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WELCOME

The faculty of the Delaware Technical Community College (Delaware Tech) RN to BSN Nursing Program would like to extend our warmest appreciation to each of you who have agreed to serve as a practicum preceptor for our RN to BSN students. Your willingness to mentor these students is one of the highest forms of professionalism. In this role, you become the facilitator, educator, expert and role model for the students. Our students will benefit from your knowledge, expertise, dedication and leadership skills.

It is our desire that this be a rewarding experience for you personally and professionally. Your willingness in the role of a preceptor enhances the learning experiences of our students by providing them with valuable learning experiences.

To assist you in the Preceptor role, this handbook has been developed.

Students are required to identify and secure a preceptor in an area of their interest. Prior to the beginning of a semester, the student will submit their request for approval to their assigned RN to BSN Coordinator or course faculty member. They will also provide you with contact numbers and email addresses for the faculty lead for the specific course the preceptor module is included. Additional documents you may receive include, but are not limited to, a copy of the syllabus, preceptor demographic sheet and agreement form to sign for the student’s file, specific objectives for the student rotation, and a practicum evaluation form.

In the appendix of this document, you can find copies of these documents. If at any time you have a question, don’t hesitate to contact the program director and/or a campus coordinator.

Jo Ann Baker, DNP, RN, MSN, FNP
Instructional Director, College
(302) 857-1329
jbaker11@dtcc.edu

Joshua Barnes, MSN, RN
RN to BSN Coordinator, Terry Campus
(302) 857-1309

Kelly Davis, EdD, MSN, RN
RN to BSN Coordinator, Owens Campus
(302) 259-6868

Kathy Sokola, EdD, MSN, RN
RN to BSN Coordinator, Stanton Campus
(302) 453-3053
About Our Program

Mission

The mission of the RN to BSN program is to provide registered nurses with a baccalaureate nursing education that is relevant and responsive to labor market and community needs. Baccalaureate education prepares professional nurses with a broad knowledge base for practice with expanded roles encompassing advocacy, leadership, and scholarship.

Vision

The program focuses on evidence-based nursing practice through a holistic approach that enables graduates to be designers, coordinators, leaders, and managers of collaborative care.

Graduates will function autonomously and interdependently within the healthcare team, uphold standards of nursing practice, and be accountable for outcomes.

Nursing Program Philosophy

The philosophy of the Delaware Technical Community College Nursing Program is congruent with the College Mission. The nursing faculty believes in the value of higher education as a means of personal and professional advancement while supporting life-long learning. The faculty believes that there is a dynamic relationship between the nursing student, nurse educator, learning environment, and the profession of nursing. These relationships create a transformative, proactive, and collaborative environment that supports the nurse in expanded professional opportunities.

Program Description

The Bachelor of Science in Nursing program is an online degree program designed for current RNs who are pursuing the next level of nursing education.

The program will provide licensed registered nurses with baccalaureate-level education. The RN to BSN program builds upon the foundational knowledge and skills attained in previous nursing courses and experiences. Baccalaureate education prepares professional nurses with a broad knowledge base for practice with expanded roles encompassing advocacy, leadership, and scholarship. Coursework places emphasis on evidence-based nursing practice through a holistic approach, enabling graduates to be designers, coordinators, leaders, and managers of collaborative care. The practicum portion, contained within NUR 330 and NUR 460, focuses on population health and nursing leadership experiences.
NUR 330- Population & Community Health Course Description: This clinical course prepares students to collaborate with healthcare professionals and community members to plan, implement, and evaluate interventions for population health. Emphasis is placed on facilitating access to community resources to advocate for health promotion and disease management.

NUR 460- Nursing Capstone Course Description: This course prepares students to integrate their knowledge, skills, behaviors, and abilities acquired in the RN to BSN program into nursing practice. Students demonstrate the achievement of program competencies through a culminating clinical practicum experience and the presentation of a comprehensive professional portfolio.

