COURSE TITLE: NURS 4670.001 NURSE COORDINATING CARE

CREDITS: Six (6) Semester Hours with lab component

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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E-mail: yolanda.keys@tamucc.edu
Office Hours: after class and by appointment

Clinical Faculty:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
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<td>Johanna Evans</td>
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</tr>
</tbody>
</table>

LECTURE LOCATION: IH 267

CLASS TIME: 1300 - 1550
Wednesdays: January 22, 2014 – May 6, 2014
COURSE OBJECTIVES:

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

Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies-website: ftp://www.bne.state.tx.us/del-comp.pdf

RECOMMENDED
Kelly & Marthaler. Nursing Delegation, Setting Priorities, and Making Patient Care Assignments

Other readings as assigned – Students are expected to check Black Board Information regularly for additional readings and information.
MEETING COURSE OBJECTIVES
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 work.**

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 the CPR system as instructed OR via BlackBoard **prior to class on the required date** unless other arrangements have been made with the course instructor ahead of the due date. **Points will be deducted for late submissions.** 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. Contact the course instructor for problems with CPR.
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.
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 Corpus Christi Hall Rm 116. Refer to the Disability Services website for more information (http://disabilityservices.tamucc.edu). 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). Questions about graduate studies should be directed to Barton Bailey (825-5893).

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 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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
## Course Requirement Breakdown

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Points Possible</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Agreement/Peer Evaluation</td>
<td>5/5</td>
<td>See Course Schedule</td>
</tr>
<tr>
<td><strong>GROUP PROJECTS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wald Analysis</td>
<td>Group 10</td>
<td>See Course Schedule</td>
</tr>
<tr>
<td>Staffing Case Study</td>
<td>Group 10</td>
<td></td>
</tr>
<tr>
<td>Quality PowerPoint</td>
<td>Group 10</td>
<td></td>
</tr>
<tr>
<td>Disaster Video</td>
<td>Group 10</td>
<td></td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>Individual 20</td>
<td></td>
</tr>
<tr>
<td><strong>Attendance/Participation/DQs</strong></td>
<td></td>
<td>Assessed throughout semester</td>
</tr>
<tr>
<td>Elevator Speech</td>
<td>Individual 5</td>
<td></td>
</tr>
<tr>
<td>NPSGs Activity</td>
<td>Group 5</td>
<td></td>
</tr>
<tr>
<td>Organizational Chart</td>
<td>Group 5</td>
<td></td>
</tr>
<tr>
<td>Communication Discussion</td>
<td>Group 5</td>
<td></td>
</tr>
<tr>
<td>IT Discussion</td>
<td>Group 5</td>
<td></td>
</tr>
<tr>
<td>Mock Interview</td>
<td>Individual</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Miscellaneous Attendance</td>
<td>Individual 5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## COURSE EVALUATION

The grading scale for the course is:

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

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. **It is the STUDENT’S responsibility to keep abreast of course announcements.** Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.
CRITERIA FOR COURSE ASSIGNMENTS

Guidelines & Criteria for the Team Agreement & Peer Evaluation (10%)

TEAM AGREEMENT
There are two group assignments for this course. By identifying and agreeing upon ground rules at the beginning of the course, teams minimize the risk of conflict and facilitate task completion. Members are also encouraged to discuss the best ways to contact one another and limits on contact.

Please use the following criteria to describe how your team will function. The form should be submitted to the instructor for review by the due date. Revisions may be necessary to promote smooth team functioning.

CRITERIA

1. Each team member should complete the Leadership Colors Survey. Provide a BRIEF summary of the results of each member’s leadership styles. You may include the summary anywhere in the Team agreement (beginning, middle or end).
2. Identify each member’s role taking into account the person’s strengths and weaknesses:
   a. Will the team have a leader and if so, who this will be, and will this role be rotated?
   b. How will work be distributed? Who will do what? Who is the designated backup?
   c. Who will post team assignments?
3. Ground rules:
   a. Are there any known problems or problematic dates/times that need to be factored in?
   b. When and how will the team “meet” or communicate with each other? How often?
   c. How will different versions of an assignment be handled?
4. Conflict management strategies:
   a. How will team members provide constructive feedback to each other?
   b. How will team members handle work that is sub par, incomplete, or not done?
5. Create a name for your team

The final document should contain the TEAM’s name. The filename should also include the TEAM’s name. All files must be compatible with Microsoft Word. Students should submit this assignment for evaluation using email in the BlackBoard shell on the due date indicated in the course schedule.
PEER EVALUATION

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 ALL team member. Group performance will also be evaluated by the instructor.

