Texas A&M University-Corpus Christi
College of Nursing and Health Sciences

Syllabus - Spring 2012

Course Title: NURS 4670.001 Nurse Coordinating Care

Credits: Six (6) Semester Hours with lab component

Pre-Requisites: Satisfactory completion of NURS 4335, 4318, 4464, 4524, 4628

Course Description: This class provides a theoretical and experiential approach to identifying the coordinating role of the professional nurse within health care and its delivery. Current theories of management, leadership, and change are examined and related to nursing practice. There is a focus on synthesis of this knowledge to develop innovative and creative approaches to nursing practice through clinically related applications. Critical thinking is required in case analysis and student assessments of their own thinking, ideas and use of intellect. The student is expected to be self-directed, self-disciplined, and self-motivated.

Faculty
Yolanda Keys, DHA, MSN, RN, NE-BC
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Telephone: 361-825-2164
E-mail: yolanda.keys@tamucc.edu
Office Hours: after class and by appointment

Clinical Faculty:

<table>
<thead>
<tr>
<th>Yolanda Keys, DHA, MSN, RN, NE-BC 361-825-2164 <a href="mailto:yolanda.keys@tamucc.edu">yolanda.keys@tamucc.edu</a></th>
<th>Kim Keathley, MBA, MSN, RN <a href="mailto:Kim.keathley@christushealth.org">Kim.keathley@christushealth.org</a></th>
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<tbody>
<tr>
<td>Patti Conard, MSN, RN 825-3688 <a href="mailto:Patti.conard@tamucc.edu">Patti.conard@tamucc.edu</a></td>
<td>Dee Evans, MSN RN</td>
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Lecture Location: IH 160

Class Time: 1300 - 1550

Wednesdays: January 11th – May 9th
COURSE OBJECTIVES WITH SPECIFIC LEARNING OUTCOMES:

1. Contrasts various management theories in relation to nursing management and the nursing process.
   1.1 Analyzes various theoretical approaches applied to nursing management
   1.2 Identifies specific and successive levels of management and nursing expertise required for practice in the acute care setting
   1.3 Incorporates principles of management theory in the coordination of care for a group of patients (Clinical demonstration)

2. Synthesizes concepts of leadership, management, change and communication in relation to the role of the nurse leader.
   2.1 Contrasts various leadership/management styles utilized by nurse leaders or managers
   2.2 Analyzes the nurse manager’s role in relation to cost and budgeting factors
   2.3 Evaluates theories of change according to their effectiveness in achieving goals
   2.4 Utilizes knowledge of leadership/management theory in examining organizational effectiveness and nursing practice
   2.5 Applies research in nursing management in the coordination of care
   2.6 Incorporates principles of leadership theory in the delegation of nursing care to members of nursing team. (Clinical demonstration)

3. Utilizes group theory to collaborate and interact with diverse populations in a variety of settings.
   3.1 Utilizes a variety of group maintenance behaviors to increase flexibility and adaptability to differing group situations
   3.2 Describes individual strengths, weaknesses, and evaluates individual style as a group leader
   3.3 Demonstrates the ability to present and defend ideas clearly and objectively
   3.4 Utilizes effective communication skills in interaction with individual and groups. (Clinical demonstration)

4. Evaluates internal and external forces which influence nursing practice
   4.1 Analyzes legal, ethical, social, political, and historical issues and trends affecting the nursing profession in the delivery of health care
   4.2 Analyzes the role of the nurse manager as an initiator of positive change within the health care delivery system
   4.3 Analyzes the role of the professional nurse as an initiator of positive change within a specific health care institution
   4.4 Describes the role of professional nursing organizations in the development of health care policy
5. Evaluate leadership behaviors useful in the practice of professional nursing
   5.1 Implements a plan to increase effectiveness as a nurse leader
   5.2 Applies nursing and non-nursing theory as it relates to leadership in professional nursing
   5.3 Analyzes the behavior of nurses in leadership/management roles and as change agents in health care systems
   5.4 Utilizes the results of research in decision-making
   5.5 Determines the teaching functions of the professional nurse
   5.6 Evaluates own progress in relation to course objectives and own learning

6. Assess the staffing pattern for the specific unit assigned for the clinical experience
   6.1 Analyzes the staffing mix for the type of patients
   6.2 Evaluates nursing workload and its impact on quality of nursing care

