

Carthage College
Department of Nursing
NSG 4026W: Advanced Clinical Synthesis and Capstone

Spring, 2021
Term 1: February 2 – March 25, 2022
Term 2: March 28 – May 13, 2022

Course Number and Description: This course provides the learner with an opportunity to synthesize conceptual knowledge gained in the program and begin the transition from student to professional nurse. Students will have the opportunity to explore an area of practice that suits their professional goals. The course culminates in the development and presentation of a capstone project (i.e., research or quality improvement project) that aligns with the student's area of clinical interest.

Credits: 4 credit hours. (1.5:2.5) 105 Clinical Hours

Extended Description

This course is called Advanced Clinical Synthesis and Capstone. The purpose of the course is to allow students to demonstrate the knowledge they have gained while in the nursing program. It is expected students will draw upon their previously gained theoretical and clinical knowledge to demonstrate the program's student learning outcomes.

Faculty

Course Lead: Nancy Reese DNP, RN, CNE	Cheryl Petersen PhD, RN
Alex Thompson DNP, RN	Janet A. Levey, PhD, RN, AMB-BC, CNE

Course Expectations

NSG 4026W contains three performance indicators: ATI NCLEX Capstone Review Series/ Virtual ATI, Clinical Experience (at least 105 hours at assigned clinical agency), and a writing intensive journal & paper/e-poster.

Orientation

Session 1: Thursday, February 3 - 9 a.m. to 12 noon – Niemann Theater

Session 2: Tuesday, March 29 -9 a.m. to 12 noon - Niemann Theater

Course Prerequisites

Successful completion of prior course work and be in good standing within the program.

Required Textbooks and Online Registration

Students reference previous didactic textbooks when preparing for clinical and the ATI NCLEX Capstone Review Series. No additional textbooks and software fees are required for NSG 4026.

Course and Program SLOs	Institutional SLOs	AACN BSN Essentials
Integrate knowledge from the liberal arts, humanities, and sciences as a foundation for professional nursing practice.	Students will be aware of and be able to explain ways of understanding the world.	Liberal education for baccalaureate generalist nursing practice Baccalaureate Generalist Nursing Practice
Employ safe and effective clinical reasoning to design, implement, deliver, and evaluate nursing care and to improve health outcomes across the lifespan and care continuum.	Students will be able to evaluate, interpret, integrate, and analyze information, concepts, and ideas to make reasoned decisions and generate original ideas or products.	Clinical Prevention and Population Health Baccalaureate Generalist Nursing Practice
Develop effective, compassionate, culturally appropriate, and family-centered therapeutic relationships to promote quality health care across the lifespan and care continuum.	Students will be able to exchange ideas effectively with diverse audiences through diverse modes of communication.	Inter-professional Communication and Collaboration for Improving Patient Health Outcomes
Demonstrate self-efficacy in applying transformative and collaborative leadership behaviors across diverse constituencies that improve nursing and health care outcomes.	Students will be able to evaluate, interpret, integrate, and analyze information, concepts, and ideas to make reasoned decisions and generate original ideas or products.	Basic organizational and systems leadership for quality care and patient safety
Utilize a scholarly approach to evaluate and apply best evidence to design and evaluate nursing and health care practices.	Students will be able to evaluate, interpret, integrate, and analyze information, concepts, and ideas to make reasoned decisions and generate original ideas or products. Students will be able to exchange ideas effectively with diverse audiences through diverse modes of communication. Students will be able to demonstrate skill and knowledge in their major disciplines through completion of a significant capstone project	Scholarship for evidence-based practice
Apply informatics and other technologies to plan, improve, and evaluate nursing and health care outcomes.	Students will be able to evaluate, interpret, integrate, and analyze information, concepts, and ideas to make reasoned decisions and generate original ideas.	Information management and application of patient care technologies
Integrate ethical and professional standards to guide professional nursing practice.	Students will engage and explore fundamental questions of human life as they arise in their own and other cultures. Students will be reflective of their values, their role in society, their own well-being and the well-being of others.	Professionalism and professional values
Analyze the influence of socio-political-economic factors that influence the provision of nursing and healthcare.	Students will be reflective of their values, their role in society, their own well-being and the well-being of others.	Healthcare policy, finance, and regulatory environments

