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WSU Registrar

078

**Washington State University**  
**MAJOR CURRICULAR CHANGE FORM - - COURSE**  
 (Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 08/15/2014 ☒ New course ☐ Temporary course ☐ Drop service course  
 (effective date cannot be retroactive) ☐ There is a course fee associated with this course (see instructions)

- ☐ Variable credit \_\_\_\_\_ ☐ Repeat credit (cumulative maximum \_\_\_\_\_ hours)  
☐ Increase credit (former credit \_\_\_\_\_) ☐ Lecture-lab ratio (former ratio \_\_\_\_\_)  
☐ Number (former number \_\_\_\_\_) ☐ Prefix (former prefix \_\_\_\_\_)  
☐ Crosslisting (between WSU departments) ☐ Cooperative listing (UI prefix and number \_\_\_\_\_)  
 (Must have both departmental signatures) taught by: WSU ☐ UI ☐ jointly taught ☐  
☐ Conjoint listing (400/500) ☐ S, F grading  
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)  
☐ Request to meet GER in \_\_\_\_\_ (Must have GenEd Committee Approval) ☐ Fulfills GER lab (L) requirement  
☐ Professional course (Pharmacy & Vet Med only) ☒ Graduate credit (professional programs only)  
☐ Other (please list request) \_\_\_\_\_

NURS 553 Practicum in Organizational Systems & Leadership  
 course prefix course no. title

<u>3</u>	<u>1</u>	<u>8</u>		<u>NURS 576 - prerequisite of concurrent enrollment.</u>
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) Integration of principal dimensions of healthcare  
quality improvement and measurement for nurse leaders in a constantly changing health care environment.

**Instructor:** Ginny Guido Phone number: (360) 546-9244 Email: ginny\_guido@vancouver.wsu.edu  
**Contact:** Cindy Fitzgerald Phone number: (509) 324-7279 Email: cefitzgerald@wsu.edu  
**Campus Zip Code:** 99210

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).
- Secure all required signatures and provide 10 copies to the Registrar's Office.

Cynthia E. Fitzgerald 10/8/13  
 Chair/date

[Signature] 10/8/2013  
 Dean/date

\_\_\_\_\_  
 General Education Com/date

\_\_\_\_\_  
 Chair (if crosslisted/interdisciplinary)\*

\_\_\_\_\_  
 Dean (if crosslisted/interdisciplinary) \*

\_\_\_\_\_  
 Graduate Studies Com/date

\_\_\_\_\_  
 All-University Writing Com/date

\_\_\_\_\_  
 Academic Affairs Com/date

\_\_\_\_\_  
 Senate/date

\*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.



078  
1/13/14

### Rationale for Course Change

**COURSE NUMBER:** NURS 553  
**COURSE TITLE:** Practicum in Organizational Systems & Leadership  
**CREDIT HOURS:** 3 (1 theory; 2 practicum; course requires completion of 120 hours of practicum experience)

Catalog description, course description, and student learning outcomes revised to reflect need for practicum course offering leadership mentoring for advanced practice. This change is in keeping with essential competencies published by the American Association of Colleges of Nursing,<sup>1</sup> parent organization of the CON's accrediting body, the Commission on Collegiate Nursing Education.

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<sup>1</sup> American Association of Colleges of Nursing. (2006). Essentials of Doctoral Education for Advanced Nursing Practice. Washington, D.C.: Author. Available: <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>.

### Course Syllabus

<b>COURSE NUMBER:</b>	NURS 553
<b>COURSE TITLE:</b>	Practicum in Organizational Systems & Leadership
<b>CREDIT HOURS:</b>	3 (1 theory; 2 practicum)
<b>COURSE FORMAT</b>	Hybrid course (on-campus, in-class, and online activities)
<b>CLINICAL/PRACTICUM REQUIREMENTS:</b>	This course requires the completion of a <i>minimum</i> of 120 hours of practicum.
<b>COURSE FACULTY:</b>	Ginny Guido
<b>Email:</b>	<a href="mailto:ginny_guido@vancouver.wsu.edu">ginny_guido@vancouver.wsu.edu</a>
<b>Office Location:</b>	WSU-Vancouver VLIB 210N
<b>Office Hours:</b>	By appointment
<b>Office Phone:</b>	360-546-9244
<b>PREREQUISITE</b>	NURS 576 (may be taken concurrently)
<b>MEETING TIME:</b>	Fall Semester Tuesdays, 9-noon
<b>MEETING LOCATION:</b>	SNRS 203 VLIB 110J

