NURS 4670: Leadership & Nursing Care Management
TEXAS A&M UNIVERSITY - CORPUS CHRISTI
College of Nursing and Health Sciences
Summer 2012
Wednesday 1200 – 1550 - Island Hall 162

Faculty: Shelley Dinkens, RN, MSN, CNE
Office phone: 361.825.2848
Office: Island Hall 342A
Office Hours: Wed 9-12; other times by appointment
e-mail: shelley.dinkens@tamucc.edu

COURSE TITLE: NURS 4670.001 NURSE COORDINATING CARE

Credits: Six (6) (3:9) Semester Hours

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.

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:
Blackboard Access through Island Online: www. https://iol.tamucc.edu/
Evolve Access: www.evolve.elsevier.com
Text:
Optional Resources:
Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies- website: ftp://www.bne.state.tx.us/del-comp.pdf

TEACHING / LEARNING STRATEGIES:
Teaching methods include lecture, seminar, discussion, small group work, independent study of texts and library resources, computer assisted instruction, audio-visual aids and the assignments. While the Professor will provide guidance and consultation, the student is responsible for identification of learning needs, self direction, seeking consultation and demonstration of course objectives. Students will participate in the following:

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. Students are expected to complete an anonymous course evaluation at the end of the course. The evaluation will be available through Blackboard. Grades will not be released to students until 75% of the class has completed a course evaluation. The practice of providing feedback to educational experiences is consistent with professional nursing responsibilities.
GRADING POLICY:

A minimum cumulative grade of 75% is required for the course. Students must have a minimum average of 75% for exams (Exam 1, Exam 2, Exam 3 and Final) in order to pass the course.

School of Nursing Grading Scale
A 90-100
B 83-89
C 75-82
D 67-74
F 66 and Below

<table>
<thead>
<tr>
<th>Evaluation Methods</th>
<th>Percent of grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom Attendance</td>
<td>20%</td>
</tr>
<tr>
<td>Group Project</td>
<td>20%</td>
</tr>
<tr>
<td>HESI Management Test</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm</td>
<td>20%</td>
</tr>
<tr>
<td>Final (Comprehensive)</td>
<td>20%</td>
</tr>
<tr>
<td>Total Points</td>
<td>100%</td>
</tr>
</tbody>
</table>

The formula for calculating your grade is as follows:
\[
\text{Grade} = \left\{\frac{\text{Midterm} + \text{HESI} + \text{Final}}{3} \times 0.60\right\} + \left\{\text{Class Attendance average} \times 0.20\right\} + \left\{\text{Group Project} \times 0.20\right\}
\]

“Make-up” Examinations or Attendance Assignments:
No make-up examinations will be administered. If a student misses an exam the Final will count double.
No make-up assignments will be allowed. Classroom assignments are used for attendance purposes and although you may have a perfectly valid excuse for missing class, there is no make-up. We have a 15 week course that we are teaching in 10 weeks...it is imperative you attend if at all possible. Homework assignments will be posted and need to be submitted by the due date or they will not be graded. Emailed assignments (unless otherwise specified) will not be graded even if they meet the deadline.

Examination Guidelines:
• A blueprint may/may not be provided for each exam.
• Exams may be via Blackboard, Evolve, HESI, or hard copy.
• The final examination will be comprehensive.
• Testable material is based on course, class and clinical objectives. Included are all required readings, lecture and discussion content, related material in the course syllabus, content covered by media presented in or required for class/clinical, power point slides, and material given as handouts.
• Exam dates, times and locations are subject to change.
• If you find yourself having difficulty with the course please identify yourself to the instructor EARLY IN THE SEMESTER—**We would much rather you pass than fail!**

**Class Cancellation:**
In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change. Check your Islander e-mail for all university closing updates. Check Blackboard for all course related emails.