Grading Policy:

1. The clinical portion of this course is pass/fail and based on the completion of the journal, CAP, and achieving a passing grade on the final clinical evaluation tool.
2. It is expected that assignments for NSG 4026W to be turned in on time. Late assignments are only accepted if approved by the professor 24 hours prior to due date.
3. A grade of 78% or better must be achieved on ATI NCLEX Capstone Review Series.
4. The clinical component, the ATI NCLEX Capstone Review Series, and Capstone for this course must be passed in order to achieve a passing grade for this course.

Grading Scale: All NSG 4026W assignments are in the learning management system. The following grading scale will be used to determine your grades. There will be no grade negotiations. Please note, this course requires successful completion of the online ATI NCLEX Capstone Review Series, immersion clinical portion and Philosophy of Nursing paper.

A	95% or above	B-	84 – 86	D+	71 – 73
A-	93 – 94	C+	81 – 83	D	68 – 70
B+	90 – 92	C	78 – 80	D-	65 – 67
B	87 – 89	C-	74 – 77	F	< 65

Evaluation Metrics for NSG 4026:

Assessments	Percent
ATI Capstone –dates in ATI calendar	1 st Session - 30%
Virtual ATI – dates in ATI calendar	2 nd Session- 30%
ATI Capstone Comprehensive Form A or B	5%
Journal: Week 5	10%
Weekly goals/hours/evaluations submissions	10%
Writing Intensive Paper/E-Poster: Week 3, 5 and 7	45%
Final Clinical Evaluation	Pass/Fail
Evaluation of Preceptor and Clinical Unit/Setting	Pass/Fail
Clinical Log	Pass/Fail

Curricula Threads: NSG 4026W student learning outcomes (SLO) and metrics (M) are linked to the nursing program learning outcomes (PLO) (<https://www.carthage.edu/nursing/major-requirements/>), institutional student learning outcome (ISLO) (<https://www.carthage.edu/live/files/3103-revised-islos-endorsed-by-academic-senate>), and American Association of Colleges of Nursing (AACN) Baccalaureate Essentials (<http://www.aacnnursing.org/Education-Resources/AACN-Essentials>) and are outlined in the Didactic and Clinical SLO tables.

Academic Guidelines

Academic Integrity

The Department of Nursing has a zero-tolerance policy for any form of academic dishonesty. Given the high standards of the profession to which you wish to gain admittance, and the high esteem and trust the public has in the profession of nursing, we feel it our ethical and moral duty to ensure that we are graduating nurses with

the highest moral probity. Any act of academic dishonesty will be vigorously investigated and prosecuted to the fullest extent allowed by College policy and may result in dismissal from the nursing program. Further, anyone who has knowledge of dishonest academic behavior, and does not come forward with that information, will be considered to be complicit with said behavior and will incur the same penalty as those directly involved.

Plagiarism: Plagiarism is the appropriation by any means of another's work or words and the unacknowledged incorporation of that work or words in one's written [as well as oral] work offered for credit. Plagiarism is also considered if you turn in someone else's work as your own, copying words or ideas from someone else without giving credit, failing to put a quotation in quotation marks, giving incorrect information about the source of a quotation, changing words but copying the sentence structure of a source without giving credit, copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not. Most cases of plagiarism can be avoided, however, by citing sources. Further all of the following are considered academic dishonesty: cheating on a test, collusion and unauthorized cooperative work, false citation, and multiple submissions. Full academic honesty guidelines may be found at <https://www.carthage.edu/community-code/academic-concerns/academic-honesty-guidelines/>