Accreditation Information

Accreditation Statement
Delaware Technical Community College is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104 (267-284-5000). The Middle States Commission on Higher Education is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation. In addition, several curricula have earned program-based accreditation by various professional organizations.

ACEN
The Delaware Tech RN to BSN Program is fully accredited by the Accreditation Commission for Education in Nursing (ACEN).
Accreditation Commission for Education in Nursing (ACEN)
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326
(404) 975-5000
http://www.acenursing.org

RN to BSN Program Information Session
An online RN to BSN program information session is available on the RN to BSN program webpage at http://go.dtcc.edu/RNtoBSN. The information contains an overview of the RN to BSN program, the course requirements, application steps, and contact information. Nursing information session participation is recommended prior to applying to the program.

Role modeling is one of the most effective instructional strategies that can be used. As a preceptor, you will be allowing the RN to BSN student to work directly with you, in an observational capacity.

Preceptor Qualifications

- Minimum of a BSN
Four years of relevant working experience
- Current license in the state of practice
- Employed at the medical facility/agency preceptor experience occurring

Faculty Presence

The Delaware Tech faculty will not be with you or on-site. The faculty, the preceptor and the student will decide what specific learning experiences need to take place to meet the student’s goals and the learning outcomes of the particular course.

The Delaware Tech RN to BSN faculty will make scheduled visits with you and the student; however, you may call upon that faculty member at any time that you have questions or concerns to address. The faculty, preceptor and student are all responsible to assure that the lines of communication are open at all times.

Concerns or Issues

In the extremely rare event that potential issues arise related to professional misconduct or possible chemical impairment, Delaware Tech has policies in place. The practicum course faculty member will deal with such situations immediately when informed by the preceptor.

Collaboration

Faculty members, working in tandem with the practicum agency, will approve the appropriate preceptors for the students. Course faculty members are responsible for developing guidelines specific to their course for preceptor use. Preceptors serve as role models, mentors and/or direct supervisors of students in the practicum area. Nursing faculty members maintain the responsibility for final course evaluation of the student; however, preceptors will provide evaluative information regarding student performances in the precepted area.

Student Evaluation of the Preceptor

Toward the end of the practicum experience, the student will have the opportunity to evaluate the experience and complete a preceptor evaluation form. A copy of the form the student will use is included for your review in this manual and posted electronically.

Evaluation

Preceptor Responsibilities

1. Collaborate appropriate practicum experiences with the faculty member and the student. Provide a copy of his/her work schedule with the faculty and student.
2. If absent/ill, notify the student and faculty at the earliest possible time.
3. Review with the student, all pertinent unit/agency policies, procedures and standards.
4. Provides daily feedback and/or evaluation, balancing positive and constructive criticism comments.
5. Document and report immediately to faculty members any unprofessional behavior or breach of contract by the student.
6. Communicates with the faculty regarding student progress in a timely manner and contributes information to the faculty for the student’s evaluation.
7. Complete a preceptor experience evaluation.

**Faculty Responsibilities**

In general, the course faculty will coordinate and facilitate the orientation of the student to the expectations of the preceptorship, meet with the preceptor to answer questions and explain expectations, assist the preceptor by identifying student learning needs, describing role of student, faculty and preceptor and being available as a consultant. Additionally, the faculty member will mutually plan meetings/conferences as needed to discuss student progression.

In order to be consistent with preceptor policy and provide clarification of roles, the following faculty responsibilities are further identified:

1. Provide the preceptor with the course syllabus, designated course objectives, and course outcomes.
2. Establish and maintain communication with the preceptor and the student.
   A. The faculty will make at LEAST one other face to face or audio/visual, or email meeting, prior to the onset and then during the interim or final evaluation time frame.
   B. Be available to the practicum preceptor and student during the course, either physically, via email or telephone, to discuss the student’s progress and exchange ideas and/or suggestions to better achieve outcomes.
3. Course faculty, incorporating data from discussions with the student, preceptor and preceptor written documentation, will provide the final student evaluation and assignment of performance rating, or grade.
4. Provide the student with the opportunity to evaluate the practicum experience and the practicum agency.
5. Discuss with the preceptor any information from the student concerning ways to improve the practicum experience for future students.
6. Assist in the orientation of the preceptors for the practicum course. Orientation will include at least the following: a review of the Mission, goals and curricular outline of the program, student objectives, course objectives, course outline, role and responsibilities of the faculty, preceptor and student, performance expectations of the student, evaluation responsibilities, avenues of communication, student assignments and expected initial level of knowledge, skills and abilities of the student.
Assure that the student has demonstrated competencies for the level of progression in the RN to BSN nursing program.

**Additional Faculty Responsibilities**

1. Faculty members are responsible for ensuring that the practicum contract between Delaware Tech and the practicum agency is in place.
2. Faculty will ensure that students have met all agency compliance requirements for practice in the practicum facility.

**Student Responsibilities**

In general, the role of the RN to BSN student is to provide the preceptor with the objectives and learning goals, and identify a plan to meet these objectives and goals; to discuss outcomes of the experience daily with the preceptor; to achieve the practicum objectives at a satisfactory level; to be respectful in all interactions with patients and others; and to communicate with the course faculty.

Specifically, the student will:

1. Adhere to all practicum agency policies and procedures.
2. Adhere to all College policies and procedures identified in the Student Handbook, *ANA Standards of Practice and ANA Code of Ethics*, within which the practicum experience is occurring. Failure to exhibit integrity, ethical conduct, professional standards or any violation of the responsibilities listed herewith may result in a failing grade and/or dismissal from the program and the College. Establish with the preceptor a schedule of experiences and provide it to the course faculty.
3. Collaborate with the course faculty and the practicum preceptor, learning goals for this experience. This may be provided in the form of the learning portfolio.
4. Comply with all health and other professional requirements of the practicum agency prior to the start of the practicum experience.
5. Dress in a professional manner as required by the practicum agency.
6. Maintain patient confidentiality. Do not remove records from the agency for any reason.
7. Conduct him/herself in the practicum setting in a manner that demonstrates safety, adherence to professional standards and that reflects positively upon Delaware Tech.
8. Maintain the RN to BSN student role. Do not allow yourself to fill a staff nursing position. The role of the student is observational. Perform only the role agreed upon by you, the faculty and the preceptor to meet the course objectives.
9. Make routine appointments either in person or electronically with the faculty to discuss progress toward goal achievement.
10. Document and notify the faculty immediately of any issues or concerns with preceptor experiences.
11. Complete the student evaluation of preceptor form and submit it to the faculty at the end of the semester.
Frequently Asked Questions

1. How are practicum experiences chosen?
   A. The RN to BSN student will identify areas of interest and secure a preceptor for the specific course. The RN to BSN student will obtain approval of the practicum site and preceptor by submitting the request to the Delaware tech course faculty.
   B. The courses faculty and program coordinators will assist students in finding a practicum site and preceptor as needed.

2. How much time will be required of the preceptor?
   A. There are two courses in the curriculum that require practicum time. Each course requirement for preceptor time is 45 hour.

3. Must all preceptors have a BSN as the minimum criteria?
   A. Yes; It is required that preceptors have a BSN as the minimum requirement. The purpose of this is to facilitate professional role modeling.

Identification of Students

Delaware Tech policy requires that all employees and students wear their identification badges at all times while on campus or in which the student is engaged in practicum preceptor experience. The badge should be worn with the name and photo (if applicable) clearly visible. If the practicum agency requires their specific identification badge be worn as well, the student will assure both are visible.

Student Responsibilities

All students are required to have their own individual malpractice insurance. They are required to meet the practicum agency policies to include, but not limited to CPR, TB Skin Test, background check, drug screen, and adult and child registry. Complete any mandatory education requirements per the practicum agency policy.

