

NRS 316
Independent Clinical Plan (ICP)

Revised 4.24.2018
SUBJECT TO CHANGE

Credit Hours: 1-3 (1 credit = 15 clinical hours)

Time: arranged

Dates: arranged

Clinical Supervisor: Deb Savage

Email: deb.savage@doane.edu

Course Description

Employ leadership skills and effective communication strategies to collaborate with individual, family, groups, communities, and populations to create and implement an independent clinical plan. Designed to provide clinical practice experiences to apply nursing (RN to BSN) program outcomes. Upon completion of the course (3 credits) students will complete a clinical practice experience.

Pass/Fail

Prerequisite: NRS 215, NRS 220, NRS 307

Course Objectives

Upon completion of the course, the student will:

1. Identify a relevant problem or issue in nursing practice.
2. Develop and lead an independent clinical plan to accomplish personal and professional goals.
3. Communicate and collaborate effectively as a member of the interprofessional team.
4. Synthesize the independent clinical plan.

Introduction

Students come to Doane University as licensed registered nurses. They enter the program with professional nursing experience in a variety of clinical and community areas. They also come with a variety of personal life experiences that add value to learning for themselves, their colleagues within and outside of the classroom, and faculty in the program.

The Independent Clinical Plan (ICP) is a clinical practice experience and leadership development process the student will create, under the supervision and direction of program faculty. The student is responsible for scheduling and completing a minimum of 45 hours in approved direct and indirect care activities that impact health outcomes. The Doane University nursing program believes it is important for nurses to create a clinical learning pathway that they, at minimum design, and may implement, assess and evaluate.

The ICP is designed to support students in their efforts to gain mastery in self-leadership and to empower themselves and others for personal excellence. Through this ICP and personal development, students form a foundation for outstanding leadership to influence individuals and organizations.

General Guidelines

Upon completion of prerequisite RN to BSN nursing courses: NRS 215 Applied Statistics for Healthcare, NRS 220 Cultural Aspects of Health and Illness and NRS 307 Personal Leadership Development III the student is eligible to register for NRS 316 Independent Clinical Plan.

The student must take a proactive role and contact the Deb Savage (deb.savage@doane.edu) clinical supervisor one term in advance of beginning the course. In congruence with your assigned faculty advisor, a learning agreement including course objectives and expectations will be completed.

Each credit hour requires 15 hours of approved direct or indirect care activities. A total of 45 hours or 3 credits of NRS 316 Independent Clinical Plan is required to graduate. Students are responsible for scheduling and completing a minimum of 45 hours of approved practice experience. All hours must be documented on the NRS 316 Tracking Form and signed off by the assigned faculty advisor or mentor. Document all time/hours spent working on the design, planning, implementation, assessment and evaluation as applicable.

Site Selection

Students take an active role in clinical site selection. Students begin this process by identifying their independent clinical plan topic and goals. Students will initiate the process, and in collaboration with their assigned faculty advisor, choose a site that best meets identified goals and attainment of course objectives.

Students may select a site based on where they are currently employed. Students must have an active and unencumbered nursing license in the state in which they complete clinical hours. Proof of nurse licensure is required prior to completion of clinical hours at the clinical site.

It is the responsibility of the student to complete all site requirements. Site requirements may include, but are not limited to, background check, drug or urine screening, immunizations and proof of insurance.

The site may require an affiliation agreement or clinical experience agreement between Doane University and the site. It is important that you identify any requirements in advance. The Director of Nursing is available to assist with contractual agreements. Please note that this process can take several weeks to complete.

Mentor Qualifications

A mentor is defined as an experienced and trusted independent clinical plan advisor. The role of the mentor is to provide guidance and support for students who choose to implement an agreed upon clinical plan in conjunction with the mentor at a healthcare facility and/or provide direct patient care, inclusive of students' employer when applicable.

- Hold a baccalaureate degree in nursing
- A minimum of 24 months (full-time) experience working in the role of a registered nurse
- Hold an active, unencumbered registered nurse license

Note: Mentor cannot be a relative or family member. Additionally, the mentor cannot be a direct supervisor or staff member with employee evaluation responsibilities for the student. Please discuss mentor choice with your faculty advisor, before contacting the potential mentor.