Clinical Synthesis

I. Student Expectations for Clinical Synthesis

- Facility Orientation:
 - Prior to first day of clinical: complete facility online orientation and required documentation.
 - On first day of clinical: complete facility department orientation with preceptor.
- The student must fulfill the required number of clinical hours in the facility. These hours are to be completed in a timeframe arranged by the student, preceptor and supervising faculty.
- Student is responsible for contacting the leader/educator and/or preceptor to establish schedule of clinical hours at least one week prior to clinical start.
 - Please Note: students are expected to work the schedule and location of the preceptor (24/7). For an unscheduled preceptor absence, notify the faculty of arrangements made (ex. scheduled an extra day, arranged alternate preceptor, etc.).
 - For an unscheduled student absence, notify the unit and supervising faculty at least two hours prior to the start of the shift.
 - Notify the course faculty of any short notices changes in schedule.
- Provide personal learning experience objectives and discuss which skills/experience you would like to accomplish. (Utilize skills sheet as necessary.)
- Documentation of the clinical hours is the responsibility of the student.
- Provide feedback about your experience with the agency, as appropriate.
- The student will conduct himself/herself as a healthcare professional according to the policies of both their Department of Nursing and the clinical facility
- Complete a final clinical evaluation, clinical site and preceptor evaluation, course/faculty evaluation administered by Carthage College and Department of Nursing and the end-of-program evaluation administered by the Department of Nursing.

II. Carthage Nursing Faculty Expectations for Clinical Synthesis

- The supervising faculty will establish initial contact with the leader/educator of the unit and/or identified preceptor designated by the clinical facility at least 2 weeks prior to the clinical start date.
- The supervising faculty will make a minimum of 1 face-to-face visit per semester to monitor student progress unless negotiated because of unique circumstances (ex. Home Health, distance, etc.).
- In addition to the onsite visits, the supervising faculty will monitor student progress every 2 weeks by contacting preceptor via telephone, e-mail or other means determined by faculty and preceptor at initial contact.
- The supervising faculty will be available by telephone to the preceptor during the student's scheduled clinical hours. If the supervising faculty is not available (vacation/illness/etc.), they will leave alternate contact information with the preceptor.
- The supervising faculty is responsible for the evaluation/grading of student performance.

III. Preceptor Expectations:

- The preceptor is responsible for reviewing the contents of the Preceptor Information Packet and addressing any questions to the supervising faculty.
- Complete and return Preceptor Information Form.
- Complete facility department orientation with student on first day of clinical. Return completed department orientation checklist to facility designee as applicable.
- Accountable to respond to faculty communications (return emails, phone calls, etc.)
- The preceptor will notify the supervising faculty and facility unit leader/educator as soon as possible regarding any concerns with the student's clinical performance.
- Verify documentation of clinical hours completed by student. Please Note: The student is required to fulfill the required number of clinical hours (see below), please notify faculty of vacations, schedule changes, low census, etc. that could affect the hours completed.
- Provide feedback on student performance (not responsible for grading).

IV. Guidelines for Clinical Experience

The clinical component of this course consists of 105 hours over a 7 week period. It is the student's responsibility to manage and keep track of their clinical hours, but they will need verification of the hours by the preceptor. Carthage College faculty is available during these clinical experiences; faculty does not have the usual direct instructional role with students on the clinical unit. The faculty serves in a resource and support role for the student and the preceptor. Faculty visits frequently and communicates with students, preceptors verbally and electronically.

The one-on-one relationship that the student has with the preceptor and the real-life clinical day provides students with additional opportunities to develop professional and clinical skills. Each day of the clinical experience the student gradually assumes responsibility for the preceptor's typical client care assignment, including the delegation of care to others, and the supervision of the staff members as they implement the delegated aspects of client care. Students will practice and refine skills in clinical decision-making and collaboration. By the third of week of the experience, students should be able to assume at least one-half of the preceptor's client load. By the fourth week, the student should be able to assume a full client care load.

V. Procedure for Clinical Absences

If a student is unable to attend clinical, the student must:

- Contact, by phone or in person, the course/clinical faculty, at least one (1) hour prior to the scheduled clinical time. The preceptor and faculty must be notified if for any reason the student needs to leave the unit or clinical setting.
- Notify by phone the designated client/clinical agency, at least one (1) hour prior to the scheduled clinical time.
- At the discretion of the faculty member, submit a release signed by a health care provider to return to clinical.