To complete this assignment, the student should evaluate his or her performance as a member of the group 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. The group process analysis should be written as an essay, using complete sentences.

<table>
<thead>
<tr>
<th>GRADING CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies own functional role in group</td>
</tr>
<tr>
<td>Identifies leader of group and summarizes personal behaviors that supported/interfered with leader actions</td>
</tr>
<tr>
<td>Describes strategies used by the group to achieve goals</td>
</tr>
<tr>
<td>Describes the areas of conflict that arose during group work</td>
</tr>
<tr>
<td>Describes strategies used within group to resolve conflict</td>
</tr>
<tr>
<td>Peer Assessment (Use table below – rate the performance of each team member and total)</td>
</tr>
<tr>
<td>No need for strict APA for this assignment</td>
</tr>
</tbody>
</table>

<p>| Rate yourself and each team member in each of the categories indicated. |
| Total the scores and include in your Team Evaluation.                   |</p>
<table>
<thead>
<tr>
<th>(1) Attention to coursework</th>
<th>(2) Assignment Participation</th>
<th>(3) Responsibility for team success or failure</th>
<th>(4) Follow-through and communication</th>
<th>(5) Attitude and Teamwork</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Points</td>
<td>1 Points</td>
<td>1 Points</td>
<td>1 Points</td>
<td>1 Points</td>
</tr>
</tbody>
</table>

At the end of your Team Evaluation post – include the name of each team member (including) yourself and their total as follows:

**EXAMPLE:**
Yolanda Keys: (1) 1; (2) 1; (3) .5; (4) 1; (5) .5  = Total 4
Lorde: (1) 1; (2) 1; (3) 1; (4) 1; (5) 1  = Total 5
Taylor Swift: (1) 0; (2) 0; (3) 0; (4) 0; (5) 1  = Total 1

**SUBMISSION INSTRUCTIONS:**
- Students should complete the assignment in Microsoft Word and then cut and past their entry into the assignment link text box. PLEASE DO NOT ATTACH!
- Do not stress about APA formatting here but DO make sure to use correct grammar.
GROUP PROJECTS (40%)

WALD ANALYSIS
1. Read the article *Dying with Dignity in America: The Transformational Leadership of Florence Wald*.
2. Review the material in your text *and in peer-reviewed materials* related to Transformational and Transactional Leadership.
3. Work with your group to write an essay outlining how Florence Wald did or did not meet the following elements of Transformational Leadership:
   a. Idealized Influence (or Charisma)
   b. Inspirational Motivation
   c. Intellectual Stimulation
   d. Individualized Consideration
4. Also indicate the presence of any elements of Transactional Leadership that you notice.
5. Be sure to use headings to guide your reader and include an introductory paragraph and a summary or conclusion. There is no need for an abstract but you must cite any relevant references.

QUALITY GROUP POWERPOINT (10%)

***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
--- | ---
a. Provide a succinct introduction to your topic. | 0.5
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](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. | 1
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. | 0.5

Total points possible | 10

- Each position you take or each point should be clearly referenced
- Points may be deducted for grammar, spelling, punctuation and formatting.
- The final POWERPOINT should contain the Team name. Students should submit this assignment for evaluation using the NURS 4671.001 BlackBoard shell on the due date indicated in the course schedule.
**STAFFING CASE STUDY (10%)**

Students will work in groups and analyze the case study: *Seriously!?!*. Course content is needed to complete the case study appropriately.

Explore possible approaches to the problems present in the situation and determine which approach is the best approach to managing the situation given its specific characteristics. Justify your approach to managing the situation.

