Annual Assessment Report for Academic Programs

The University Assessment Team advocates for the enhancement of student learning through purposeful, meaningful, and feasible student-outcomes assessment practices. The Assessment Team seeks to collaborate with programs, departments, and units to ensure that effective assessment of student learning occurs across the University. To assist in meeting this goal, the Team requests that you complete this Annual Assessment Report form to document student learning in your program. A PDF version of this completed form will be posted to the Academic Affairs Assessment website. Please note that this Annual Assessment Report form should only be completed after you have an Assessment Plan for Academic Programs forms on file with the University Assessment Team. The plan is completed once and only updated when revisions have been made to components of the plan.

1. Degree Level and Program Name: MSN Nursing & Healthcare Leadership (NHL)

2. College/School: College of Health Professions and McAuley School of Nursing

3. Assessment Overview - Briefly share how student learning outcomes assessment is conducted within your program/department (e.g. number of outcomes, examples of assignments used, and frequency of assessment).

Five student learning outcomes are measured (with 1 measured each year) according to the MSON MSN Program Outcomes:
1. Professional role practice according to specialty competencies at the MSN level.
2. Translation of theoretical and conceptual knowledge into advanced nursing to promote health care quality and patient safety outcomes.
3. Integrate informatics, technology, and collaboration in the delivery of person-centered nursing for individuals and populations.
4. Engage in systems leadership with a focus on preventive care, policy development, and patient advocacy.
5. Integrate Jesuit and Mercy traditions in providing culturally-competent, compassionate, holistic, and person-centered care.

4. Student Learning Outcomes -Which student learning outcome(s) from the assessment plan filed with the University Assessment Team is/are being reported on in this report? Include the corresponding benchmark(s) for each outcome.

According to the MSN Program Assessment Plan on file, one outcome is being assessed this cycle. Student Outcome #2 MSN candidates will translate theoretical and conceptual knowledge into advanced nursing practice actions that promote optimal health care quality and patient safety outcomes. NHL MSN candidates are assessed in NUR 5900 during their internship using the ePortfolio based on the AONL Nurse Executive competencies. All candidates must earn a passing score in each rubric dimension area.

5. **Institutional Outcomes** - For which institutional outcome(s) do the reported student learning outcome(s) align?

x	I. Jesuit & Mercy Values		x	IV. Communication
x	II. Diversity & Cultural Awareness		x	V. Professionalism
x	III. Critical Thinking & Problem Solving		x	VI. Lifelong Learning

6. **Assessment Period:** Select the academic year for which you are reporting results (i.e. when data were collected):

2021-2022

7. Results, Planned Actions, and/or Actions Taken -Briefly summarize the assessment results, how they relate to benchmark(s), and how you are using them to enhance student learning and improve program quality.

Benchmark was achieved for the learning outcomes captured in the ePortfolio with 100% of students (2/2) earning a passing score on each dimension of the rubric. They met the criteria for all, and 1 student exceeded in 1 area and the other exceeded in 4 areas. Students were able to demonstrate nursing leadership competencies in practice across all five dimensions of the AONL leadership competencies. Actions include strengthening instruction for students to better be able to showcase competencies in their ePortfolios as they struggled a little to create, though evidence (e.g. logs, seminar discussion, preceptors show good overall achievement.

Attachments:

ePortfolio sample rubric SM W22_Julia Stocker-Schnei.docx
NUR 5900 Syllabus F22_Julia Stocker-Schnei.docx
Sample ePortfolio Nursing Leadership Competen_Julia Stocker-Schnei.pdf

ePortfolio Rubric

Criteria	Points possible	Points earned	Comments
Landing page (intro to your eportfolio, include links or tabs to various sections of your e-Portfolio	5	5	Good
Professional credentials & certification	5	5	Good
Career goals & professional philosophy	5	5	Clear goals, thoughtful professional philosophy
Resume	20	19	Nice overall resume, Good that you have link to LinkedIn (however it is misspelled, so correct so that the link works). Nice summary good listing of positions and responsibilities. Add measurables when you can (e.g. mock surveys led, improvements made with measurables)
Nursing leadership competencies organized according to AONE Nurse Exec competencies framework as below. Includes description of how competencies demonstrated with evidence			
1. Communication and relationship management	10	10	Nice summary and artifact
2. professionalism,	10	9	Good, suggest also seeking MSN, active learning that you engage in.
3. knowledge of the health care environment,	10	9	What you have there is good, though this is a big area, and you could potentially give yourself credit for more competencies and attach more artifacts related to other projects/work you may have done in the program. The 5p is a great showcase.