VI. Clinical Improvement Contract

A Clinical Improvement Contract (CIC) is developed by the course or clinical faculty to clarify expected student behaviors and to assist the student in improving their clinical performance. The CIC is generated when the student has been found to demonstrate actions that are not consistent with course policies or expectations, or when behavior is inconsistent with professional nursing standards. The purpose of the CIC is to help students reflect on their behavior and to determine ways to improve their clinical performance and/or professional behavior. If the student cannot meet the outcomes of the course and/or the plan set forth in the CIC, the student will receive a non-passing grade for the course/clinical. A copy of the CIC form is appended to this handbook.

VII. Clinical Improvement Contract Policy

1. A student who demonstrates behavior inconsistent with course policies/expectations will receive written

- notification by the course/clinical faculty to arrange a meeting between the faculty and the student.
2. The faculty member will generate a Clinical Improvement Contract (CIC), which will be shared with the student's advisor and the Director of Nursing.
 3. The student and faculty must meet to discuss the expectations outlined in the contract and each party must sign the contract.
 4. The contract must be signed for the student to continue in the course/clinical. If the student does not sign the contract, then the student will not be allowed to continue in the course and a non-passing grade will be assigned to the student for that course/clinical. The student may respond with written comments.
 5. At the completion of the course/clinical rotation, the faculty will write a summary of resolution of the CIC, which will be shared with the student, advisor, and Director of Nursing.
 6. A student may receive only two CICs. More than two CICs will initiate a review of the student's academic record and progress, and may result in dismissal from the program.

Academic Guidelines - Program/School Policies: Link to the following webpages for information on Carthage College Mission Statement (<https://www.carthage.edu/about/mission-statement>), Department of Nursing Mission Statement (<https://www.carthage.edu/nursing>), BSN Student Handbook (<https://www.carthage.edu/nursing/mission/>), Student Support (<https://www.carthage.edu/campus-life/support-and-services/>), Disability Policy (<https://www.carthage.edu/learning-accessibility>), Academic Integrity Policy (<https://www.carthage.edu/community-code/academic-concerns/academic-honesty-guidelines>) and Title IX Policy (<https://www.carthage.edu/title-ix/>).

Student Exemplars: As part of maintaining our national credentialing, the Department of Nursing at Carthage College keeps examples of student work from all courses. If you are not willing to allow your work to be used as an exemplar for both credentialing and as samples for future classes, notify the professor and your written work will be opted-out of this process.

Library Resources: You will be delving into the literature to complete assignments for this course. Please do not hesitate to use the services of the library as needed. The librarians at Hedberg Library are available to assist you with any research questions you may have. You can access all the library's resources at <https://carthage.libguides.com>.

Accommodations: Carthage College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers due to your disability (including mental health, learning disorders and chronic medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, you also need to register with Diane Schowalter in Learning Accessibility Services (dschowalter1@carthage.edu).

Appendix A: Clinical Journal Assignment

Purpose: The purpose of this activity is to enhance reflection, facilitate critical thought, and express feelings in writing about challenges and successes encountered during role transition clinical experiences. Journal writing provides students with the opportunity to return to experiences in an attempt to develop new perspectives that can guide future nursing practice.

Directions: Students submit one journal entry during the term. The journal should be approximately 2 pages in length (double spaced), and is submitted to the proper LMS submission folder by the due date listed in the course calendar. The journal is reviewed and graded by the clinical faculty instructor. See below for specific content requirements.

Grading: The journal submission is worth 12 points. *The journal is subject to a 10% deduction per day if it is submitted after the due date.*

Instructions: Create a Word document that contains student name, date, and clinical placement. Address the three domains below, using the prompts. Label each section clearly. Since this is your personal account, first person narrative may be used. Double-space your work and proofread for errors.

Cognitive Learning (2 point)

Identify at least two skills or concepts that were learned or reinforced in clinical. This could be actual tactile skills (like suctioning or Foley insertion, for example) or other skills - like giving report, communicating with patients or families, dealing with conflict, managing your time, etc.

