to the philosophy of nursing at SWAU.

A-3. Using the case study approach, the student will apply the problem-solving and critical thinking method to a situation (s)he observed during the clinical leadership clinical experience. The case study will be typed (maximum 2 pages) and presented during a class period.

A-4. Resume. Each student will complete a typed resume, including the following information: Due September 30

1. Demographic information
2. Education
3. Experience
4. Licensure/certification
5. Professional Organizations
6. Presentations
7. Publications
8. Inservice education
9. Community activities

A-5. Analyze the technique of a nurse leader in influencing and determining the direction of change in individuals and/or groups. Turn in a written analysis of your observations.
B. METHOD OF EVALUATION:
B-1. Position Paper ................................................ 15%
    (see Criteria)
B-2. Clinical/Leadership Experience (logs) and self-learning objectives . . . . 20%
    You must pass clinical to pass the course
B-3. Case study of a critical incident or a leadership/management situation . . 5%
B-4. Resume ..................................................... 5%
B-5. Analysis of a change agent ........................................ 5%
B-6. Bibliography Report, minimum of 5 for the semester ...................... 5%
B-7. Class participation ............................................ 10%
B-8. Examinations
    a. Examinations (2) ........................................ 15%
    b. Final examination ........................................ 20%
    Total = 100%

C. GRADING SCALE: 90 - 100 = A
                   80 - 90 = B
                   70 - 80 = C
                   60 - 70 = D
                   60% & below = F

A grade of C or better is necessary to continue in nursing courses.
BIBLIOGRAPHY ASSIGNMENT

PURPOSE: To introduce students to current information from various sources on topics discussed in the classroom.

OBJECTIVES: After completing the Bibliography Assignments the student will be able to:

1. Find current information on management and leadership
2. Critique various nursing articles related to management and leadership.
3. Discuss how information from articles can be used in nursing practice.

INSTRUCTIONS: 1. Typed on one 8x11 page, criteria will be provided.
2. The journal used should be within the past 5 years. No Web site sources are to be used for this assignment. At least three different journals are to be used during the semester for this assignment.
3. Each report should be in APA format and include:
   4.1 Summary of the article
   4.2 A critique of the article (see Critique Criteria attached)

Critique Criteria:

Typed on 1 page-double spaced.

Format:
- Proper bibliographic information in APA format 1 point
- Narrative or outline summary of main points 2 points

Critique: Address the following components:
- Quality of writing (grammar etc). 5 points
- Interest of the articles (say why or why not).
- Author(s) - do they have needed expertise?
- Was this a research study?
- What was the major premise (main point)? List supporting statements, do you agree that the premise was supported, were there any holes in the logic?
- References - adequate and current?

Discussion:
- Discuss how this article is meaningful to you as a nurse 2 points
CRITERIA FOR GRADING POSITION PAPER

Select a topic that is of concern in nursing leadership (acute care or community). State the general background information, state your position (point of view, premise, etc.), and support your position.

<table>
<thead>
<tr>
<th>Points Possible</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Organization</td>
<td>05 ______</td>
</tr>
<tr>
<td>Table of Contents, headings in paper, (Title page, page numbers, spacing, paragraphs)</td>
<td></td>
</tr>
<tr>
<td>2. Introduction</td>
<td>05 ______</td>
</tr>
<tr>
<td>Introduce reader to the purpose of paper, the issues to be analyzed, and the author's plan for development of the paper.</td>
<td></td>
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<tr>
<td>3. Creativity</td>
<td>10 ______</td>
</tr>
<tr>
<td>Holds interest of reader, originality, development of own ideas.</td>
<td></td>
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<tr>
<td>4. Role of nurses and the health care delivery system to issues of leadership and management (L/M).</td>
<td>30 ______</td>
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<tr>
<td>5. Logical presentation of facts, research, results, and ideas with appropriate documentation, related to L/M.</td>
<td>30 ______</td>
</tr>
<tr>
<td>6. Summary</td>
<td>05 ______</td>
</tr>
<tr>
<td>Succinct summary of paper.</td>
<td></td>
</tr>
<tr>
<td>7. Scholarly writing and conform to APA format (APA Manual 5th ed.) (Logical format and correct grammatical structure &amp; punctuation must be evident throughout the paper).</td>
<td>10 ______</td>
</tr>
<tr>
<td>8. Appropriate references written in APA format. (Minimum 5 references, no more than 2 may be from a major, retrievable electronic source).</td>
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See the attached Evaluation Checklist for an additional guide.