7. Demonstrates the ability to assess group process
   7.1 Demonstrates the ability to critically evaluate contribution to group work
   7.2 Demonstrates the ability to critically evaluate the performance of peers

REQUIRED MATERIALS

Huber, D. Leadership and Nursing Care Management (4th ed.). Maryland Heights, Missouri: Saunders/Elsevier.
Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies- website: 
ftp://www.bne.state.tx.us/del-comp.pdf
National Council of State Boards of Nursing Delegation Documents- website
http://www.ncsbn.org/regulation/uap_delegation_documents.asp

Other readings as assigned – Students are expected to check Black Board Information 
regularly for additional readings and information.
ACADEMIC HONESTY
Students are held responsible for the information given in the current catalog and student handbook. Students are asked to take special note of the University penalties associated with academic dishonesty. All work handed in by students must be their own work. Extracts, quotes or ideas presented by others must be acknowledged and properly referenced. Group work is held to the same standards of honesty. Refer to APA Manual for the proper way to use and cite quoted material.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! Wilson, p. 523)


http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

STUDENT COURSE EVALUATIONS
Evaluation of courses, instructors and clinical facilities provides the College with important data, which is used to strengthen the program. Please be assured that this information is secured and not released until after grades are submitted. In order to garner reliability and validity, the College must have representative data from the student population. That representation based on the literature has been set at 75%.

All nursing courses require a 75% return of evaluations from the entire class before final grades are released. The College is anticipating that students will thoughtfully participate in the evaluation process, which will assist the faculty with the growth of the specific tracks within the CONHS. A link to evaluations will be available on BlackBoard toward the end of the semester.

MARY & JEFF BELL LIBRARY
There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu
CENTER FOR ACADEMIC STUDENT ACHIEVEMENT (CASA)
The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website:
http://tlc.tamucc.edu/ or call 361-825-5933

STUDENTS WITH DISABILITIES
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office at 361.825.5816 or visit the office in Driftwood 101. Refer to the Disability Services Index of FAQs by Students (http://disabilityservices.tamucc.edu/faq.html) for questions and answers related to disability. Students with documented test-taking needs should discuss these with faculty at least one week prior to the first scheduled exam.

ACADEMIC ADVISING
The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College’s Academic Advising Center is located in Island Hall nursing suite and advisors are Rachel Verhayden 825-3748 and Angelica Santillan 825-2461.

GRADE APPEAL PROCESS
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
TEACHING METHODS
Discussion, lecture, group experiences, independent reading and study are used to stimulate the development of an understanding of the principles of nursing leadership and management and their application in the coordination of nursing care. The laboratory provides students opportunities to apply the principles learned in the classroom.

In preparation as a knowledge worker, the student is responsible for the identification of individual learning needs, self-direction, and demonstration that learning has occurred. TAKE NOTES; ask questions - there is no such thing as a stupid question. Review your notes between classes and ask your instructor to clarify points that are not well understood before the start of another topic. Faculty will provide guidance to assist every student’s successful completion of this course. In this course, you are encouraged to assume the lead in managing your practice through thoughtful evaluation of your professional performance and consistent search for evidence-based knowledge essential to competent care delivery.

COURSE POLICIES

1. Written assignments: Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the appropriate faculty member (lecture assignments – classroom instructor; clinical assignments- clinical faculty) in a timely manner to ensure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments. Points will be deducted for poorly written papers.

2. Students are expected to use classroom discussion to examine principles of leadership and management and their effect on nursing practice. The nature of the content of this course may promote debate during class discussion. It is assumed that students will prepare for each class so that they can make knowledgeable contributions on the subject. All contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

3. Written assignments must be turned in via BlackBoard prior to class on the required date unless other arrangements have been made with the course instructor ahead of the due date. Two (2) points will be deducted from the final grade for the assignment for each day that the assignment is late. Students are expected to review the syllabus throughout the semester to ensure they complete class assignments correctly. Please contact Island Online Help Services if unable to access the course.
4. Attendance in class is necessary to achieve course objectives. Discussions will be used to examine the operation of leadership and care management principles in the clinical setting. Students are expected to participate appropriately. Classroom assignments must be completed during class period and absences will result in no credit for work assigned in class. Class work cannot be made up outside of class or in a later class period. In the event a student cannot make it to class, he or she should contact the course instructor PRIOR to the start of the class. Lack of attendance may seriously impact your completion of NURS 4670.001.