Relationship of End-of-Program Student Learning Outcomes to Course Objectives

Course Objective	End-of-Program Student Learning Outcome
1. Identify a relevant problem or issue in nursing practice.	Evaluate scientific evidence applicable to professional nursing practice that promote quality care and patient safety within organizations and global communities.
2. Develop an independent clinical plan to accomplish personal and professional goals.	Demonstrate a commitment to professional values, lifelong learning, and reflection of personal beliefs and values to foster self-renewal and professional growth and development.
3. Communicate and collaborate effectively as a member of the interprofessional team.	Employ leadership skills and effective communication strategies as a collaborative member of the interprofessional team to improve patient health outcomes.
4. Synthesize the independent clinical plan.	Integrate knowledge from liberal education and nursing to address the health of the individual, family, groups, communities, and populations across the lifespan in diverse health care systems and environments.

NRS 316 Independent Clinical Plan assists students to achieve The Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008). [I, II, III, VI, VIII, IX]

Relationship of Course Objectives to Learning Activities and Evaluative Methods

Course Objective	Learning Activity(ies)	Evaluative Method(s)
1. Identify a relevant problem or issue in nursing practice.	<ul style="list-style-type: none"> Discover Your Why Literature Review Matrix 	<ul style="list-style-type: none"> Why statement
2. Develop and lead an independent clinical plan to accomplish personal and professional goals.	<ul style="list-style-type: none"> Enrollment Form 	<ul style="list-style-type: none"> Enrollment Form completed with required signatures
3. Communicate and collaborate effectively as a member of the interprofessional team.	<ul style="list-style-type: none"> Tracking Form Reflection paper Presentation 	<ul style="list-style-type: none"> 45 approved clinical practice hours logged and signed-off Reflection paper and presentation rubric
4. Synthesize the independent clinical plan.	<ul style="list-style-type: none"> Reflection paper Presentation 	<ul style="list-style-type: none"> Reflection paper and presentation rubric

Course Requirements

- *Discover Your Why*
- Literature Review Matrix
 - Minimum of two (2) articles
 - Articles should be published within the last 5 years and peer-reviewed
- Enrollment Form
- Supplement book
 - Minimum of one (1) required
- Tracking Form
 - Minimum of 45 approved hours signed-off by faculty advisor or mentor
- Reflection Paper
- Presentation

Grading Methods

Pass / Fail

NRS 316 ICP is graded pass/fail based on completion of course requirements and *Reflection Paper and Presentation Rubric* points. A student must receive a minimum of 250 points (71%) out of a maximum 350 points (100%) to receive a pass.

Minimum requirements to receive a Pass is as follows:

- ICP (1 credit)
 - Complete *Why* with assigned faculty.
 - Complete Enrollment Form with assigned faculty advisor.
 - i. Select clinical site and mentor, if applicable
 - Literature Review Matrix completed.
 - Log a minimum of 10 approved clinical hours on the Tracking Form.
- ICP (2 credit)
 - Log 15 approved clinical hours on the Tracking Form.
- ICP (3 credit)
 - Log 15 approved clinical hours on the Tracking Form.
 - Complete Reflection Paper and Presentation with minimum of 250 points on the *Reflection Paper and Presentation Rubric*.

**NRS 316 Independent Clinical Plan
Enrollment Form**

Student Name:

Assigned Faculty:

Mentor(s):

Site:

***Why* Statement:**

Title of ICP:

Brief Description of ICP:

ICP Professional Goal(s):

ICP Personal Goal(s):

Timeline

Course Requirement	Anticipated Completion Date
<i>Discover Your Why</i>	
Literature Review Matrix	
Enrollment Form	
Supplemental Book	
45 Hours Complete	
Reflection Paper	
Presentation	

Faculty Advisor Signature: _____

Date: _____

Student Signature: _____

Date: _____

NRS 316 Independent Clinical Plan Enrollment Form Supplement

Guideline for Writing Goals

Learning goals are statements that broadly define what you want to learn or improve upon during the independent clinical plan both personally and professionally. As you write your goals, consider the following:

- How will I know I have met my goal at the end of the ICP?
- What do I want to understand better at the end of this experience?
- How does this relate academic learning to clinical practice?
- What new skills do I want to develop as a result of my ICP?