* Body of paper should be no more than 6-8 pages.
Change Paper Criteria

Assignment: Analyze the technique of a nurse leader in influencing and determining the direction of CHANGE in individuals and/or groups. Turn in a written analysis of your observations.

Method of Evaluation:

Introduction: issues, situation, pertinent factors 2 points

Incorporation of change theory: identify driving and restraining forces, choose a change theory and apply it throughout the scenario 10 points

Writing: scholarly, gammer, interest 3 points

Resume

Guidelines:

Typed
1-1 ½-inch margin on all four sides
8 ½ X 11-inch paper
White, off-white, light blue, light gray paper (no bright colors)
High quality bond paper (look for a watermark)
Plain lettering, no elaborate scroll
NO errors and no correction fluids
Neat
Underlined, capitalized, or boldface type to highlight important categories
One to two pages in length

INCLUDE THE FOLLOWING INFORMATION

Demographic Data - info about you as a person
Career/Professional Objectives
Experience
Education
Licensure
Honors and Awards
Professional Organizations
References on request
Cover Letter
Clinical Information

Each student is expected to spend 45 hours in clinical experiences. Five hours will be spent observing management in a setting other than health care (motel, restaurant, etc). The remaining 40 hours are to be split between acute care leadership and community leadership. The preceptor must be notified if an illness or emergency will prevent you from attending your arranged clinical experience. Clinical attire must conform to the agency in which you are practicing, a lab coat and name tag is the minimum acceptable for the school of nursing. Each preceptor will participate in your evaluation. All clinical experiences must be PASSED to pass this course. The clinical logs (which document objective attainment) and the preceptor evaluations are worth 20% of the course grade.

Clinical Log Guidelines
Within 48 hours

1. Please E-Mail your log to me each week that you have completed any clinical time (if you are taking Community Clinical from me please do your clinical logs on different E-Mail messages): turnerc@swau.edu
2. Each log will need to include the clinical experience, facility/agency, preceptor, number of hours (travel time does not count), and information about your experience.
3. Grading:
   A. All objectives addressed (you write your own objectives with your preceptors plus objectives on the attached evaluation form)
   B. Narrative of the experience to include your learning activities, your personal thoughts/feelings about the experience, and a “story” of something that happened during the experience that held special significance to you (something that demonstrated critical thinking*, that illustrated good or bad leadership/management, something that impacted patient outcomes, etc.)
4. You will receive feedback from me.

* This is the Critical Thinking definition for our BS nursing program:

Critical thinking includes learned thought processes that progress from meeting defined basic needs of the whole person to using increasingly complex problem solving techniques, analytical skills, and conceptualization. It is the deliberative non-linear process of collecting, interpreting, analyzing, drawing conclusions about, prioritizing and evaluation information that is both factually and belief based. In nursing this is demonstrated by clinical judgement that challenges assumptions and creatively develops alternate solutions. Critical thinking gives the nurse the ability to evaluate and utilize research findings which promote quality care.

Interview

Interview Questions: Interview 3 people in management positions other than health care.
1. How and what do you delegate? 2. What role do you have in the budget process? 3. Do you have a mission statement? If so get it. 4. Do you have a computer system for information management? 5. How do you motivate employees? 6. What about your job causes the most stress? 7. Tell about the hiring, discipline, and termination process. 8. How do you handle customer complaints? 9. How do you maintain a quality product/service? 10. Please tell me an actual story about a management issue you have dealt with. What did you do, what were the challenges, what was the outcome, how did you feel about it?