### CATALOG DESCRIPTION

Integration of principal dimensions of healthcare quality improvement and measurement for nurse leaders in a constantly changing health care environment.

### COURSE DESCRIPTION:

Leadership and management skills are essential for nurses in multiple roles in the constantly changing health care environment. In this practicum course, students focus on developing and enhancing leadership competencies and creating a professional development plan in conjunction with developing and implementing quality improvement skills and clinical expertise. This course focuses on the principal dimensions of healthcare quality management in this changing environment, providing current knowledge of essential resources and tools for effective quality measurement and continuous quality improvement.

### STUDENT LEARNING OUTCOMES

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

1. Analyze key concepts relevant to healthcare quality in today's market, describing and discussing the historical context within which quality measurement has evolved, and identifying essential resources and tools for effective quality measurement, management, and healthcare decision support.
2. Analyze the pivotal role of quality assurance and quality improvement in the contemporary community and national healthcare environments.

3. Develop, justify, and defend an operational budget within established restraints for a specific clinical area or program.
4. Evaluate various approaches to human resources management, including staffing and staff development.

### **FOCUS OF THE COURSE**

Please consider the following three questions throughout the course as you develop your own ideas. Also, as you consider the main topics of the course, reflect on each of the questions as you develop or refine your own management/leadership approach.

1. Are cost containment practices essential to organizational growth? What are some key productivity/increment practices in healthcare organizations and how do they determine successful margins? Examples?
2. What are the key managerial/leadership skills, ethical considerations and financial activities necessary in today's healthcare markets? Can the correct stewardship of human resources be the solution to financial success in healthcare? Examples?
3. What healthcare *universal* solutions can be instituted when returns are low? Think of real-life stewardship skills and what real-life elements the theories did not teach you!

### **INSTRUCTIONAL STRATEGIES**

This class is offered using seminar and clinical practicum hours. The seminar portion is offered using WSU's Academic Media Services via live and archived videostream, using Angel as the learning management system, with lecture/discussion and student and guest presentations. Emphasis is placed on informed participation by graduate students reflecting appropriate reading and preparation for each class. The practicum portion of the course is completed by students in a variety of clinical settings.

### **COURSE POLICIES**

In general in this course and in all of the activities that are part of this class, all College of Nursing and Washington State University student handbook guidelines (see: <http://nursing.wsu.edu/Current-Students/index.html>), academic policies (see: <http://gradschool.wsu.edu/CurrentStudents/PoliciesAndProcedures/>), and standards apply (see: <http://gradschool.wsu.edu/CurrentStudents/>). Students are assumed to and responsible to be aware of these policies and standards as written and available on the University websites and in University publications.

Policies that are specific to this course are described below. All policies carry equal importance and weight. If you do not understand something that is written here, it is your responsibility to seek clarification. Exceptions to course policies will be made only to comply with disability services requests made through the Disability Resource Center.

#### ***Participation***

Class participation is different from attendance. Each student is expected to contribute to the class in a substantive way. By substantive, we mean postings that demonstrate thought and an attempt to discuss your personal work experiences, as they are relevant to the discussion. Please remember that we are looking for quality, not necessarily quantity.

#### ***Faculty Availability***

Faculty check emails 5 days per week and endeavor to respond to all emails within 48 hours of receiving them unless out of town. Students are notified in advance if faculty will be unavailable.

### ***Additional Work***

The instructor reserves the right to assign additional papers or activities beyond those described in the syllabus.