Discover Your Why - Simon Sinek Online Course

To begin your journey of understanding in your area of nursing focus, it is important that you identify your "Golden Circle". Watch Simon Sinek TED Talk *How Great Leaders Inspire Action*

Sinek, S. (2009). *How great leaders inspire action*. [Video file]. Retrieved from https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action

Here are step-by-step directions once you have watched the video to access the course for \$50, have your method of payment (credit card) available.

- 1) Go to www.startwithwhy.com/learnyourwhy
 - 2) Add the "**For You - Single License**" option to your cart
 - 3) In the cart pop-up, click on "Have a promo code? Enter it now"
 - *4) Enter the code **WhyDoaneUNurse** and click "Apply Coupon"
- *If the code is not accepted, contact Deb deb.savage@doane.edu

*If you do not apply this code, the course price will not go down to \$50. Keep this link private! Doane negotiated with Simon Sinek's company to lower the price for our students. If we abuse this, we will lose the opportunity to take the course for half price.

The course has 3 parts and you will be guided through each one. This course will also require that you work with a faculty member.

The course will take approximately 4 - 8 hours of your time, depending on how you move through the activities. You will earn 5 hours of clinical time upon completion of your *Why* statement. You will build your clinical plan based upon your *Why* statement. It is important that you give the *Discover Your Why* course your full attention.

**NRS 316 Independent Clinical Plan
Reflection Paper and Presentation General Guidelines**

- Introduce your ICP topic and provide a brief description
- How did you decide on and develop your ICP (e.g. resources, experts, faculty, life experiences, etc.)
 - o Present your *Why* Statement
 - o Describe the experience of developing your “Why” statement?
- List the personal and professional goals you established
 - o State clearly how you were able to meet your goals.
 - o If you were unable to meet any of your goals, explain the challenges to meeting them that you faced.
- Describe in detail your role and responsibilities while involved in this clinical practice experience.
- Discuss any meetings, training, observations, writings, research, or readings that you participated in as a part of your clinical practice experience.
 - o Include your literature review and chosen supplemental reading
- How was your ICP unique to your learning and did you achieve learning that you had not planned or expected? Explain.
- What opportunities did you have to grow your leadership skills?
 - o Provide specific examples
- What opportunities did you have to improve your oral and written communication skills?
 - o Provide specific examples
- Do you feel that your classroom learning experiences helped prepare you for this clinical practice experience? Explain.
- What theories/techniques/skills from your classroom experiences were applied during this experience?
- Give specific examples of how your nursing practice has been changed by your learning from this project.
 - o How have you changed your nursing practice because of your “Why” statement?
- Give specific examples of how your personal life has been changed by your learning from this project.
 - o How do you live your “Why” statement 24/7.

Format and Font

- Title page
- *Minimum* of three (3) pages
- Times New Roman 12 point or Calibri 11 point font
- Double-space
- Refer to the *Reflection Paper and Presentation Rubric* for grading criteria

Grading Criteria

The final reflection paper and presentation will be graded using the *Reflection Paper and Presentation Rubric* (Appendix A). NRS 316 ICP is graded pass/fail based on completion of course requirements and *Reflection Paper and Presentation Rubric* points. A student must receive a minimum of 250 points (71%) out of a maximum 350 points (100%) to receive a pass.

**NRS 316 Independent Clinical Plan
Reflection Paper and Presentation Rubric**

Definitions for Intellectual Skills Rubric Criteria for

Problem or Issue: The problem or issues refers to the topic or scope of the assignment.

Clinical Project: Clinical project is the main idea of the assignment that articulates a student's interpretation of a topic. The project should be specific, encompass the scope of the assignment and be sustained throughout the work.