**ACADEMIC HONESTY:**

I take this VERY seriously – one day you will be a nurse and your integrity (honesty) is imperative. There will be times that being a nurse will challenge your integrity to do “the right thing”. Start now to do “the right thing”. 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 is the presentation of the work of another as one's own work.) At best you end up with a “0”, and at worst, you are removed from the University. Below is the University’s policy on Academic Honesty. Three of the most common ways students cheat unknowingly:

1. Work in a study group to answer questions or work on a paper that is to be individual work. Study groups are great to discuss content; however, formulating answers to an individual assignment is cheating.
2. A friend is in a panic and asks to see what you did because the instructions are unclear. Nurses are kind and helpful people, so we help. Giving that student your work allows that student to copy your work and it makes it impossible for the instructor to decide what the intent actually was. You will both be punished for cheating. Instead, point them toward the resources that you used to help them find the answer.
3. Copying and pasting from internet sources or textbooks without giving due credit. ALWAYS cite your sources! (Even when answering questions – if you got it somewhere – cite it.)

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](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.

Tutoring & Learning Center
The Tutoring & Learning Center offers a variety of services, including a writing center. Students may also submit papers to http://www.smarthinking.com for evaluation. Students will need to request a user name and password to utilize smarthinking’s service. This may be done by going to the Tutoring & Learning Center or by contacting them via telephone. For more information about all of these services, go to the Tutoring and Learning website: http://tlc.tamucc.edu

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 though 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 Rule 13.02.99.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](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.
CLINICAL SYLLABUS

CLINICAL FACULTY:
- TBA
- TBA
- TBA

CLINICAL DATES AND TIMES:
The clinical Instructor has the responsibility of creating their schedule. Variations from group to group will occur with all students meeting the same course requirements and objectives. Please contact your clinical Instructor for any discrepancies, absences, assignments, etc for your clinical experience. The course Instructor will be in weekly contact with your clinical Instructor to monitor the group and individual progress. Evaluations will be done by the clinical Instructor using all resources including other nurse contacts and clinical assignment faculty/nurses.

CLINICAL OBJECTIVES WITH SPECIFIC LEARNING OUTCOMES:
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
**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 uniform will be sent home to change or get their school nametag and receive a clinical warning.
- 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. Missed clinical days will be made up with an appropriate assignment of the instructor’s choice. 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 clinical warning.
- Three Clinical Warnings 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. (See “Critical Elements of Safe Nursing Practice” below.)
- 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 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.
CRITICAL ELEMENTS OF SAFE NURSING PRACTICE

The following objectives are critical elements in the student's clinical evaluation. If the clinical instructor observes behavior which indicates the student is not meeting either of the two objectives, stated below, the student will receive an unsatisfactory evaluation for the course (regardless of the behavior assessed elsewhere on the evaluation tool and/or the academic grade).

1) Student practices safe nursing care, which prevents real or potential harm to patients and their families. The following examples serve as guides to these unsafe behaviors but are NOT TO BE CONSIDERED ALL INCLUSIVE.

   a) **Physical Safety** - Safe behaviors: appropriate use of side rails, wheelchairs, other mechanical equipment; proper protection of the patient which avoids falls, lacerations, burns, etc.; performs only authorized nursing actions; seeks help when needed.

   b) **Biological Safety** - Safe behaviors: recognizes violations in surgical and medical aseptic technique, utilizes "6 rights" in medication administration, comes to clinical without impairment, performs nursing actions with appropriate supervision, seeks help when needed; utilizes universal precautions.

   c) **Emotional Safety** - Safe behaviors: promotes patient sense of safety; provides patient with appropriate and/or correct information; performs nursing actions with appropriate supervision, seeks help when needed; demonstrates stable emotional behaviors.

2) Student practices nursing according to legal, ethical, and professional standards.

   a) Demonstrates behaviors and skills that mirror the philosophy of TAMU-CC’s College of Nursing and Health Sciences, Bachelorette Program: caring is the essence of nursing...professional nurses must have a solid foundation in the arts, sciences and humanities that provides a reservoir of knowledge from which to draw when making critical clinical decisions in the roles of care provider or care coordinator (A.A.C.N., Essentials of Baccalaureate Nursing, 1998).

   b) Maintains confidentiality.

   c) Demonstrates appropriate knowledge base required to care for assigned patient. Applies classroom theories to practice.

   d) Performs in a professional manner when interacting with patients, families, faculty and health care professionals (e.g., Altruism, honesty, sensitivity and tolerance).

   e) Maintains professional accountability at all times (e.g., pattern of promptness and adherence to dress code, seeks appropriate guidance and help from instructors and/or staff, keeps staff informed of patient's condition and changes in patient's condition, notifies instructor and staff when leaving the clinical unit, turns in timely documentation and paperwork.)