### ***APA and Attachments***

Some assignments require APA formatting. If it is not possible to apply all of the APA guidelines and have them transfer properly when writing or uploading in Angel, submit these assignments requiring APA format as attachments.

Prepare these assignments in Microsoft Word.

Type in a subject line your last name and the name of the assignment.

### ***Academic Integrity***

As an institution of higher education, Washington State University is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in Washington State University, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. Washington State University reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. You can learn more about Academic Honesty at WSU by visiting: <http://conduct.wsu.edu>.

Academic integrity violations include actions defined as “cheating” in the Washington State University Standards of Conduct for Students. See Washington Administrative Code 504-26-010. Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing.

### ***WSU’s Campus Safety Statement***

Washington State University is committed to enhancing the safety of the students, faculty, staff, and visitors to the Pullman campus. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community.

WSU-Pullman Campus Safety Plan

<http://safetyplan.wsu.edu>

WSU-Vancouver Campus Safety Plan

<http://www.vancouver.wsu.edu/safety-plan>

WSU-Tri-Cities Campus Safety Plan

<http://www.tricity.wsu.edu/safetyplan/>

WSU-Spokane Campus Safety Plan

<http://spokane.safetyplan.wsu.edu/>

The University emergency management web site at <http://oem.wsu.edu/emergencies>.

Information about emergencies can be found on the WSU ALERT site – <http://alert.wsu.edu>. Alert notices can also be found on each campus Alert Site.



All students should sign up for Emergency Alert Notification. To do so, log onto Zzusis at <http://my.wsu.edu> and register your emergency contact information for the Crisis Communication System.

***WSU Disability Statement***

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations **MUST** be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

WSU-Pullman Access Center  
Washington Building, Room 217  
509-335-3417

WSU-Vancouver Disability Services  
<http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services>  
VMMC, Lower Level  
360-546-9138

WSU-TriCities Disability Services  
<http://www.tricity.wsu.edu/disability/>  
Student Services Department, West Bldg, Room 262  
509-372-7352.

WSU-Spokane Disability Services  
<http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html>  
Academic Center, Room 130  
509-358-7534

Distance students may contact their 'home' campus office or may wish to access information at this website:  
<http://drc.wsu.edu/default.asp?PageID=1799>

***Late Work***

With rare exception, late assignments will not be accepted for grading. Feedback will be provided for assignments turned in after the due date and feedback will be available to students no later than the last day of the semester.

**LEARNING MANAGEMENT SYSTEM**

Angel is the learning management system used by Washington State University to teach online portions of courses. To use the Angel course management system, you must first enroll in Angel. To enroll, you will need the user name and password assigned for use with MyWSU. To access Angel, go to: <http://lms.wsu.edu>. You will find the course syllabus in the section, "Syllabus." The course readings may be available on electronic reserves via the library and can be accessed in the tab related to lesions and course materials. See <http://ams.wsu.edu/Index.aspx> for Academic Media Services to access videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.

## TEXTBOOKS AND LEARNING MATERIALS

### ***Required***

American Nurses Association (2007). *Transforming Nursing Data into Quality Care: Profiles of Quality Improvement in U.S. Healthcare Facilities*. Silver Springs, MD: Author.

Patterson, K., Grenny, J., McMillan, R., Switzer, A., & Covey, S. R. (2002). *Crucial conversations: Tools for talking when stakes are high*. New York: McGraw Hill Publishers.

Rath, T. (2007). *StrengthFinder 2.0* Washington, DC: Gallup Press.

Yoder-Wise, P. S. & Kowalski, K. E. (2006). *Beyond leading and managing: Nursing administration for the future*. New York: Mosby.

Selected additional readings will be provided on the course Angel site.

## EVALUATION

### ***Assignments and Grading Criteria***

Details about assignments are provided below.