Context: Context refers to the background and framework necessary to understand the overall clinical project. It may also refer to events, assumptions, circumstances, or environment. The student should elaborate on contextual features that influence and complicate the consideration of any issues or ideas.

Evidence: Evidence refers to some material that is used to support the main idea of the assignment. The evidence selected should be relevant to the clinical project, and the student should provide appropriate interpretation of the evidence.

Conclusion and Implications: The conclusion is reiteration of the clinical project in light of the context and evidence provided, and application in a broader context. This criterion is tied to others on this rubric.

Audience and Purpose: The audience is the person or people for whom the assignment is intended. The audience may or may not be your assigned faculty. Audience may include nursing colleagues, interprofessional colleagues, individuals, families, groups, communities, and populations served by the registered nurse. A proper consideration of audience takes into account the knowledge, background, and beliefs of the intended audience. The purpose refers to the intended effect on the audience. For example the purpose may be to inform, summarize, inspire, or interpret.

Structure and Organization: Structure refers to the organization of component parts of the assignment that lead the audience through the clinical project, evidence, objectives, outcomes, etc. in a way that is appropriate to the discipline of nursing practice.

Conventions: Conventions refer to rules appropriate to the mode of communication such as spelling, grammar or citations in writing; posture, eye contact, media design in oral communication; navigation bar, links, proper formatting in internet-based communication.

Attribution of sources and elements of style: Attribution of sources refers to appropriate credit for resources used to produce work. This is how students acknowledge the work of others they have used as evidence or to inform their understanding of the topic. Elements of style are the specific guidelines that inform how the work should be formatted, for example American Psychological Association (APA).

Intellectual Skills Rubric for NRS 316 Independent Clinical Plan Project 2017-2018

Criteria	Exceeding (40)	Achieving (30)	Progressing (20)	Beginning (10)	Does not meet min. req. (0)
Engage in discovery: Student explores a relevant problem or issue in nursing practice and articulates a clinical project (ICP).					
Problem or Issue topic or scope of assignment	The central problem or issue is defined clearly along with subsidiary questions that explore the complexity of the problem or issue	The central problem or issue is clearly articulated along with indication of the complexity of the issue	The central problem or issue is stated although complexity of the issue may not be addressed	The problem or issue is identified in vague terms and-or distracting sub-problems are identified	Problem or issue is not identified
Clinical Project objectives, roles & responsibilities	Specific project is stated and sustained throughout. It is thoughtful, creative or unique, and takes into account the complexities of the issue and limitations	Project is stated clearly and concisely and takes into account the complexities of the issue. It is sustained throughout	Project is stated but may lack clarity and not account for the complexities of the issue. It may not be sustained consistently	Project is stated, but may be simplistic, vague and-or confusing	No position is stated
Engage and evaluate facts and assumptions: Student provides context and evidence in support of the clinical project.					
Context background information, may address importance of topic or position or indicate through what lens we should be viewing this issue	Student provides an exceptional treatment of the context for the problem or issue	Student provides a thorough treatment of the context for problem or issue	Student provides adequate context for the problem or issue, though may be somewhat lacking in information and or include irrelevant information	Student provides minimal context for the problem or issue, lacking critical information or including irrelevant information	No context is provided
Evidence relevant source material used to support main idea, along with interpretation of the meaning of the evidence	Relevant, credible evidence is gathered, reported, and interpreted clearly, fairly, and accurately. In addition student utilizes or synthesizes evidence in a novel and-or especially effective way	Relevant, credible evidence is gathered, reported, and interpreted clearly, fairly, and accurately	Relevant evidence is gathered and reported accurately. There may be minimal, poor or irrelevant interpretation of evidence or some evidence may not be from credible sources	A minimal amount of relevant evidence is gathered and reported but interpretation is probably not provided. Some irrelevant or distracting evidence may also be included, or evidence may not be from credible sources	No evidence is provided
Develops conclusion with relevant evidence: Student arrives at overall conclusion and articulates implications and consequences.					
Conclusion and Implications reiteration of project and its consequences in light of evidence provided	Student clearly and articulately develops overall conclusion from project and evidence. Provides nuanced exploration of implications and consequences	Student develops overall conclusion from project and evidence. Explores implications and consequences of conclusion	Overall conclusion stated. Some statement of implications and consequences may be included, but may be poorly explored	Overall conclusion stated. May not flow clearly from position and evidence, implications and consequences not explored	No conclusion is offered

Practices Effective Communication: Student considers purpose, structure, organization, and appropriate conventions to effectively convey meaning to an intended audience.