5. All cellular phones and other similar devices MUST BE TURNED OFF during lectures, clinical experiences, and other class meetings. Students may be asked to put all electronic devices away if they appear to be distractions. Students using computers for class notes will be asked to put them away if they are reading email or conducting business not directly related to classroom activities.

6. Students are expected to demonstrate professional behavior in the classroom. Professional behavior is consistent with TAMU-CC and College of Nursing and Health Sciences rules for student behavior in the classroom. This behavior will provide supporting evidence that the student has satisfactorily completed course requirements. Students should review the TAMU-CC catalog and student handbook if they are unsure of the attributes of acceptable behavior. Faculty will take actions to eliminate any behavior that interferes with class activities. Students who are asked to leave the classroom because of disruptive behaviors will be responsible for the material covered over the lecture period. The Academic Integrity Guide available on the College of Nursing and Health Sciences web site outlines additional actions that faculty may take when students violate the Academic Integrity Standards of the College.
<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Points Possible</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Participation Activities</td>
<td>20</td>
<td>Unannounced</td>
</tr>
<tr>
<td>3 Exams</td>
<td>60</td>
<td>See Course Schedule</td>
</tr>
<tr>
<td>Quality Presentation &amp; Team Debriefing</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
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**COURSE EVALUATION**

The grading scale for the course is:

- **A** = 90 - 100
- **B** = 83 - 89
- **C** = 75 – 82
- **D** = 67 – 74
- **F** = below 67

**EXAMS**

Will be multiple-choice with 40 questions each.

**ASSIGNMENT GRADING CRITERIA**

**Guidelines for Participation Activities - unannounced**

- Students - in groups or individually - will work during a class or via the web to address a situation related to the weekly topic.
- Students not participating will not earn points unless prior arrangements have been made with Dr. Keys.
- No announcements will be made prior to the in-class case studies or participation assignments.
- Points assigned to each activity will be determined at the end of the semester and will be based on the number of assignments.
Guidelines & Criteria for the Quality / Safety Presentation – TEAM PROJECT
You will work with your clinical group to complete this assignment

***NOTE – you must get your topic approved by Dr Keys***

Data for your medical unit shows an increasing number of patients who are experiencing (your choice) ___. This month alone, four such incidents occurred. The unit manager just came from a meeting in which these data were presented by the Director of Case Management, the Director of Risk Management, the Infection Control Nurse, and the Vice President for Patient Care Services (CNO). The manager plans to take this information to the multidisciplinary task force, but first wants additional data. She turns to you and several other senior nurses for help.

CRITERION POINTS POSSIBLE

a. Provide a succinct introduction to your topic. 1
b. How does “a culture of safety” apply to your topic? 2
   {Refer to the IOM report To Err is Human-executive summary is available online from the NIH: http://www.nap.edu/openbook.php?record_id=9728&page=1}
c. Describe how you would benchmark information on your topic? Be specific. 2
d. Describe how your chosen situation could develop into a sentinel event. 2
e. Describe several considerations regarding the extended length of stay for patients with your chosen ailment at this facility. 2
f. How might patients/families be engaged in promoting safety in this situation? 2
g. Clearly summarize your findings. 1
h. Presentation and classroom engagement. 3

Total points possible 15

● Each position you take or each point should be clearly referenced
● Points may be deducted for grammar, spelling, punctuation and APA formatting.

The final POWERPOINT should contain the name of the Clinical Instructor along with a 1 for first rotation groups or a 2 for second rotation groups. All files must be compatible with Microsoft Word. Students should submit this assignment for evaluation using the NURS 4670.001 BlackBoard shell on the due date indicated in the course schedule.
Team Debriefing Report – INDIVIDUAL ASSIGNMENT

The purpose of this assignment is to provide students with an opportunity to critically evaluate his or her personal contribution to team work. The ultimate measure of team effectiveness is the outcome produced by the combined effort of each team member. Group performance will be evaluated by the instructor.