Preceptor Getting Started:

Before you get started, here is the required documentation needed and a few suggestions before you start the practicum experience:

- Complete and submit the following to the course lead instructor:
  - Preceptor- Student Agreement for the RN to BSN Program
  - Copy of CV/Resume, inclusive of education and degree completion

- Become familiar with the course syllabus and learning objectives.
- Review and clarify, if necessary, the required outcomes for the course; Establish an agreed upon communication agenda with the course faculty;
• Get to know your student by learning how he/she learns best, reviewing their practicum learning objectives and learning about the students learning goals.
• If applicable, introduce your student to the unit staff and explain their and your role.
• Set a tentative schedule with the student for the completion of practicum hours.

Appendix:

• Preceptor demographic sheet
• Preceptor Agreement form
• Practicum evaluation form for Preceptor
• Practicum evaluation form for Student
• Course objectives and/or syllabi

Files to be posted to Preceptor Weebly site:
• Welcome video
• Program Overview video
• Preceptor Manual
• Course Syllabi
• Course Sequence sheet
• Link to DTCC webpage
• Link to DTCC RN to BSN Resources weebly
• Contact information for RN to BSN leadership and faculty
• Student Evaluation of Preceptor
Preceptor Agreement  
RN to BSN Program

I have read the preceptor manual and can provide the student with clinical experiences that meet the requirements as outlined in the material covered. I also agree to accept the responsibilities as outlined in the preceptor packet and understand that there will be no remuneration for this service. I will review the students learning plan and agree to submit the required evaluation forms to Delaware Technical Community College (Delaware Tech) lead course instructor. I attest that all of the information provided, including educational degree completion, on this agreement and associated CV/Resume is accurate.

I, ________________________________, agree to serve as the preceptor to   
Print Name
for the RN to BSN education student, ________________________________.

Print Name

Student ID ____________________ Course ________________________________  

Semester _____________ for a total of ________________ clinical hours.  

___________________________________________                        ____________________________  
Preceptor Signature                                                          Date

<table>
<thead>
<tr>
<th>Preceptor Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>Telephone</td>
</tr>
<tr>
<td>License #</td>
<td>Expiration</td>
</tr>
<tr>
<td>Specialties</td>
<td>Credentials/Certifications</td>
</tr>
<tr>
<td>Office Address</td>
<td>City</td>
</tr>
</tbody>
</table>

___________________________________________                        ____________________________  
Student Signature                                                               Date

Thank you for serving as a preceptor for a RN to BSN nursing student.

Sincerely,

Jo Ann Baker, DNP, MSN, RN, FNP  
Instructional Director, RN to BSN Program  
Delaware Technical Community College
RN to BSN Program
Criteria for Graduate Preceptor

Preceptor Biographical Data
(you may attach your resume or CV with this document)

Name/Credentials
__________________________________________________________________________

Nursing License # ____________________________  State ___________  Expiration ____________

Certifications  Y  N  By Whom ___________________________        Expiration _________

Specialty ______________________________________             Years in Practice ____________

Office Address  _______________________________________________________________________

Office Phone # ___________________________                 Email _______________________________

Contact Person at your Agency _________________________________________________________

Contact Persons Phone # __________________________ Email _______________________________

Scholastic Background

College or University       Degree       Date
__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

PRECEPTOR: Please complete and return to student for submission.
STUDENT: Please return this completed form to your lead theory instructor.

PRECEPTOR: This is the link to the Nursing 330- Population Community Health Preceptor Evaluation electronic document: https://goo.gl/forms/6AmetDHArtUG7Sq72

PRECEPTOR: This is the link to the Nursing 460- Nursing Capstone Preceptor Evaluation electronic document: https://goo.gl/forms/hD9vEr4nKKECDCWp1

This is confidential material and is kept secure by the Delaware Tech Nursing Department.
Community and Population Health NUR 330
Preceptor Evaluation of Student

Form available for viewing at: https://goo.gl/forms/MAipXNkgMs1QXco32

* Required
   Email address *
   Name of Preceptor: *
   Name of Student: *
   Dates of Experience: *
   Community or Location of Experience: *