Audience and Purpose person(s) for whom the assignment is prepared and intended effect on audience	Demonstrates an exceptional understanding of audience and purpose that focuses all elements of the work to effectively convey meaning	Demonstrates understanding of audience and purpose that conveys meaning	Demonstrates an occasionally inconsistent understanding of audience and purpose that occasionally obscures meaning	Demonstrates an inconsistent understanding of audience and purpose that frequently obscures meaning	Lacks understanding of audience and purpose
Structure and Organization organization of assignment appropriate and leads audience through to the conclusion	Demonstrates a sophisticated organization to achieve maximum coherence and momentum	Demonstrates coherent organization with consistent flow and continuity	Demonstrates organization but may lack overall coherence, flow, and or continuity	Demonstrates inconsistent organization, lacking overall coherence, flow, and or continuity	Lacks adequate organization or structure to convey meaning
Conventions rules appropriate to discipline, medium, such as in writing, grammar, sentence fluency, and spelling	Skillfully communicates meaning with particular clarity, fluency, and possibly creativity. It is virtually error free	Employs skillful communication that conveys meaning effectively. It may have errors, but they do not interfere with understanding	Uses straightforward communication that conveys meaning. It may include errors that occasionally obscure meaning	Uses communication that may include significant number of convention errors which frequently obscure meaning	Use of appropriate communication conventions is so poor as to obscure meaning
Attribution of sources and elements of style					
Attribution of sources and elements of style		Attributes sources consistently and completely, uses appropriate citations within and or at the end of the work, and consistently utilizes relevant elements of style	Attributes most sources and uses citations within and or at the end of the work with only minor errors. Student may make errors in relevant elements of style	Attempts to provide attribution, but may have significant citation errors within and or at the end of the work and or significant number of sources may not be attributed. Style formatting is attempted but fundamental errors are made	Attribution is not provided. No attempt is made to follow relevant elements of style

NRS 316 Independent Clinical Plan Example Projects

Examples of appropriate RN-BSN clinical settings include (but are not limited to):

- Working with a clinical nurse specialist, nurse educator or manager on a specific project, initiative, audit, policy, proposal, guideline or staff development project,
- Care coordination departments, care management departments, quality improvement departments, safety and infection control departments,
- Magnet Recognition Program committees,
- Project or quality improvement work in work settings, schools, public health departments, child care centers, senior centers or assisted living centers,
- General clinic settings, specialty care clinic settings, outpatient clinics, nurse managed clinics, urgent care centers, hemodialysis centers, free clinics, occupational health departments, workplace wellness initiatives, organization of a health fair in a workplace, community agency or school setting,
- Public health departments, community nursing centers, community health centers, prenatal clinics, prenatal care coordination,
- Schools, child care centers, senior centers, assisted living centers,
- Cardiac rehabilitation departments, occupational health departments, discharge planning departments, diabetic nurse educator site, camp nurse site, home care agencies, hospice care agencies, stroke program,

The following is a list of student projects completed from around the country:

- Staff education seminar, Power Point, or in-service related to an agency need; staff development resource binder, online education module or educational poster,
- Educational nurse's blog
- Development or updating of a clinical guideline, care plan or policy,
- Annotated bibliography or other research or evidence based practice information for a particular clinical issue, procedure or policy,
- Data collection or staff education related to a Joint Commission Core Measure,
- Quality review project, quality improvement initiative,
- Data collection related to a quality improvement initiative; chart audit,
- Magnet Recognition Program project,
- Development or updating of a clinical guideline, care plan or policy,
- Development of patient teaching materials or toolkit,
- Evaluation of reading/literacy level of patient education information,
- Translation of patient education materials into an alternate language,
- Client needs based health fair,
- Employee safety or skills fair development,
- Occupational health initiative; workplace wellness initiative,
- Other projects or initiatives as indicated by the clinical site or staff.