Graded Assignments	Points	Total Possible Points
Participation (5 seminars)	4	20 points
Budget Proposal paper	20	20 points
Quality Assurance/ Quality Improvement Paper		20 points
Practicum Experience Reflection/Journal*		40 points
<b>TOTAL</b>		100
*Students must complete all required practicum assignments in order to pass the course		

## GRADING SCALE

A	4.0	95-100	C+	2.3	76-79
A-	3.7	90-94	C	2.0	73-75
B+	3.3	86-89	C-	1.7	70-72
B	3.0	83-85	D+	1.3	66-69
B-	2.7	80-82	D	1.0	60-65

F – Points 59 or below

### Participation

The participation grade for this course includes the professor's evaluation of each student's contributions in seminar sessions as well as in the online discussion board assignments that accompany those seminars. There are five seminar sessions during which topics related to practicum experiences will be introduced and discussed. The discussion about each topic will continue in one or more discussion forums on the course Angel site. For each seminar session and discussion board activity, students will be able to earn up to 4 points for participation. The rubric provided below will guide the professor's evaluation of participation in seminar sessions and online.

This course does not present any opportunity to present *uninformed opinion* as a substitute for thoughtful, well-prepared scholarly engagement. It is expected that students will incorporate new knowledge gained through disciplined study and rigorous preparation into all course discussions whether online or in a face-to-face setting. Students are expected to strictly adhere to the Academic Integrity standards of the College and University and to provide references for all works consulted in the development of written assignments.

PARTICIPATION RUBRIC AND GUIDE				
	4	3	2	1
<b>Peer Interaction</b>	Actively supports, engages, and listens to peers (ongoing)	Makes a sincere effort to interact with peers (ongoing)	Limited interaction with peers	Virtually no interaction with peers
<b>Preparation</b>	Arrives fully prepared at every class session	Arrives mostly, if not fully, prepared (ongoing)	Preparation is inconsistent	Rarely or never prepared
<b>Participation</b>	Plays an active role in discussions (ongoing)	Participates constructively in discussions (ongoing)	When prepared, participates constructively in discussions	Comments vague if given; frequently demonstrates lack of interest
<b>Contributions to Class</b>	Comments advance level and depth of dialogue  Group dynamic and level of discussion are often better because of candidate's presence	Relevant comments are based on assigned material  Group dynamic and level of discussion are occasionally better, but not worse, because of candidate's presence	When prepared, relevant comments are based on assignments  Group dynamic and level of discussion are sometimes disrupted by candidate's presence	Demonstrates a noticeable lack of interest on occasion  Group dynamic and level of discussion are often disrupted by candidate's presence

#### Budget Proposal Paper

Identify and develop a proposal for opening a new unit or program within a healthcare setting. This could be an acute care facility, a family clinic, or a public health department. The proposal should well identify the need for this unit/program, resources needed, and the planned evaluation to be completed once the unit/program is implemented.

Budget Proposal Paper Grading Rubric			
	Points Possible	Points Earned	Comments
Written Work Overall:	4		



Budget Proposal Paper Grading Rubric			
	Points Possible	Points Earned	Comments
<ul style="list-style-type: none"> <li>Proposal should be well written</li> <li>Proposal should be crisp, clear and succinct</li> <li>Proposal should reflect evidence of critical thinking</li> <li>Proposal should reflect logical progression of ideas</li> <li>Proposal should have a professional appearance</li> </ul>			
Proposal Specifics: Overview of the plan including organization & management of new unit or program	3		
Justification for new unit or program	2		
Resources needed/Financial planning <ul style="list-style-type: none"> <li>Operating budget (Staff, supplies &amp; overhead based on your assumptions)</li> <li>Capital budget (identify needs only)</li> <li>Space (identify needs only)</li> </ul>	5		
Implementation timeline including marketing plan	3		
Evaluation plan	3		
Attachments	Optional		
<b>Total Points</b>	<b>20</b>		

Quality Assurance/Quality Improvement Paper

Identify a quality assurance/quality improvement issue that has relevance to your clinical practice. The paper includes three sections: background and history of the issue, policy options with arguments for and against, and preferred recommendation. The outcome of this assignment is a crisp, succinct issue paper that demonstrates critical, insightful thinking and analysis. You will demonstrate your understanding of policy as a tool for change and problem elimination.