Write a couple of sentences about each of the above questions. Write the person’s “story” (question #10) as exactly as possible, use some of the person’s own words. Please type each interview.
NRSB 435
NURSING CONCEPTS, LEADERSHIP AND MANAGEMENT

Clinical Practicum Plan

COMMUNITY SITE

Student______________________________________________________________________________

1. Brief description of plan for leadership Practicum (includes hours/days of week).
   NOTE: No clinical Practicum during Sabbath hours (Sundown Friday till Sundown Saturday).

2. SETTING FOR CLINICAL LEADERSHIP PRACTICUM:
   Location:____________________________________________________________
   Address:____________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

3. PRECEPTOR:
   Name:______________________________________________
   Title:______________________________________________
   Educational
   Background:____________________________________________

4. OBJECTIVES:
   Measurable and realistic, develop with preceptor. Write 5-10 objectives on back side of this paper. Must be approved by course instructor prior to any clinical experience.

Faculty approval:
Name:________________________________Date:__________________________________________
NURSING CONCEPTS, LEADERSHIP AND MANAGEMENT

Clinical Practicum Plan

ACUTE CARE SITE

Student

1. Brief description of plan for leadership Practicum (includes hours/days of week).
   NOTE: No clinical Practicum during Sabbath hours (Sundown Friday till Sundown Saturday).

2. SETTING FOR CLINICAL LEADERSHIP PRACTICUM:
   Location:
   Address:

3. PRECEPTOR:
   Name:
   Title:
   Educational Background:

4. OBJECTIVES:
   Measurable and realistic, develop with preceptor. Write 5-10 objectives on back side of this paper. Must be approved by course instructor prior to any clinical experience.

Faculty approval:
Name: ______________________ Date: _______________________
Chapter Objectives: The text lists very good objectives, all are important but I have chosen the ones below as specific to this course.

- Analyze how the changing health care environment is being shaped by cost
- Compare and contrast common characteristics of basic managed health care organizations
- Appreciate our gifts as demonstrated by discussing how we compliment each other

- Develop a mission statement with goals and objectives
- Analyze organizational structures and their potential impact on nursing services
- Develop policy and procedure statements
- Discuss the evolution of Nursing Practice models
- Analyze differentiated nursing practice
- Differentiate between managed care and nursing case management
- Discuss the importance of tracking the fiscal and clinical outcomes of patient care
- Describe the tools used in nursing care management

- Discuss the importance of budgeting in the management of resources
- Evaluate the analytical tools involved in the budget process
- Appreciate the need for business skills to balance clinical know-how by verbalizing to the leader you work with
- Write multiple choice questions of quality

- Discuss the process of technology assessment in evaluating new information technology
- Identify the primary issues associated with emerging technology
- Develop a resume

- Pass the test!

- Identify key qualities of the motivational leader
- Examine theories and means by which a leader can build a self-motivating environment
- Discuss research findings related to motivation
- Differentiate between the concept of leadership and the concept of management
- Discuss how corporate culture affects nursing practice
- Compare and contrast leadership styles
- Analyze power

- Identify factors that affect an individual’s use of time
- Analyze factors that have an impact on time management strategies in the clinical area

- Describe the role and work tasks of a supervisor
- Describe the importance of appropriate delegation in today’s health care environment
- Apply Fine’s model of task analysis to redesign roles and tasks when planning and delivering patient care
- Analyze “supervisor” vs “supervision”
Identify and explore major portions of the communication process
Identify causes, approaches, guidelines, tactics, and strategies for managing conflict
Recognize the major phases, characteristics, and tactics in the process of negotiation

Pass test 2!