**PART 1: You are the evening team leader for six staff members:** one unit clerk; one experienced RN; one new RN graduate, one licensed practical nurse (LPN) and two unlicensed assistive personnel (UAP). You arrived for your shift at 6:45pm - the day shift charge nurse did not have time to make assignments. From a brief report, you have determined that:

<table>
<thead>
<tr>
<th>Patients</th>
<th>Acuity/Workload Intensity</th>
<th>Treatment/Concerns</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Day 3 Post-op Bowel Resection; PO meds; I &amp; O</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Post Heart Cath; needs cardiac teaching</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Day of Surgery; not yet arrived from PACU</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>DKA with blood sugars in 300s; FSBS Q4; I &amp; O</td>
</tr>
<tr>
<td>5</td>
<td>4</td>
<td>Day 1 Post-op Bowel Resection; IV meds q 4 &amp; 6 hrs; I &amp; O</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
<td>ESRD with fluid overload; off unit for Hemodialysis</td>
</tr>
<tr>
<td>7</td>
<td>3</td>
<td>Day of Surgery; not returned from PACU: Bowel Resection</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>MRSA to leg wound r/t cellulitis; IV antibiotics</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>Day of Surgery; not returned from PACU: Bowel Resection</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
<td>Pending discharge; needs discharge teaching</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>Pending discharge; needs discharge teaching</td>
</tr>
<tr>
<td>12</td>
<td>1</td>
<td>Adult Downs syndrome with pressure ulcer; wound care</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>Transfer from ICU – Stroke w/ R-Weakness; total ADL support</td>
</tr>
<tr>
<td>14</td>
<td>3</td>
<td>Day 2 Post-op Bowel Resection; PO meds; I &amp; O</td>
</tr>
<tr>
<td>15</td>
<td>3</td>
<td>Alzheimer’s with urosepsis; IV antibiotics; high fall risk</td>
</tr>
<tr>
<td>16</td>
<td>3</td>
<td>Pneumonia; IV meds q 4 &amp; 6 hrs</td>
</tr>
<tr>
<td>17</td>
<td>3</td>
<td>CHF Exacerbation; total ADL support; IV meds; I &amp; O</td>
</tr>
<tr>
<td>18</td>
<td>4</td>
<td>Post Heart Cath; needs cardiac teaching</td>
</tr>
<tr>
<td>19</td>
<td>4</td>
<td>Day 3 post op Right BKA; total ADL support</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>Recent “Code White” Critical instability; IV with 4 continuous (two vasopressors) vs q15 minute</td>
</tr>
<tr>
<td>21</td>
<td>2</td>
<td>Pneumonia; Psychiatric complications (major depressive disorder)</td>
</tr>
<tr>
<td>22</td>
<td>3</td>
<td>Asthma Exacerbation; Psychiatric complications (bipolar: acute manic state)</td>
</tr>
</tbody>
</table>
PART 2: As you begin rounds, the following events are occurring:

1. Dr. Feelgood is waiting to discuss a medication error that was made 2 days ago and he is being quite loud about the issue at the nurses’ station where there are visitors;
2. A visitor’s child has fallen and split her lip;
3. The LPN on the team just broke off her engagement with her fiancé and is crying in a corner.
4. The husband of your experienced RN has just called to say she was in a car accident on the way to work and she is headed to the Emergency Room with a possible broken ankle and airbag burns.

During your rounds, you will have to decide whether you should make adjustments to the work assignments you created to share patient care across your team members. Your decision is based on your assessment of the unit and team situation. Sometimes it may appear that everything is a crisis and that every situation requires immediate attention. Your management of the patients and unit operations depends on your ability to focus your effort to maximize results.

The assignment should be completed as a group with one final case summary submitted electronically for the whole group.