To complete this assignment, the student should evaluate his or her performance as a member of one of the groups used to complete course assignments. After reviewing references on group or team work and team processes, students should analyze the group process that occurred and the quality of the outcomes produced as evidenced by the final recommendations made from the group. The group process analysis should be written as an essay, using complete sentences. Each analysis should contain a title page that includes student name, and date. All references should be identified on a reference list. Points may be deducted for grammar, spelling, punctuation and APA formatting. Papers not in APA format will not be accepted.

To analyze team performance, each student should consider the following:

Grading Criteria for Group Process Evaluation

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Identifies own functional role in group:</td>
<td>1</td>
</tr>
<tr>
<td>Identifies leader of group and summarizes personal behaviors that supported/interfered with leader actions</td>
<td>1</td>
</tr>
<tr>
<td>Describes strategies used to achieve goal</td>
<td>1</td>
</tr>
<tr>
<td>Describes the areas of conflict that arose during group work</td>
<td>1</td>
</tr>
<tr>
<td>Describes strategies used within group to resolve conflict</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

The final document should contain the student’s name. The filename should also include the student’s last name. All files must be compatible with Microsoft Word. Each student should submit this assignment for evaluation using the assignment tool in the NURS 4670.001 BlackBoard shell prior to class on the due date indicated in the course schedule.
CLINICAL POLICIES

Satisfactory completion of NURS 4670 requires the successful completion of both the clinical and theoretical components of the course. Because professional behavior is a critical component of this course, students must demonstrate their ability to delegate and work with others in the coordination of care for a group of patients. Students who arrive at the clinical site without a Texas A&M University-CC nametag and appropriate dress will be sent home to change or get their school nametag.

Preparation for clinical practice is required. Clinical performance is graded pass/fail and is evaluated on the basis of written course and clinical objectives.

This course includes a clinical laboratory experience in which students are expected to apply leadership, management, and care coordination principles to the management of a group of patients. Student activities will be supervised by clinical faculty.

- **Students must attend all clinical days to receive a grade of passing** to allow for appropriate assessment of student performance. Tardiness and absenteeism are considered serious breaches of professional behavior. In the event of an emergency, the clinical instructor must be notified prior to beginning of clinical. Failure to do so will result in a grade of “Unsatisfactory” for the day.

- **Three “Unsatisfactory” grades will result in clinical failure.**

- **Students judged to be unsafe may be failed from the course at any time.** Unsafe behavior may be demonstrated through the omission or commission of actions that may harm patients or unprofessional behaviors consistent with inappropriate clinical judgment.

- In the unusual circumstance that, in the instructor’s professional judgment, a student is not providing safe nursing care, the student will be removed from the clinical setting. If this deficit cannot be remedied in the given clinical time with available faculty supervision, the student will receive a grade of “F” in the clinical. If a student fails clinical, he/she will receive a grade of “F” in the course, regardless of grades earned in other course assignments.

- There is often an opportunity for students in 4670 to assist more junior students with simulation activities. This should be considered a privilege and may require preparatory and/or follow up work. Participation in simulation is at the discretion of the clinical faculty.
Clinical Objectives with Specific Learning Objectives

1. Function in the role of the charge nurse and/or team leader.
   1.1. Analyze the charge nurse/team leader position.
   1.2. Analyze the relationship between the charge nurse/team leader and all other unit staff.
   1.3. Analyze the relationship between the role of the charge nurse and/or team leader and system administrators.
   1.4. Analyze resource utilization and its relationship to patient outcomes
2. Demonstrate the ability to manage the care of a group of patients equivalent to a 4-5 patient workload by the end of the course.
   2.1. Delegate appropriate tasks to Unlicensed Assistive Personnel (UAP)
   2.2. Organize care for a group of patients
   2.3. Prioritize care activities across a group of patients
   2.4. Safely provide care for the assigned patients.
3. Identify leadership behaviors of the professional nursing staff that promote optimal team outcomes.
   3.1. Analyze leadership behaviors of team members
   3.2. Apply appropriate leadership behaviors during the clinical experience.
4. Demonstrate professional behavior and accountability
   4.1. Conduct self in a professional manner at all times
   4.2. Demonstrate accountability for nursing care and behavior
   4.3. Apply relevant theory to nursing practice
   4.4. Contribute actively to the clinical conference