4. business skills and principles, and	10	9	Good, could emphasize more skills and add more artifacts from other classwork.
5. leadership.	10	9	Good. I would recommend adding an artifact related to change from a project that you did in school
ePortfolio accessability, appeal, professional appearance, ability to provide a useful snapshot of your professional identity	15	15	Accessible and professional in appearance and serves as a good snapshot.
Total	**100**	**95**	

University of Detroit Mercy
McAuley School of Nursing
Nursing & Healthcare Leadership
Graduate Nursing Program
Fall 2022

Course Title: NUR 5910 Nursing & Healthcare Leadership Internship

Course Credit: 3 credits, 168 contact hours

Course Prerequisites: Completion of 80% of HSM courses

Time & Location: Virtual seminar meetings in blackboard collaborate will be held on
                           Wed., 9/21 & Wed., 12/7 from 5:30-8:00 pm
                           Clinical hours at your arranged clinical site with hours as negotiated
                           with your preceptor. Site visit with student, faculty and preceptor as
                           arranged.

Faculty: Julia Stocker Schneider, PhD, RN, CNL
                           Associate Professor & Coordinator,
                           Health Systems Management & Clinical Nurse Leader Programs
                           McAuley School of Nursing
                           Office: College of Health Professions, Room 225
                           Text/phone: (734) 223-2285
                           Email address: stockeju@udmercy.edu
                           Office hours: Office hours by appt. Please schedule with me ahead of
                           time or suggest other days/times that will work for you for a virtual or in
                           office meeting.

Course Description:
This course provides students with opportunity to apply knowledge learned in the HSM program
to nursing leadership practice in a clinical setting. Students will develop personalized leadership
growth objectives for the experience based on their future nursing leadership goals, and a
leadership competencies self-assessment according to the American Organization of Nurse
Executives (AONE) Nurse Executive Competencies. Each student will be precepted by a
master's prepared nurse leader who will facilitate leadership experience opportunities, including
project work in the organization that will support the student's leadership growth. The student
will gain nursing leadership skills and experience through self-directed project work, and
mentored leadership experiences. Students will synthesize leadership growth through
development of an ePortfolio.

Course Objectives: Upon completion of this course, students will be able to:

Course Objective	MSN Program Outcomes/ Objectives	MSN Essentials	Evaluation
1. Formulate and implement objectives for the internship experience based on career objectives and a self-assessment of leadership skills according to the AONE Nurse Executive Competencies.	1	IX-1	Objectives, Internship Presentation
2. Translate theory and evidence-based knowledge into nursing and systems leadership practice.	1, 2, 4	I-1,I-5,I-7, II-4, II-7	Activity/Reflection Logs, Internship Presentation, ePortfolio
3. Utilize leadership, business, and project management skills to address a need identified in a health care system practice setting.	1,2,3,4	I-6, I-7, II-2, II-4, II-6, II-1, III-2, III-3, III-7, III-8, IV-1, IV-4, Vii-3, VII-6, IX-2, IX-3, IX-4, IX-5	Activity/Reflection Logs, Internship Presentation, ePortfolio
4. Examine actual or potential ethical issues encountered in nursing leadership practice, and discuss associated principles.	5	I-4, V-III,IX-8	Seminar Discussion, Activity/Reflection Logs
5. Demonstrate nursing leadership competencies outlined by AONE including communication & relationship management, knowledge of the healthcare environment, leadership, professionalism, & business skills & principles	1,2,3,4,5	I-1, I-3, I-5, I-6, I-7, II-1, II-2, II-4, II-5, II-6, II-7, II-1, III-2, III-3, III-5, III-6, III-7, III-8, IV-1, IV-3, IV-4, V-1, V-2, V-6, VI-2, VI-3, VI-3, V, VII-3I-4, VI-6, IX-1, IX-2, IX-3, IX-4, IX-5, IX-7	ePortfolio

Instructional Methods:
Students engage in experiential learning in a healthcare practice setting. Students guide their learning experience through the development of personalized learning objectives based on career goals, a leadership competencies self-assessment (AONE Nurse Executive Competencies) http://www.aone.org/resources/nec.pdf), and input from course faculty and their qualified nurse leader preceptor (Master's prepared, preferably in nursing). Students engage in self-directed growth experiences (168 hours) in the practice setting to meet their personalized objectives, including completion of an approved project thatsupports the student's leadership development and is of benefit to the clinical site. The student engages in reflective practice through weekly reflection logs. Students learn from faculty led discussion, including virtual seminars where students share and discuss leadership experiences gained in the internship. Students will synthesize leadership growth through development of an ePortfolio.