Grading Rubric for the Quality Assurance/Quality Improvement Paper			
	Points Possible	Points Earned	Comments
Written Work Overall: Policy issue should be well written Policy issue should be crisp, clear and succinct Policy issue should reflect evidence of critical thinking Policy issue should reflect logical progression of ideas	2		

<b>Grading Rubric for the Quality Assurance/Quality Improvement Paper</b>			
	<b>Points Possible</b>	<b>Points Earned</b>	<b>Comments</b>
Policy issue should look professional			
Workplace Policy Issue Specifics: Workplace Policy Issue/Problem	2		
Background and history -social factors -economic factors -ethical factors -organizational political and legal factors	2		
Issue statement	2		
Stakeholders	2		
Policy objectives	2		
Policy alternatives	2		
Evaluation criteria	2		
Analysis/comparison of alternatives	2		
Summary and preferred recommendation	2		
<b>Total Points</b>	<b>20</b>		

### Practicum Experience

See the Graduate Student handbook for details about the practicum experiences required for DNP courses.

The practicum portion of this grade is determined in three ways:

1. Evaluation of practicum logs (see due dates in course calendar)
2. Documentation of the completion of the minimum number of required hours in in the E\*Value system
3. Review of completed preceptor/mentor evaluation

### *Practicum Logs*

1. You must submit logs of activities and related notes using an outline form supplemented with narrative content as needed. (See example below.)
2. Logs should be prepared weekly and submitted on dates as described in the course calendar (every other week).
3. Each week's log entry should be no more than one typed page in length (font guidelines: Arial 10 point or Times New Roman 11 point). That is, students should submit no more than two pages on each due date.

**NURS 553: PRACTICUM IN ORGANIZATIONAL LEADERSHIP  
 COURSE MAP**

<b>Program Outcome</b>	<b>Student Learning Outcome</b>	<b>Demonstration of Student Learning (assignments, presentations, etc.)</b>
Lead in the vision, development, implementation, and evaluation of care delivery approaches that ensure ethical stewardship, accountability, quality, and patient safety. (Relates to AACN Master's Essential II and to DNP Essential 2)	Analyze key concepts relevant to healthcare quality in today's market, describing and discussing the historical context within which quality measurement has evolved, and identifying essential resources and tools for effective quality measurement, management, and healthcare decision support.	Seminar participation Quality Assurance/ Quality Improvement Paper Practicum Reflection/Journal*
	Analyze clinically the pivotal role of quality assurance and quality improvement in the contemporary community and national healthcare environments.	Seminar participation Quality Assurance/ Quality Improvement Paper
	Develop, justify, and defend an operational budget within established restraints for a specific clinical area or program.	Budget Proposal paper
	Evaluate various approaches to human resources management, including staffing and staff development	Practicum Reflection/Journal*

**NURS 553: SEMINAR IN ORGANIZATIONAL LEADERSHIP  
 CLASS SCHEDULE**

Week/Date	Topic/Content	Learning Activity
1	Introduction SEMINAR: Interprofessional collaboration	Review of syllabus; introduction to the class Readings: TBA Assignments: Discussion Board - Class Biographies – Your first assignment is to introduce yourself to the class by posting a short biography on the Discussion Board. Then read each other's bios and get to know each other. Please post by 5p on Tues Jan 20. Discussion Board - What do you want to learn in this course? Respond to the question on the Discussion Board. Please post by 5p on Tues Jan 20. Discussion Board – What is Interprofessional collaboration ?
2	SEMINAR: Conflict Management and Crucial Conversations	Readings: Yoder-Wise Chapter 18, Creating Relationships and Working with Physicians and Service Leaders <i>Crucial Conversations</i> Chapters 1-12 <i>Strength Finder 0.2</i> Assignments: Discussion Board TBD
3	Practicum	Assignments: 1) Develop and submit measurable objectives for the practica hours 2) Begin reflection journal
4	Practicum	Assignments: Continue practica hours and reflective journaling