Recognize essential components involved in group dynamics
Explain the relationship of group dynamics to cultural diversity issues in the health care workplace
Interpret a model for managing conflict in the health care workplace

Compare and contrast selected theories of change
Select appropriate strategies for effecting planned change

Define the legal scope of nursing practice
Identify strategies for safe practice
Discuss ethical theories of importance in nursing leadership
Discuss both a patient-centered framework and a policy/organizational framework for resolving moral conflicts

Describe the performance improvement process
Differentiate risk management and performance improvement
Discuss the purposes of performance appraisal
Identify five principles for designing a performance appraisal system
Describe a legally defensible performance appraisal system
Describe the connection between the evaluation and the job description

Present a case study

Pass the final
Guidelines for Writing Good Multiple-Choice Questions

General Guidelines

1. Use correct English grammar, syntax, spelling, and punctuation. When using a sentence completion format each option should grammatically complete the stem (Ellsworth, Dunnell, & Duell, 1990).

2. Avoid extraneous material in the stem or the options (Ellsworth, Dunnell, & Duell, 1990).

3. Do not use unnecessarily complex vocabulary or jargon. (Farley, 1989b). Questions should primarily test nursing content, not reading or vocabulary. Avoid culturally insensitive language (Klisch, 1994).

4. Avoid humor or using the names of faculty or famous people. Students whose first language is not English and students who are anxious may not understand supposedly humorous questions. The phonebook is a good source of ethnic names; names should be easy to read and pronounce (e.g., Pham rather than Sianhouk; Klisch, 1994).

5. Test content should cover important material, not trivia (Farley, 1989b).

6. Avoid testing student opinion (Ellsworth, Dunnell, & Duell, 1990).

7. Do not quote directly from the text (King, 1978). If you are citing an authority identify the authority, for example, “According to Erikson...”. (NB: This criteriaion was not included, as it would have required extensive textbook examination).

8. Number questions and letter options (Gaberson, 1996).

9. Each item should be independent of other items (King, 1978); do not run a string of questions off one scenario. This is confusing and forces students to keep going back to scenario. Several questions could refer to a scenario or the scenario content could be spread over several questions.

10. Use both generic and brand names for medications (Klisch, 1994); the generic name should be written in lower case letters first followed by the brand name with the first letter capitalized in parentheses.

11. Use adequate space between series of numbers and symbols so they can be read clearly. For example, A. 0.05 mg. - 1.5 mg. not 0.05mg-1.5mg (Klisch, 1994). Options should be lined up under each other, not flush with left margin. Options should be listed vertically. Double space between stem and options and single space between options. Double space between questions. Copy on only one side of the paper (Gaberson, 1996).
Stem Construction Guidelines

12. Do not use negatively phrased questions, especially double negatives (Ellsworth, Dunnell, & Duell, 1990; Gaberson, 1996).

13. If you must use negatively phrased questions emphasize by underlining, capitalizing, or bolding (Farley, 1989b).

14. Avoid specific determiners (always, never, all, only); “test-wise” students know these are cues to the incorrect answer (Farley, 1989b).

15. Options should be placed at the end of the stem; avoid a “fill in the blank” format (Ellsworth, Dunnell, & Duell, 1990).

16. As much information as possible should be put in the stem; avoid repeating material in the options. This improves clarity and reduces reading time (Ellsworth, Dunnell, & Duell, 1990; Gaberson, 1996).

17. The problem should be in the stem, not the options. Options should not stand alone as a series of true-false statements (Ellsworth, Dunnell, & Duell, 1990).

Option Guidelines

18. Avoid “all of the above”; it is almost always the correct answer and “test-wise” students know this (Ellsworth, Dunnell, & Duell, 1990). Avoid use of “none of the above”, it is too confusing (Crehan, & Haladyna, 1991).

19. Do not use combined options, (e.g., “A. 1, 2, 4 B. 1, 3, 4, 5”; Farley, 1989b). It is unnecessarily confusing.

20. Arrange test responses in logical order. Options should be alphabetical, chronological or hierarchical. This will assist with the random distribution of correct options (Gaberson, 1996).

21. Avoid overlapping options (Farley, 1989b). Overlapping options, for example, A. 1-5, B. 5-10, increases the chance of having more than one correct answer.