Recommended Texts:
ANA. (2016). *Nursing Administration: Scope & Standards of Practice* (2nd ed.). Silver Spring, MD:

ANA. ISBN-13: 978-1-55810-643-7 Available as an eBook in the library at:
https://ebookcentral.proquest.com/lib/udmercy/detail.action?docID=5194559

Rundio, A., Wilson, V., & Meloy, F. A. (2016). *Nurse Executive Review & Resource Manual* (3rd ed.). ANA Enterprise. Available as an eBook in the library at:
https://ebookcentral.proquest.com/lib/udmercy/detail.action?docID=5196970

APA Style References:
All papers completed for the class must be completed using APA style format 6th edition. Please refer to and use information found on
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html or https://udmercy.libguides.com/nursing/APA
to assist you with this. You are highly encouraged to use **refworks** (info on the library guide site referred to above) or a similar bibliographic program (e.g. Mendeley).

Course Policies:
You are required to participate in all aspects of the learning experience, including assigned readings, team learning activities, and discussions. Participation is demonstrated by each student assuming responsibility for initiating, pursuing, and evaluating experiences that contribute to his/her own learning. In a graduate class, students are expected to share thoughts and ideas, contribute to class discussions, and initiate dialogue related to assigned readings and lecture materials.

Students are expected to overview and critically evaluate the assigned readings prior to each class and to actively contribute to online discussion with substantial responses that further the class discussion.

It is expected that all written assignments will follow APA format. Written assignments should include all content included in the assignment description & rubric and will be clearly written and organized using appropriate headings.

The policies related to Academic Integrity as described in the University of Detroit Mercy Catalogue and the McAuley School of Nursing Graduate Student Handbook regarding academic and professional performance must be adhered to at all times. Failure to do so may result in probation and/or dismissal.

Late Assignments: Assignments submitted after the deadline will not receive full credit. If you are experiencing any extenuating circumstances that will prevent you from submitting your assignment on time, please notify the faculty member *before* the assignment becomes due.

Course Clinical Requirements:
The number of required contact hours is a minimum of 168 hours. Clinical hours will include: 1) time spent with preceptor and other leaders/mentors at the clinical site or virtually, 2) time spent working on the project at the clinical site or virtually, and 3) time spent working on the project at home or off-site.
Schedule: The student and preceptor shall determine the student's specific schedule. Best practices for setting the student internship schedule includes determining desired activities from preceptor's schedule to meet objectives (and other leader's/mentor's schedules as appropriate), onsite/virtual needs for completing project, and personal availability.

Attendance: Students must attend and report to internship site in person or virtually according to the agreed upon schedule. If absence or lateness occurs, students must notify the facility preceptor before the scheduled starting time. Students will be required to make up absences incurred during this internship, if necessary to attain objectives and meet clinical hour requirements for the internship.

Regulations: Although the students are not employees, they are required to adhere to all personnel regulations of the health care organization to which they are assigned according to the AceMapp recquirements for the site. Students may be asked to sign a confidentiality agreement with the participating organization. All students must also adhere to the policies described in the Graduate Student Handbook.

Site Visit: Each student will meet with the course faculty and their preceptor during the first few weeks of the course. The site visit may be conducted in person, or virtually, and will involve review and approval of the student's internship objectives and project plan. Students will keep faculty updated on a weekly basies via the online reflection logs on the course blackboard site. The student should inform the faculty of any issues that arise in a timely manner via email or phone. If necessary, a second site visit can be arranged.

Late Assignments
Assignments submitted after the deadline will not receive full credit. If you are experiencing any extenuating circumstances that will prevent you submitting your assignment on time, please notify the faculty member *before* the assignment becomes due.

MSON GRADUATE GRADING SCALE

Percentage	Grade
>93	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	D
<69	F

GRADUATE PROGRAM GRADING SCALE AND GRADING POLICIES:
To achieve satisfactory academic progress leading to continued progression the student must maintain an aggregate grade of B (a University GPA of 3.00). The graduate nursing programs consider a grade below B- in any of the nursing courses to represent unsatisfactory academic progress. Unsatisfactory academic progress may result in probation and/or dismissal as described below.