Affective & Transitioning Experiences (4 points)

How did you feel about the experiences you encountered in clinical? (1 pt.)

What were your strengths of performance and areas needing growth? (1 pt.)

How do you feel you are transitioning to the role of professional nurse? (1 pt.)

What is helping or hindering your transition? (1 pt.)

Critical Thinking Synthesis (4 points)

Choose one clinical situation that you encountered in clinical. In your own words, briefly describe the situation. (1 pt.)

What was your top priority in this situation? Why? (2 pts.)

What was the take-away learning lesson you gained from the situation? (This could be anything related to physical or psychosocial skills.) (1 pt.)

Misc. (2 points)

Organized content; double-spaced; proper sentence structure, punctuation, and spelling.

Appendix B: CAP Draft Instructions

Students submit two drafts of their CAP paper during the term. The student's clinical instructor reviews the drafts and provides feedback. Each draft earns a maximum of 5 points. Consult the "CAP Instructions and Rubric" document for guidance on content.

1st draft contains:

- Introduction
- Literature review of the topic/issue

The first draft includes proper APA-styled citations for the articles referenced. It does NOT need to include an APA-styled title page; however, this is a requirement for the final paper.

2nd draft contains:

- Literature review of the solution/interventions
- Implementation/intervention

The second draft includes proper APA-styled citations for the articles referenced.

Instructor Feedback

- These drafts **are** an opportunity for the instructor to tell the student if they are on the right track for content, writing, and formatting.
- The drafts **are not** an opportunity to receive detailed corrections on content and APA style.

Students are encouraged to seek writing/APA assistance from the APA Publication Manual, lib guides, the Online Writing Lab (OWL) at Purdue or the writing center.

Grading criteria

CAP drafts will be assessed using the following criteria. Late submissions will lose up to 10% for every day submitted past the due date.

4-5 points: very good/good

Draft follows all instructions; includes the required content contained in the CAP rubric. Writing is cohesive. Draft may have one or two deficiencies in completeness, content, writing mechanics, or APA format.

3 points: average

Draft follows most instructions; includes most of the required content contained in the CAP rubric. Writing may need improvement. Draft has three or four deficiencies in content, writing mechanics, or APA format.

1-2 points: deficient

Assignment is submitted but does not follow directions, lacks content, and/or is incomplete.

0 points: Nothing submitted

Appendix C: CAP Instructions and Rubric

Description: The Clinical Application Project (CAP) is an opportunity for the BSN student to identify an issue, topic, or challenge that is relevant to their Capstone clinical placement. The student will examine the research related to their topic and investigate the literature regarding a potential solution for, or intervention to improve, the issue. The student then creates a final project, intervention, or solution to their identified topic. They will present their work in a professional paper and electronic poster which will be presented via video.

Step-by-step directions:

1. Identify a problem, issue, concern, or area for improvement *relevant to your clinical setting*. Consult with your RN preceptor and clinical faculty regarding your topic. Your clinical faculty must approve the topic before work is initiated.
2. Educate yourself about the importance of your topic to nursing and your particular clinical placement. Whenever possible, you will want to include facts, statistics etc. relevant to your
3. Critically analyze the literature related to the area of concern.
4. Identify possible solutions to the selected area of concern, based on the evidence in the literature.
5. Review each for its strengths, weaknesses, and feasibility.
6. Select one solution.
7. Engage in the necessary work for this quality improvement project (e.g., develop a new form and identify approvals required for its use). Although students may not have enough time to actually *implement* their entire project or quality improvement activity, the final work product should clearly outline the plan for implementation, including a timeline. Students will provide evidence of their work by submitting a product (e.g., educational program outline, instructional pamphlet, nursing form, pocket resource, new policy, patient or family focused education, etc.).

The student will create an electronic poster which visually represents the clinical application project. The e-poster displays similar components as the paper, but in a very concise and visually pleasing design. Further guidelines and instructions for the e-poster are included in the document entitled “e-Poster Creation”.

The final paper and electronic poster are graded according to the specifics contained in the following grading rubric. If e-poster presentations will not take place on campus, students are expected to present via video and upload to Schoology. More information to follow as needed.