22. All options should be approximately the same length; too long is 1.5 time the shortest length (Ellsworth, Dunnell, & Duell, 1990). Alternatively, two options may be short and two be long.

23. There is only one correct answer (Ellsworth, Dunnell, & Duell, 1990).

24. All options are plausible. It is preferable to have three good options than four options.
of which three are good and one option which is so weak it is obviously wrong (King, 1978).

25. Options should not so closely echo the stem they are clues to the correct answer (Ellsworth, Dunnell, & Duell, 1990).

26. Incorrect options should be as precise as the correct option (Ellsworth, Dunnell, & Duell, 1990).

27. All options should be similar in form. Options should not be grammatically or visually different (Ellsworth, Dunnell, & Duell, 1990).

28. Most questions should be at the higher (application and analysis) cognitive levels.

29. Content should be current.

30. No important content should be omitted.
1. As a role model did your preceptor:
   a. Allow time for adequate feedback?
   b. Provide for open communication and mutual trust?
   c. Provide adequate support?

2. As a resource person, did your preceptor:
   a. Share expertise?
   b. Demonstrate appropriate leadership/management skills?
   c. Assist in finding appropriate resources?
   d. Provide meaningful feedback?
3. Discuss with your preceptor the following aspects related to your placement in the clinical:
   a. Orientation to facility
   b. Introduction to staff.
   c. Optimum use of your time.

4. As a preceptor/supervisor, did he/she:
   a. Provide clinical supervision?
   b. Have weekly conferences?
   c. Encourage you?

5. What is your overall evaluation of this experience?

Student:________________________________________
Preceptor:______________________________________
Date:___________________________________________
This instrument is to be used by the clinical preceptor to evaluate the clinical performance of each student in the Critical Care and Community Care settings. It is to be completed at the end of the clinical experience and will be given to the faculty in charge.

**PART I**

Please rate the student's performance for each item below.

<table>
<thead>
<tr>
<th>Item</th>
<th>Excellent</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal Appearance</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>2. Dependability</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>3. Confidence</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>4. Decision-Making (thinks quickly &amp; logically)</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>5. Organization</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>6. Initiative (actively seeks learning)</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>7. Interpersonal Relationships/Collaboration</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>8. Punctuality</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>9. Quality of Nursing Interventions</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>10. Patient - Family Teaching/Counseling</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>11. Communication Skills:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Verbal/nonverbal (shift report)</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>b. Written (charting)</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>12. Accountability (responsibility for actions)</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>13. Use of Nursing Process:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Assessment</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>b. Planning</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>c. Implementation</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>d. Evaluation</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

**PART II**

**NARRATIVE SUMMARY:**

**PRECEPTOR'S SUMMARY:** (PLEASE write a narrative summary of the student's clinical performance)

---

Date: ____________________________ Preceptor's Signature: ____________________________
### Evaluation of Course

**Course #/Title** ____________________________  **Semester/ Date** ________________

Please rate the course in the following areas:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th></th>
<th>Excellent</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course was well organized.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2. The course syllabus was helpful to me.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>3. The course objectives were clear.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>4. The teachers(s) taught by objectives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>5. Tests correlated with class content and objectives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>6. Coming to class helped me to learn.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>7. The teacher(s) seemed to know a lot about the subject(s) being taught.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>8. The teacher(s) encouraged me to think critically.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>9. There was enough time allotted to cover each topic.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>10. Grading policies were clear.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>11. Grading was clear.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>12. Clinical experiences reinforced what I learned in class.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>13. Clinical experiences were valuable.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>14. Written work reinforced my learning.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15. The course facilitated my personal and professional growth.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Comments:**
If this course was team-taught, were any significant variations on the above questions between the faculty team? Please note those differences being as specific as possible.

**Strengths (Good aspects of course):**

**Weaknesses (Areas for improvement in course):**

Thank you for your honest feedback. It helps us improve our nursing program.