Rate how well the student understood the role of the nurse in population and community health: *
   Circle only one number.
   0 1 2 3 4 5 6 7 8 9 10
   Not well at all    Extremely Well

Rate how well the student understood the use of epidemiological principles in population and community health: *
   Circle only one number.
   0 1 2 3 4 5 6 7 8 9 10
   Not well at all    Extremely Well

Rate how well the student was able to analyze local and national population data as it applies to the population and community health setting: *
   Circle only one number.
   0 1 2 3 4 5 6 7 8 9 10
   Not well at all    Extremely Well

Rate how well the student was able to integrate preventative care and disease management in the population and community health setting: *
   Circle only one number.
   0 1 2 3 4 5 6 7 8 9 10
Rate how well the student was able to collaborate with community members to promote the health for a specific population and/or community: *
Circle only one number.
0 1 2 3 4 5 6 7 8 9 10

Describe overall performance of the student and any strengths and areas needing improvement:

Thank you so much for taking the time to precept our students. You gift of time and knowledge ensures that the Nursing profession continues to give excellent care to our communities with well-educated and professional nurses.
Community and Population Health NUR 330
Student Evaluation of Preceptor and Site

Form available for viewing: https://goo.gl/forms/pE7bz0W2ThVQyLK02

* Required

Email address *
Name of Preceptor: *
Name of Student: *
Dates of Experience: *
Community, Site, or Location of Experience: *

Please rate the Preceptor and Site on how well they met the following criteria statements:

The preceptor was knowledgeable and competent. *
   Circle only one response.
   0 1 2 3 4 5 6 7 8 9 10
   Not at all                      Extremely Well

The preceptor gave me feedback on a regular basis *
   Circle only one response.
   0 1 2 3 4 5 6 7 8 9 10
   Not at all                      Extremely Well

The preceptor behaved professionally at all times *
   Circle only one response.
   0 1 2 3 4 5 6 7 8 9 10
   Not at all                      Extremely Well

The preceptor provided feedback and learning opportunities to improve my performance
   Circle only one response.
   0 1 2 3 4 5 6 7 8 9 10
   Not at all                      Extremely Well
The preceptor communicated professionally and gave clear expectations *
Circle only one response.

0 1 2 3 4 5 6 7 8 9 10

Not at all Extremely Well

The preceptor was enthusiastic about my learning *
Circle only one response.

0 1 2 3 4 5 6 7 8 9 10

Not at all Extremely Well

The preceptor contributed to an environment of teamwork *
Circle only one response.

0 1 2 3 4 5 6 7 8 9 10

Not at all Extremely Well

The preceptor communicated information in a timely and effective manner *
Circle only one response.

0 1 2 3 4 5 6 7 8 9 10

Not at all Extremely Well

Overall, my learning needs were met with this preceptorship *
Circle only one response.

0 1 2 3 4 5 6 7 8 9 10

Not at all Extremely Well

What did your preceptor do that was most helpful?

What would you have liked your preceptor to do differently?

Other comments:

Thank you so much for taking the time to rate your experience.

Your feedback is valuable to us.
Capstone/Leadership NUR 460
Student Evaluation of Preceptor and Site

Form available for viewing and submitting:
https://goo.gl/forms/YOycCEo4nNNlOO1q2

* Required
  Email address *
  Name of Preceptor: *
  Name of Student: *
  Dates of Experience: *
  Community, Site, or Location of Experience: *

Please rate the Preceptor and Site on how well they met the following criteria statements:

The preceptor was knowledgeable and competent. *
  Circle only one response.
  0 1 2 3 4 5 6 7 8 9 10
  Not at all                 Extremely Well

The preceptor gave me feedback on a regular basis *
  Circle only one response.
  0 1 2 3 4 5 6 7 8 9 10
  Not at all                 Extremely Well

The preceptor behaved professionally at all times *
  Circle only one response.
  0 1 2 3 4 5 6 7 8 9 10
  Not at all                 Extremely Well