Students may be denied progression if they have not made satisfactory academic progress in their education. When a graduate nursing student's cumulative GPA falls below 3.0, she/he is placed on academic probation. When a student earns a grade of less than "B-" in any of the core nursing curriculum courses, that student is dismissed from the program.

In order to receive a graduate degree from the University of Detroit Mercy, a student must remain in good standing and maintain a cumulative GPA of 3.0. If a student has completed the requisite number of credit hours for his or her degree but he or she has failed to achieve a 3.0 cumulative GPA, he or she may take up to six additional hours in an attempt to establish the necessary 3.0 grade point average. Please refer to the graduate catalog for further information.

Evaluation Criteria:
Course deliverables and assignment weights towards course grade are noted below:

Course Objectives & Internship Experience Plan	10%
Actiivity/Reflection Log and preceptor evaluation	25%
Presentation	25%
ePortfolio	30%
Participation	10%
Total	100%

Course Objectives & Internship Experience Plan: **10%**

The student will meet with her/his preceptor during the first week of the semester and will discuss areas of interest for leadership exposure and development, and possible projects to support leadership development. The student will seek out recommended and available experiences of interest and corresponding dates from her/his preceptor. The student will identify 2-4 target areas to build competencies, based on review the AONE Nurse Executive competencies https://www.aonl.org/system/files/media/file/2019/06/nec.pdf career goals, and available and recommended experiences and projects offered by preceptor. The objectives should direct the student's work towards developing identified nursing leadership competency and exposure, experience, and mentorship.

An additional objective should specifically address the project the student will complete, and will include the deliverable that will be created for the preceptor & organization (e.g. report overviewing strategies to address a problem or need identified in the site with specific recommendations, a survey with results and analysis, an educational program created and delivered, etc). Including the project objective, the student should have 3-5 objectives.

For the project, the student will develop a basic project plan that outlines activities and timeline for the student project. The draft objectives are due on the day prior to the site visit. They may be revised if needed after the site visit based on input from the faculty and preceptor. The activities and project plan are due on 5/31 end of day.

Strength and clarity of objectives (2-4) to drive internship work and leadership growth	30%
Listing of activities you plan to undertake to meet your objectives	10%
Strength and clarity of project objective, including project scope and anticipated deliverable.	15%
Project plan for your project (outline major activities with corresponding timeline)	30%
Format (timeliness, adherence to guidelines)	15%
Total	100%

Activity/Reflection Log: **25%**

Students will maintain a log of activities submitted to blackboard once per week related to the clinical experience. This log should include the following: 1) date, 2) time spent for the given week (Mon-Sun), 3) cumulative total of clinical hours completed to date for the semester, 4) a brief statement of the activity and progress towards objectives, and 5) a thoughtful reflection that describes key learnings or observations from the experiences and how they may contribute to professional development. Grading criteria for the log are as follows:

Succinct record of date, time spent for the given week, running tally of internship hours completed	20%
Brief summary of activities completed for the week	20%
Thoughtful reflection on experience and activities, including key learnings or observations, relationship to objectives and professional development	40%
Adherence to guidelines (timeliness, accessibility, quality of writing, clear and succinct description of activities and reflection	20%
Total	100%

Presentation: **25%**
At the last seminar, each student will present a 15-minute overview of her/his internship experience. The presentation will be evaluated according to the following criteria:

Overview of internship placement including:
    1. overview of the site (organization, population served, etc), and
    2. description of the preceptor including leadership roles & responsibilities, strengths observed
	20%

Internship objectives, plan, and description of how objectives were met; if not met provide rationale.	20%
Brief description of the project completed including outcomes	20%
Major student learnings during the internship	20%
Presentation skills, clarity, organization, speaking presence, powerpoint (12-15 slides), response to questions	20%
Total	100%

ePortfolio   **30%**
Students will create an ePortfolio to document and showcase professional development, competencies, educational preparation, and areas of achievement. The portfolio will be created in the course Blackboard site using Blackboard portfolios. The ePortfolio is an opportunity for you to creatively display your competencies and specialized skills that set you apart as a nursing leader. It is encouraged that you use an accessible and engaging layout to properly showcase your expertise. Your content should be visible from the ePortfolio without the reader needing to download content (paste content vs. attach to accomplish this). It is encouraged that you incorporate pictures where appropriate (such as pictures of any projects you have completed that you wish to highlight), and consider including video content if you wish.