NURS 553: SEMINAR IN ORGANIZATIONAL LEADERSHIP  
CLASS SCHEDULE

Week/Date	Topic/Content	Learning Activity
5	SEMINAR: Nursing Service as a Business: Economic Value of Nursing Costing Out Nursing Service	<p>Readings:</p> <p><u>Text:</u></p> <p>Yoder-Wise &amp; Kowalski Chapter 6, Forecasting: Providing Direction to Success</p> <p>Yoder-Wise &amp; Kowalski Chapter 13, Building the Business of Nursing: Marketing</p> <p>Yoder-Wise &amp; Kowalski Chapter 17, Governing and Being Governed</p> <p>Yoder-Wise &amp; Kowalski Chapter 20, The Chief Nursing Officer as the Chief Operating Officer</p> <p><u>Articles:</u></p> <p>Finkler, S.A. &amp; McHugh, M.L. (2008) <i>Budgeting Concepts for Nurse Managers: 4th Edition</i>. (pp 1-38). St. Louis: Saunders/Elsevier.</p> <p>Sullivan, E. &amp; Decker, P. (2005). Budgeting and managing resources. In <i>Effective leadership &amp; management in nursing</i> (pp 171-181). Upper Saddle River, NJ: Pearson Prentice Hall.</p> <p>Swansberg, R. C. &amp; Swansberg, R. J. (1999). Budgeting basics. In <i>Introductory Management and Leadership for Nurses: An Interactive Text</i> (pp 211-270). Sudbury, MA: Jones &amp; Bartlett.</p> <p>American Nurses Association. (2005). <i>Utilization Guide for the ANA Principles for Nurse Staffing</i>. Washington, DC: Author.</p> <p>Unruh, L. (2008). Nurse staffing and patient, nurse, and financial outcomes. <i>American Journal of Nursing</i>, 108(1), 62-71.</p> <p>Assignments:</p> <p>Discussion Board –Budget Proposal Overview</p> <p>Discussion Board –Pay for Quality/Value-Based Purchasing Assignment</p>
6	Practicum	Assignments:

NURS 553: SEMINAR IN ORGANIZATIONAL LEADERSHIP  
CLASS SCHEDULE

Week/Date	Topic/Content	Learning Activity
		Continue practica hours and reflective journaling
7	Practicum	Assignments: Continue practica hours and reflective journaling
8	Practicum  Costing out Nursing Services: Economic Value of Nursing	Assignments: Continue practica hours and reflective journaling <b>Budget Paper Due</b>
9	SEMINAR: Quality Assurance and Quality Improvement	Readings: <u>Text:</u> Yoder-Wise & Kowalski <u>Internet Resources:</u> Read executive summaries of the following IOM Reports: <i>Crossing the quality chasm: A new health system for the 21<sup>st</sup> Century.</i> <i>Unequal treatment: Confronting racial and ethnic disparities in health care</i> <i>Keeping patients safe: Transforming the work environment of nurses</i> <i>Performance Measurement: Accelerating Improvement</i> All available online at <a href="http://www.nap.edu">www.nap.edu</a> Assignments: Discussion Board TBD
10	Practicum	Assignments: Continue practica hours and reflective journaling
11	Practicum	Assignments: Continue practica hours and reflective journaling



NURS 553: SEMINAR IN ORGANIZATIONAL LEADERSHIP  
CLASS SCHEDULE

Week/Date	Topic/Content	Learning Activity
12	Practicum	Assignments: Continue practica hours and reflective journaling
13	Practicum	Assignments: Continue practica hours and reflective journaling
14	Practicum	Assignments: Complete practica hours and reflective Journaling Quality Assurance/Quality Improvement Paper Due Reflective Journal Due
15	SEMINAR: Discussion of Practicum Experiences	Assignments: Discussion Board TBD

**NURS 553: SEMINAR IN ORGANIZATIONAL LEADERSHIP  
PRACTICUM LOG *EXAMPLE***

**Student name:**

**Date submitted:**

ACTIVITY DATE	TIME SPENT	MET WITH (if appropriate)	PURPOSE OF MEETING	ACTIVITY/OUTCOME/NEXT STEPS

**Comments:**