The preceptor provided feedback and learning opportunities to improve my performance
  Circle only one response.
  0 1 2 3 4 5 6 7 8 9 10
The preceptor communicated professionally and gave clear expectations *
Circle only one response.
0 1 2 3 4 5 6 7 8 9 10
Not at all Extremely Well

The preceptor was enthusiastic about my learning *
Circle only one response.
0 1 2 3 4 5 6 7 8 9 10
Not at all Extremely Well

The preceptor contributed to an environment of teamwork *
Circle only one response.
0 1 2 3 4 5 6 7 8 9 10
Not at all Extremely Well

The preceptor communicated information in a timely and effective manner *
Circle only one response.
0 1 2 3 4 5 6 7 8 9 10
Not at all Extremely Well

Overall, my learning needs were met with this preceptorship *
Circle only one response.
0 1 2 3 4 5 6 7 8 9 10
Not at all Extremely Well

What did your preceptor do that was most helpful?

What would you have liked your preceptor to do differently?

Other comments:

Thank you so much for taking the time to rate your experience.

Your feedback is valuable to us.
Capstone/Leadership NUR 460
Preceptor Evaluation of Student

Form available for viewing or submitting at:
https://goo.gl/forms/hD9yEr4nKKECDCWp1

* Required
   Email address *
   Name of Preceptor: *
   Name of Student: *
   Dates of Experience: *
   Community or Location of Experience: *

Rate how well the student understood the role of the nurse leader or manager: *
   Circle only one number.
   0 1 2 3 4 5 6 7 8 9 10
   Not well at all Extremely Well

Rate how well the student was able to integrate management and leadership theories in
the professional setting: *
   Circle only one number.
   0 1 2 3 4 5 6 7 8 9 10
   Not well at all Extremely Well

Rate how well the student was able to demonstrate advocacy for quality improvement: *
   Circle only one number.
   0 1 2 3 4 5 6 7 8 9 10
   Not well at all Extremely Well

Rate how well the student was able to integrate strategies of communication and
   collaboration in the professional setting: *
   Circle only one number.
   0 1 2 3 4 5 6 7 8 9 10
   Not well at all Extremely Well
Rate how well the student could demonstrate the value and importance of advocacy by the professional nurse:
Circle only one number.

0  1  2  3  4  5  6  7  8  9  10

Not well at all  Extremely Well

Rate how well the student was able to analyze organizational systems to determine the effectiveness of delivering quality, patient-centered care: *
Circle only one number.

0  1  2  3  4  5  6  7  8  9  10

Not well at all  Extremely Well

Describe overall performance of the student and any strengths and areas needing improvement:

Thank you so much for taking the time to precept our students. You gift of time and knowledge ensures that the Nursing profession continues to give excellent care to our communities with well-educated and professional
Campus Location: Georgetown, Dover, Stanton  

Effective Date: 2018-51

Course Number and Title: NUR 330 Population and Community Health

Prerequisite: ENG 122, MAT 255, NUR 300

Course Credits and Hours: 4 credits  
3 lecture hours/week  
3 lab hours (clinical preceptorship) /week

Course Description: This course prepares students to collaborate with healthcare professionals and community members to plan, implement, and evaluate interventions for population health, through online and preceptor experiences. Emphasis is placed on facilitating access to community resources to advocate for health promotion and disease management.

Required Text(s): Obtain current information at https://www.dtcc.edu/student-resources/bookstores, or visit the bookstore. (Check your course schedule for the course number and section.)