The ePortfolio should minimally include the following content: welcome page, professional credentials & certifications, career goals & professional philosophy, resume, nursing leadership competencies (organize according to AONE Nurse Executive competency framework http://www.aone.org/resources/nec.pdf You may add additional pages to showcase examples of major projects or accomplishments. Please see evaluation criteria below:

Landing page (intro to your eportfolio, include links or tabs to various sections of your e-Portfolio	5%
Professional credentials & certification	5%
Career goals & professional philosophy	5%
Resume	20%
Nursing leadership competencies (organized according to AONE Nurse Exec competencies framework as below, selection and quality of materials to demonstrate competence with evidence)	
1. Communication and relationship management,	10%
2. knowledge of the health care environment,	10%
3. Leadership	10%
4. business skills and principles, and	10%
5. leadership.	10%
ePortfolio accessability, appeal, professional appearance, ability to provide a useful snapshot of your professional identity	15%
Total	100%

Participation   **10%**
Students should attend and participate actively in both class seminars, and exhibit leadership and active engagement during the site visit. Student presentations will be given at the final seminar. Students will post weekly activity/reflection logs in blackboard. Students will also complete any weekly activities assigned (discussion board, other activities).

Student Support Resources: University of Detroit Mercy has a wide array of support services available for free to all students. We encourage all members of the community to be aware of this list of student support resources—including contact information for reporting incidents or concerns. Students can also refer to the webpage for Current Students. COVID-related concerns, about yourself or anyone else, should be reported through the COVID referral form.

Technology Recommendations: University of Detroit Mercy Information Technology Services (ITS) posts current recommendations for student technology needs—including hardware, software, and internet connectivity—on their website.

Important Announcements: Important messages will be communicated through Blackboard and/or emailed to your Detroit Mercy email address.

Instructional Continuity and Class Cancellation: Instructional continuity refers to the continuation of instruction during unforeseen campus closure or instructor absence. Should the need to cancel a class session occur, students will be contacted through Blackboard and/or their Detroit Mercy email address. The following procedures will be in place to ensure continuity of instruction in this course: an announcement will be placed on the blackboard course site and students will be emailed. Students are responsible for all course material provided through this instructional continuity plan.

Disability and Accessibility Support Services: If you require an accommodation due to a documented disability, emergency medical condition, or require special arrangements in case of a building evacuation, please contact Laura Bagdady, Assistant Director of Disability & Accessibility Support Services, at bagdadlm@udmercy.edu or 313-993-1158. You must be registered with Disability & Accessibility Support Services (DAS) and faculty must receive official

notification from their office before accommodations can be implemented. It is important for students to be proactive in this process by requesting their accommodations before the start of every semester. If you feel your accommodations are not being honored in the classroom setting, please contact DAS.

Title IX: Sexual violence and sexual harassment are contrary to our core values and have no place at the University of Detroit Mercy. In accordance with Title IX and related laws, Detroit Mercy prohibits sex and gender-based discrimination including discrimination toward pregnant/parenting students. If you experience sexual violence or sexual harassment that limits your ability to participate in this course or any other Detroit Mercy program or activity, there are resources and options available. Please be aware that I am not a confidential resource, and that I will need to disclose alleged incidents of sex or gender-based discrimination to the university's Office of Title IX. You may also contact Megan Novell, the Interim Title IX Coordinator, directly by calling 313.993.1802 or emailing titleix@udmercy.edu to learn about supportive measures and options that are available to students alleging or alleged to have engaged in sex or gender-based discrimination.

Reporting Bias-Motivated Incidents: University of Detroit Mercy is committed to fostering a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated (Discrimination and Harassment Prevention Policy) and should be reported by contacting the Dean of Students.

Compliance with Student Policies: University of Detroit Mercy students are expected to be familiar with and comply with student-related policies and practices, including those found in the Detroit Mercy Student Handbook. The Student Handbook also contains contact information for the Dean of Students and the Dean of each College/School.

Academic Integrity: As members of an academic community engaged in the pursuit of truth and with a special concern for values, University of Detroit Mercy students must conform to the highest standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of their own efforts. Among the most serious academic offensives is plagiarism, submitting the ideas or work of another source without acknowledgment or documentation. The consequences of plagiarism or any act of academic dishonesty may range from failure in a course to dismissal from the university.