NRS 316 Independent Clinical Plan Resources & Supplement Reading List

Resources

You are expected to bring readings from any nursing class you have taken and your nursing practice to assist you with your ICP project. You may have articles from research, critical issues, health care policy, etc. that apply. Please visit with your assigned faculty adviser about nursing references. You can also contact your nursing instructor that taught your course of interest for ideas. You may have more than one area you want to explore.

Supplemental Reading List

Students will select one of the following supplemental readings to support and further explore their “Why” and selected personal and professional goals. Students may also propose other readings for approval by their assigned faculty.

- The Element, Ken Robinson
- Start With Why by Simon Sinek
- Gung Ho!, Ken Blanchard
- Who Moved My Cheese?, Spencer Johnson
- The 15 Invaluable Laws of Growth, John C. Maxwell
- The 5 Levels of Leadership, John C. Maxwell
- A Higher Standard of Leadership, Keshavan Nair
- Light on Life's Difficulties, James Allen
- Foundation Stones To Happiness And Success, James Allen
- The Mastery of Destiny, James Allen
- Mindset: The New Psychology of Success - How We Can Learn to Fulfill our Potential, Carol S. Dweck
- The Path: Creating Your Mission Statement for Work and for Life, Laurie Beth Jones
- The Practicing Mind: Developing Focus and Discipline in Your Life, Thomas M Sterner
- The Lemming Dilemma: Living with Purpose, Leading with Vision, David Hutchens
- Good Leaders Ask Great Questions, John C. Maxwell
- How to Influence People, John C. Maxwell, Jim Dornan
- The Four Agreements, Don Miguel Ruiz
- The Power of Focus, Jack Canfield, Mark Victor Hansen, Les Hewitt



**Registered Nurse to Bachelor of Science in Nursing
Literature Review Matrix**

APA Citation	Theoretical / Conceptual Framework	Research Question / Hypothesis	Methods	Analysis / Results	Conclusions / Implications for Practice

**NRS 316 Independent Clinical Plan
Tracking Form**

Date	Hours Completed	Activities Accomplished

Faculty Advisor Signature: _____

Mentor Signature: _____

**NRS 316 Independent Clinical Plan
Tracking Form**

Date	Hours Completed	Activities Accomplished

Faculty Advisor Signature: _____

Mentor Signature: _____



DOANE UNIVERSITY

Nursing, RN to BSN NRS 316 Independent Clinical Plan Learning Agreement

Student Responsibilities

1. Download, print and complete the Enrollment Form.
2. Maintain documentation of clinical hours using the Tracking Form.
3. Select a clinical site and determine site requirements. If the site requires an affiliation agreement or clinical experience agreement notify your faculty advisor as soon as possible. Please note that this process can take several weeks to complete.
4. Contact faculty advisor if scheduling, interpersonal difficulties, or other problems arise associated with the clinical experience.
5. Maintain all compliances as published in the Doane University College of Professional Studies Undergraduate Catalog, NRS 316 course syllabus and Clinical Experience Agreement and/or Clinical Affiliation Agreement.
6. If applicable, arrange with mentor the times and dates for clinical experience hours.
7. If applicable, notify mentor if unable to attend scheduled clinical experience hours due to illness or other emergency.

Course Objectives

Upon completion of the course, the student will:

1. Identify a relevant problem or issue in nursing practice.
2. Develop and lead an independent clinical plan to accomplish personal and professional goals.
3. Communicate and collaborate effectively as a member of the interprofessional team.
4. Synthesize the independent clinical plan.

By signing this Clinical Learning Agreement, the student confirms they have read and understand the NRS 316 *Independent Clinical Plan* syllabus, course requirements and student responsibilities.

Student Signature

Date