Additional Materials:

Method of Instruction: Online and Clinical Preceptorship (45 hours)

Disclaimer:

Core Course Performance Objectives (CCPOs):

1. Examine the role of the nurse in population and community health. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 7)
2. Evaluate the use of epidemiologic principles in population and community. (CCC 1, 2, 3, 4, 5, 6; PGC 1, 3, 7)
3. Analyze local and national population and community health resources. (CCC 1, 2, 3, 5; PGC 1, 3, 4, 7)
4. Integrate preventative care and disease management into health promotion and disease prevention. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 4, 5, 6, 7, 8)
5. Collaborate with community members to promote the health for a specific population and/or community. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 4, 5, 6, 7, 8)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.
Measurable Performance Objectives (MPOs):
Upon completion of this course, the student will:

1. Examine the role of the nurse in population and community health.
   1.1 Discuss population and community health.
   1.2 Describe the importance of using data in the provision of nursing care to populations and communities.
   1.3 Differentiate among the various roles of the nurse in population and community health.

2. Evaluate the use of epidemiologic principles in population and community.
   2.1 Discuss epidemiologic principles.
   2.2 Analyze data using epidemiologic principles to identify the health of a population and a community.
   2.3 Identify determinants of health and illness based on data.
   2.4 Develop a plan of care for a population and/or community using epidemiologic principles.

3. Analyze local and national population and community health resources.
   3.1 Discuss local and national population and community health resources.
   3.2 Identify policy issues relevant to population and community health resources.
   3.3 Discuss access and disparity issues in population and community health.

4. Integrate preventative care and disease management into health promotion and disease prevention.
   4.1 Describe preventative care and disease management options.
   4.2 Discuss the impact of preventative care on population and community health.
   4.3 Develop a preventative care plan for a specific population and community health issue.

5. Collaborate with community members to promote the health for a specific population and/or community.
   5.1 Implement a plan of care for a specific population and/or community health issue.
   5.2 Identify strategies to evaluate outcomes of a plan of care.
   5.3 Reflect on the implementation of a plan of care.

Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the DTCC grading system:

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
</tr>
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<tbody>
<tr>
<td>92 – 100</td>
<td>A</td>
</tr>
<tr>
<td>83 – 91</td>
<td>B</td>
</tr>
<tr>
<td>75 – 82</td>
<td>C</td>
</tr>
<tr>
<td>0 – 74</td>
<td>F</td>
</tr>
</tbody>
</table>

22
Students should refer to the Student Handbook ([https://www.dtcc.edu/academics/student-handbook](https://www.dtcc.edu/academics/student-handbook)) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Core Curriculum Competencies** (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies** (PGCs are the competencies every graduate will develop specific to his or her major):

1. Integrate general education knowledge, skills, and aptitudes to advance nursing education and growth in professional practice.
2. Demonstrate leadership skills to promote patient safety and the delivery of high quality healthcare.
3. Apply skills of inquiry, analysis, and information literacy to support evidence-based professional nursing practice.
4. Integrate information management technology to improve patient outcomes.
5. Advocate for patients and the nursing profession with regard to healthcare policy at the local, state, national, and global levels.
6. Direct patient-centered care through advocacy, interprofessional communication, collaboration, and delegation.
7. Integrate health promotion and disease prevention practices to positively impact the delivery of healthcare to diverse populations.
8. Practice professional nursing within an ethical framework.
9. Demonstrate lifelong learning that empowers personal and professional growth.
Campus Location: Georgetown, Dover, Stanton

Effective Date: 2018-51

Course Number and Title: NUR 460 Nursing Capstone

Prerequisite: NUR 310, NUR 320, NUR 330, NUR 340, NUR 400, NUR 410

Course Credits and Hours: 5 credits
4 lecture hours/week
3 lab/clinical preceptor hours/week (45 total)

Course Description: This course prepares students to integrate their knowledge, skills, behaviors, and abilities acquired in the RN to BSN program into nursing practice. Students demonstrate the achievement of program competencies through both online and practicum experiences culminating in the presentation of a comprehensive professional portfolio.

Required Text(s): Obtain current information at https://www.dtcc.edu/student-resources/bookstores, or visit the bookstore. (Check your course schedule for the course number and section.)