CHP HONOR CODE: Students in the College of Health Professions at the University of Detroit Mercy are expected to exhibit behaviors that epitomize academic, professional and personal integrity. They are committed to the traditions of the Sisters of Mercy and the Society of Jesus that emphasize values, respect for others, and academic excellence. Adherence to such high standards is necessary to ensure quality in education and clinical care in all College of Health Professions programs. A student's acceptance into a program of the College of Health Professions is conditional upon signing an affirmation of the Honor Code. To view the entire Honor Code copy and paste this link in your browser and scroll to Honor Code: https://healthprofessions.udmercy.edu/about/pph.php

Graduate Academic Integrity Statement

By signing this form or checking "Agree" below, I acknowledge and accept the following terms and conditions:

1. To adhere strictly to the honor code policy, which means I will not cheat in any way, nor share any answers or information related to this assignment with any of my peers,
2. I am a properly registered student in this class and not completing this assignment in place of and for the benefit of another person, and
   I understand that academic misconduct can result in failure of this class and potential dismissal from the MSON and the University if any of the above statements are found to be untrue.

Course copyright: All course materials students receive or have online access to are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the Student Code of Conduct, and/or liable under Federal and State laws. In addition, distributing completed essays, labs, homework, exams, quizzes, or other assignments constitutes a violation of the Student Conduct policy.

Religious Observances: It is the policy of University of Detroit Mercy to respect the faith and religious obligations of each student. Students with exams and classes that conflict with their religious observances should notify their instructor at the beginning of the semester in order to work out a mutually agreeable alternative. Please note that, regardless of whether an absence is "excused" or "unexcused," the student is responsible for all missed course content and activities.

Blackboard: In this course we will be using [Blackboard](#) for assignments, activities, and/or discussion. Students should have regular access to Blackboard and their Detroit Mercy email. The use of student data in Blackboard conforms to the Family and Educational Rights and Policy Act (FERPA) and [information policies](#) of University of Detroit Mercy. Downloading the Blackboard mobile app will also allow you to view content and participate in courses on an iOS or Android mobile device.

Recording of Class Sessions: Video/audio recordings of class sessions (face-to-face or online) may be recorded for the benefit of students in the class. Recordings will be shared via platforms with access limited to other members of the class. I will attain consent from students if recordings of student comments or images will be shared with a broader audience.

HIPAA Requirements
The Health Insurance Portability and Accountability Act (HIPAA) of 1996 mandates Federal privacy protection for individually identifiable health information. For course assignments that use patient data or clinical practicum, it is essential to use safeguards to de-identify and prevent the use or disclosure of protected health information. Please refer to your student handbook for more specific guidelines.

On-Line Programs
Due to continual changes at the state level impacting nursing practice and education, it is the responsibility of all students in an on-line graduate nursing program to confirm if the program meets specific licensure requirements in the student's state of residence. Students may contact the applicable licensing board at https://www.ncsbn.org/contact-bon.htm

Universal Design for Learning: I am committed to the principle of universal learning. This means that our classroom, virtual spaces, practices, and interactions have been designed to be as inclusive as possible. If you have a particular need, please email me or arrange a meeting with me so I can help you learn in this course. I will treat any information that you share as private and confidential. Contact Disability and Accessibility Support Services to seek official accommodations due to a disability or emergency medical condition.

Learning Environment: Universities provide a safe haven for multiple perspectives and for disagreement and dissent. However, all of our conversations should be pursued in the spirit of mutual respect and civility. Together we will work to create an environment in which every voice and perspective is heard and respected. The use of harmful or exclusionary language, including language that is racist, sexist, homophobic, or transphobic, would erode what we are trying to accomplish in our course and is not acceptable in the university classroom.

MSN PROGRAM OBJECTIVES:
1. Demonstrate professional role practice consistent with the competencies of the unique specialty at the master's level.
2. Translate theoretical and conceptual knowledge into advanced nursing practice actions that promote optimal health care quality and patient safety outcomes.
3. Integrate informatics, health care technology, and interpersonal collaboration in the delivery of person centered nursing practice for individuals and populations.
4. Engage in systems leadership with a focus on preventive care, policy development, and patient advocacy.
5. Integrate the Jesuit and Mercy traditions in providing culturally-competent, compassionate, holistic, and person-centered care with a commitment to human dignity in the contemporary world.