Appendix C (cont'd): CAP Instructions and Rubric

Grading criteria for PAPER	Points	Comments
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<p><u>Introduction</u></p> <ul style="list-style-type: none"> • Introduces topic and provides overview of the issue (2 pts.) • Discusses why this issue is pertinent to the particular unit/organization and what led student to choose the topic (2 pts.) • Identifies unit, manager, etc. support for the project (1 pt.) • Identifies how the project will specifically benefit the unit/organization (2 pts.) 	/7	
<p><u>Literature review: topic/issue</u></p> <ul style="list-style-type: none"> • Includes two recent articles (less than 5-7 years) from professional nursing or health sciences journals (2 pts.) • For each article: provides brief summary and discusses how the article is pertinent and relevant to the topic/issue (4 pts./each article=8 total) 	/10	
<p><u>Literature review: solution/intervention</u></p> <ul style="list-style-type: none"> • Includes two recent (less than 5-7 years) articles from professional nursing or health sciences journals (2 pts.) • For each article: provides brief summary and discusses how the article is pertinent and relevant to the solution or interventions (4 pts./each article=8 total) • Articles support the student’s chosen solution or intervention (2 pts.) 	/12	
<p><u>Implementation/intervention</u></p> <ul style="list-style-type: none"> • Clearly describes final project or intervention (2 pts.) • Outlines specific steps to implement final project/solution, including timeline for how the project could be “rolled out” (4 pts.) • Discusses how the project will address/improve the clinical issue (2 pts.) • Discusses future follow-up, evaluation, and/or measurement of the impact of the project (3 pts.) 	/11	
<p><u>Paper mechanics</u></p> <ul style="list-style-type: none"> • Incorporates required content in a 4-5-page paper (not including title page and reference page) (2 pts.) • Follows correct APA: <ul style="list-style-type: none"> ○ Proper title page (1 pt.) ○ Appropriate text spacing, font size, headings, and in-text citations (2 pts.) ○ Formatted reference page (2 pts.) • Writes clearly; uses correct grammar, spelling, and punctuation; avoids first person voice (3 pts.) 	/10	
Grading criteria for e-POSTER	Points	Comments
<p><u>Topic/issue</u></p> <ul style="list-style-type: none"> • Clearly displays the topic or issue (2 pts.) • Includes general information about the topic or issue (2 pts.) * • Communicates specifics about why it is pertinent to the particular unit or organization (2 pts.) * • States institutional support (1 pt.) <p>*If applicable, poster uses appropriate graphic or visual which conveys national or local data, trends, organization or unit statistics, etc.</p>	/7	

<p><u>Literature review of the topic/issue</u></p> <ul style="list-style-type: none"> • Includes literature support of the topic or issue (1 pt.) • Summarizes most important point(s) of each article (4 pts.) • Clearly connects authors with literature points (1 pt.) 	/6	
<p><u>Solution/intervention</u></p> <ul style="list-style-type: none"> • Clearly outlines solution and presents as feasible (3 pts.) • Includes literature support of chosen solution (2 pt.) • Clearly connects authors with solution literature (1 pt.) 	/6	
<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Identifies and explains final project and attaches a copy of “work product” (in-service handouts, pamphlet, form, pocket card, checklist, for example) (4 pts.) • Specifically describes how the final project would be implemented, including timeline for “roll-out” (2 pts.) • Describes how the impact of the project could be measured or evaluated (2) • Addresses the future implications of the project for the unit and/or nursing in general (2 pts.) 	/10	
<p><u>e-Poster mechanics</u></p> <ul style="list-style-type: none"> • Professional looking: follows elements of e-poster construction; organized and clear layout that flows well (2 pts.) • Visually appealing: words and graphics are easy to see; appropriate use of color (2 pts.) • Student’s name, Carthage College and project site are clearly identified (1 pt.) • Reference page is complete, in proper APA format, and submitted with the e-poster (1 pt.) 	/6	
<p><u>Presentation</u></p> <ul style="list-style-type: none"> • Presents content accurately in a 3 to 5 minute presentation to attendees who visit the table. • Dons business-casual attire. • Demonstrates professionalism during entire event. • Refrains from electronic device use and remains attentive and engaged. 	/5	

TOTAL /90

Poster presentations share research and clinical projects. Your electronic (e-) poster will present key elements of your Clinical Application Project (CAP).