Additional Materials:

Method of Instruction: Online and Clinical Preceptorship (45 hours)

Disclaimer:

Core Course Performance Objectives (CCPOs):

1. Integrate general and nursing education knowledge, skills, and aptitudes acquired in the RN to BSN program. (CCC 1, 2, 3, 4, 5, 6; PGC 1, 2, 3, 9)
2. Analyze healthcare issues impacting healthcare systems and professional nursing practice. (CCC 1, 2, 3, 4, 5; PGC 1, 3, 4, 8)
3. Apply leadership principles to communicate, collaborate, and delegate within interprofessional teams. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 4, 5, 6, 7, 8)
4. Demonstrate professional and ethical behaviors as a member of the healthcare team. (CCC 1, 2, 3, 4, 5; PGC 1, 2, 3, 4, 5, 6, 7, 8)
5. Formulate a lifelong learning plan that empowers personal and professional growth. (CCC 1, 2, 3, 4, 5; PGC 1, 3, 6, 7, 9)
See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**
Upon completion of this course, the student will:

6. Integrate general and nursing education knowledge, skills, and aptitudes acquired in the RN to BSN program.
   6.1 Integrate theories and concepts from general education and nursing courses into healthcare delivery.
   6.2 Reflect on learning experiences and the integration of general education and nursing knowledge, skills, and aptitudes across disciplines.

7. Analyze healthcare issues impacting healthcare systems and professional nursing practice.
   7.1 Discuss healthcare issues using evidence-based information.
   7.2 Implement best practices in nursing informatics to support the student’s role as a professional.
   7.3 Synthesize information technology and standards of practice to promote safe, optimum, and holistic care.

8. Apply leadership principles to communicate, collaborate, and delegate within interprofessional teams.
   8.1 Demonstrate advocacy for patients to promote safe, optimum, and holistic care.
   8.2 Advocate for the nursing profession at the local, state, national, and global levels.
   8.3 Examine the relationship between leadership principles and positive patient outcomes.
   8.4 Participate in a leadership experience as a member of the healthcare team.

9. Demonstrate professional and ethical behaviors as a member of the healthcare team.
   9.1 Use evidence-based resources to support ethical decisions.
   9.2 Reflect on one’s own beliefs and values as they relate to professional practice.
   9.3 Apply ethical principles to nursing practice issues.

10. Formulate a lifelong learning plan that empowers personal and professional growth.
    10.1 Recognize the relationship between self-care and sustainable nursing practice.
    10.2 Develop lifelong learning goals that support personal and professional growth.
    10.3 Complete a professional e-portfolio.
Evaluation Criteria/Policies:

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the DTCC grading system:

- 92 – 100 = A
- 83 – 91 = B
- 75 – 82 = C
- 0 – 74 = F

Students should refer to the Student Handbook ([https://www.dtcc.edu/academics/student-handbook](https://www.dtcc.edu/academics/student-handbook)) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

Core Curriculum Competencies (CCCs are the competencies every graduate will develop):

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):

1. Integrate general education knowledge, skills, and aptitudes to advance nursing education and growth in professional practice.
2. Demonstrate leadership skills to promote patient safety and the delivery of high quality healthcare.
3. Apply skills of inquiry, analysis, and information literacy to support evidence-based professional nursing practice.
4. Integrate information management technology to improve patient outcomes.
5. Advocate for patients and the nursing profession with regard to healthcare policy at the local, state, national, and global levels.
6. Direct patient-centered care through advocacy, interprofessional communication, collaboration, and delegation.
7. Integrate health promotion and disease prevention practices to positively impact the delivery of healthcare to diverse populations.
8. Practice professional nursing within an ethical framework.
9. Demonstrate lifelong learning that empowers personal and professional growth.
Disabilities Support Statement

The College is committed to providing reasonable accommodations for students with disabilities. You are encouraged to schedule an appointment with your campus Disabilities Support Counselor if you feel that you may need an accommodation based on the impact of a disability. A listing of campus Disabilities Support Counselors and contact information can be found at go.dtcc.edu/DisabilityServices or visit the campus Advising Center.

Last Edited 12/19/18