The Essentials of Masters and Doctoral Education for Advanced Nursing Practice

http://www.aacnnursing.org/Education-Resources/AACN-Essentials

http://www.aacnnursing.org/Portals/42/Publications/MastersEssentials11.pdf

http://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf
Course Schedule*

Week	Assignment
Week 1 1/10-1/16	Meet virtually with preceptor to discuss interests, determine experiences and projects available, and establish beginning schedule. May include virtual meetings/work as appropriate.
Weeks 2-4 1/17-2/6 *Virtual Seminar 2/1* *5:30 – 8:00 pm*	Draft objectives and schedule virtual site visit with faculty & preceptor *Virtual Seminar I to be held Tues 2/1 5:30 – 8:00 pm* *Course Objectives & Internship Experience Plan due 2/6*
Weeks 5-8 2/7-3/6	Complete clinical hours towards meeting objectives and project. Readings and other activities as assigned.

Week 9: *3/7-3/13*	*Mid-Winter/Spring Break*
Weeks 10-14 3/14-4/17	Complete clinical hours towards meeting objectives and project. Readings and other activities as assigned.
Week 15 *Virtual Seminar 4/19* *5:30 – 8:00 pm*	Virtual Presentation due 4/18 for presentation during Virtual Seminar on Tues. 4/19 5:30 – 8:00 pm ePortfolio due on 4/24 Preceptor, site, and student evals due on 4/24 Final activity/reflection logs due on 4/24

*Course schedule, content, and assignments are subject to change. See Course blackboard site for updates and current assignment list

Nursing Leadership Competencies

COMMUNICATION AND RELATIONSHIP BUILDING

Social Workers education for CMS Dialysis Recertification Survey

I have demonstrated successful communication and relationship-building skills. Listed below are a few highlights of my skills with attached artifacts that show how I have used these skills in my nursing leadership practice.

Effective communication competency was demonstrated when I presented regulatory compliance and accreditation to multidisciplinary teams and organizational leaders.

Relationship management competency was demonstrated by communicating with leaders and maintaining credibility by being an active listener, accountable, honest, consistent, and respectful of others while working on QI projects.

KNOWLEDGE OF THE HEALTH CARE ENVIRONMENT

Assignment: 5 P Assessment (Attempt 1)

I have demonstrated successful knowledge of the health care environment skills. Listed below are a few highlights of my skills with attached artifacts that show how I have used these skills in my nursing leadership practice.

I demonstrated competency in clinical practice knowledge by communicating patient care standards established by accreditation, regulatory, and quality agencies by performing mock surveys for regulatory readiness compliance and educating staff on required compliance standards.

Performance improvement/metrics was demonstrated by establishing quality metrics by conducting a 5P assessment of a clinical microsystem that resulted in a QI project to improve the communication of a microsystem's staffing re-configuration

newsletter for communication.

LEADERSHIP

I have demonstrated successful leadership skills. Foundational thinking skills competency was demonstrated by having reflective conversations with a mentor and creating a reflective log journal. Quality improvement competency was demonstrated by competing in a LEAN course and attending in-services, seminars, webinars, and conferences to gain additional knowledge.

Succession planning competency was demonstrated by working with my supervisor to create an orientation and training module for new hires.

Change management competency was demonstrated by presenting regulatory issues and information to multidisciplinary unit leaders.

PROFESSIONALISM

Self Assessment -Leadership Style

Professionalism skills have been demonstrated successfully. Listed below are some highlights of my skills with attached artifacts that show how I have used these skills in my nursing leadership practice.

I have demonstrated competency in personal and professional accountability by being a member of a professional organization- Quality, Accreditation Nursing Network (QANN), Michigan-based.

Career planning competency was demonstrated by meeting, networking, and interviewing senior leaders at my organization for mentoring advice and networking. In addition I wrote a paper on assessing my leadership style to identify leadership styles. This provides an opportunity to gain a clearer understanding of how to change and modify my leadership style that would be most effective for me.

BUSINESS SKILLS

Business Plan: Nurse Extern Program

I have demonstrated successful business skills. Listed below is a highlight of my skills with attached artifacts that show how I have used these skills in my nursing leadership practice. Human resources management competency was demonstrated by writing a paper regarding a business plan introducing a Nurse Extern Program that would benefit organizations regarding nursing recruitment and retention.

Information management and technology competency was demonstrated by researching and presenting to leadership to utilize a new regulatory compliance platform that would help track organizational compliance more efficiently.