- ❖ The CAP e-poster is to be designed on a PowerPoint template, but not printed. You will simply submit the PowerPoint file to the LMS submission folder.
- ❖ If you are unfamiliar with creating a scientific poster, instructions are outlined at the bottom of this document. It's easier than you think. *Because you are limited by space in the poster format, you must be clear and concise in your writing.*
- ❖ **Refer to the CAP rubric for all necessary requirements.**

General guidelines for e-poster:

- ✓ The e-poster should look neat, professional, and visually appealing
- ✓ Use a simple font (like Arial), no smaller than size 32; larger for section headings and even larger for title/presenter name
- ✓ Regarding text:
 - Labels or headings should be clear and easy to understand.
 - Select contrasting colors; darker letters are effective when used on a light background & vice versa.
 - Text should be brief and to the point; use short sentences or phrases to summarize key points; bullet points work well.
- ✓ If you are planning to use charts or graphs on your poster:
 - Visual data help to express ideas; graphics should be understandable.
 - Keep it simple; don't overwhelm the audience with too many numbers.
 - Make sure there is a clear caption so the reader understands the significance.
- ✓ Assure consistency in use of format.
- ✓ Check and *double check* spelling.

Reminders:

- ✓ Include any form, brochure, or handout you develop as part of the project.
- ✓ A reference page in APA format must be submitted with your e-poster. The reference page should include at least the journal articles that were discussed in the literature reviews of the clinical topic and solution.

Poster Instructions

1. Open the poster template in the course shell (or find your own) and save it to your computer.
2. Experiment with different colors, fonts, designs.
3. Keep in mind the “general guidelines” listed above.
4. Add your content, graphics, charts, etc.
5. Save your work frequently as you create.

Appendix E: Proposed Weekly Hours & Documentation of Hours

Student name:

Clinical site:

Preceptor:

Directions:

- 1) **Students** submit this form electronically to the proper submission folder with the *proposed* hours and goals for the *upcoming* week.
- 2) **All students** print out a hard copy of this form for each clinical week to record *actual* hours worked.
- 3) **Preceptor signs off student's hours on a daily basis.**
- 4) **Student scans signed document** and uploads to appropriate submission folder.

105 hours are needed to meet the clinical hour requirements for the course.

Falsifying Capstone hours is grounds for course failure and dismissal from the program.

Week #	Date	Time in	Time out	# of hours	Preceptor's printed name and signature
Total hours for this week:					
Total hours accrued thus far: (105 hours total)					

Goal #1:

Goal #2:

Appendix F: Weekly Preceptor Feedback

Student Name: _____ **Preceptor:** _____ **Date:** _____

Parameter	5 Exceptional	3 Competent	2 Needs Improvement
1. Focus on quality – work is done accurately and completely.			

2. Persistence – overcomes obstacles as they arise.			
3. Systems thinking – able to see how work done impacts and contributes to the work of others.			
4. Teamwork – able to work effectively and cooperatively with others.			
5. Information processing – able to understand and follow written and/ or oral directions.			
6. Problem-solving – able to identify problems, causes & to determine & evaluate potential solutions.			
7. Attendance– does not miss work, arrives on time, & stays for full duration scheduled.			
8. Takes responsibility – takes initiative & responsibility, follows through on completion of work.			
9. Personal appearance – dresses appropriately, neat and clean. Adheres to school/health systems dress code policy			
10. Adapts to change – flexible & tolerant in changing situations.			
11. Interested in on-going learning – willing to learn new tasks.			
12. Sense of professionalism as exhibited through attitude, communication, interaction with others and contributes to the positive patient experience.			
TOTALS			

Student Performance comments:

Strengths:

Opportunities:

Preceptor Signature: _____ Date _____