Each group should submit

- A table that indicates how patient care was assigned to team members before rounds began.
- A second table should be used to show how work was shared across team members to respond to the events that occurred on the shift.
- Groups should use a short essay to clearly explain their analysis and the key points used to arrive at patient and unit management decisions.
  - Identify the responsibilities of the nurse central to the situation (You)
    - Identify your responsibilities in managing this patient group.
    - Discuss your responsibility to each Team Member.
  - List problems that may be present but not obvious because significant information is missing; and rank the problems according to priority for resolution. This should include but not be limited to:
    - What are the top three priorities for the shift and why?
    - What are the three lowest priorities for the shift and why?
  - What types of information will you use to justify your decisions? Include references!
- Your final paper should include a title page and list the members of the work team completing this assignment.
<table>
<thead>
<tr>
<th>GRADING CRITERIA</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Rounds Assignment table</td>
<td>1.5</td>
</tr>
<tr>
<td>Post-Rounds Assignment table</td>
<td>1.5</td>
</tr>
<tr>
<td>Identify the responsibilities of the nurse central to the situation (You)</td>
<td></td>
</tr>
<tr>
<td>• Identify your responsibilities in managing this patient group.</td>
<td>1</td>
</tr>
<tr>
<td>• Discuss your responsibility to each Team Member.</td>
<td>1</td>
</tr>
<tr>
<td>List problems that may be present but not obvious because significant</td>
<td></td>
</tr>
<tr>
<td>information is missing; and rank the problems according to priority for</td>
<td></td>
</tr>
<tr>
<td>resolution.</td>
<td></td>
</tr>
<tr>
<td>• What are the top three priorities for the shift and why?</td>
<td>2</td>
</tr>
<tr>
<td>• What are the three lowest priorities for the shift and why?</td>
<td>2</td>
</tr>
<tr>
<td>What types of information will you use to justify your decisions?</td>
<td>1</td>
</tr>
<tr>
<td>Additional points may be deducted for poorly written or formatted work. Please</td>
<td></td>
</tr>
<tr>
<td>observe current APA guidelines.</td>
<td></td>
</tr>
</tbody>
</table>

Total Points Possible 10

This exercise should be used to complete the Team Peer Evaluation due at the end of the course.

**SUBMISSION INSTRUCTIONS:**

- The file name should contain the Team name.
- All files must be compatible with Microsoft Word.

**One** student in the group should submit this assignment as an attachment using the appropriate Assignment link in the BlackBoard shell on the due date indicated in the course schedule.
TOPICAL VIDEO PROJECT – GROUP ASSIGNMENT (10%)

- You can expect to work with other groups to create a Disaster Preparedness Video on one of the following topics:
  - School shootings
  - Pandemics
  - Opposition to Vaccines
  - Increasing dependence on Technology
  - Natural Disaster preparedness – in the hospital setting
  - Natural Disaster preparedness – in the community setting

- **Take your time and think about the following questions: "What information should graduating students walk away with? What will serve them best as they enter the 'real world'?**

- **Be sure to assign AT LEAST two peer-reviewed articles for your classmates to read prior to your presentation** these will be due to the instructor the week prior to your presentation.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>10 Point Criteria</th>
<th>8 Point Criteria</th>
<th>6 Point Criteria</th>
<th>4 Point Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Well-rehearsed with smooth delivery that holds audience attention.</td>
<td>Rehearsed with fairly smooth delivery that holds audience attention most of the time.</td>
<td>Delivery not smooth, but able to maintain interest of the audience most of the time.</td>
<td>Delivery not smooth and audience attention often lost.</td>
</tr>
<tr>
<td>Originality</td>
<td>Product shows a large amount of original thought. Ideas are creative and inventive.</td>
<td>Product shows some original thought. Work shows new ideas and insights.</td>
<td>Uses other people’s ideas (giving them credit), but there is little evidence of original thinking.</td>
<td>Uses other people's ideas, but does not give them credit.</td>
</tr>
<tr>
<td>Content</td>
<td>Covers topic in-depth with details and examples. Subject knowledge is excellent.</td>
<td>Includes essential knowledge about the topic. Subject knowledge appears to be good.</td>
<td>Includes essential information about the topic but there are 1-2 factual errors.</td>
<td>Content is minimal OR there are several factual errors.</td>
</tr>
<tr>
<td>Organization</td>
<td>Content is well organized using headings or bulleted lists to group related material.</td>
<td>Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.</td>
<td>Content is logically organized for the most part.</td>
<td>There was no clear or logical organizational structure, just lots of facts.</td>
</tr>
</tbody>
</table>

This exercise should be used to complete the Team Peer Evaluation due at the end of the course. **SUBMISSION INSTRUCTIONS**: Groups should prepare to play their videos and respond to questions on the date indicated in the course schedule.
QUIZZES (20%)

- Introduction and syllabus
- Decision-Making
- Delegation
- Finance and Economics
- Misc Topics - TBD

ATTENDANCE/PARTICIPATION (30%)

Elevator Speech

You're in the elevator with the hiring manager of Dream-Job Hospital. As the door slides shut, you feel a combination of adrenaline and slight nausea: you've got 15 seconds, if that, to communicate your value as a potential employee in a compelling way — just 15 seconds to cram in a whole resume's worth of work and accomplishments and successes. There's so much you want to say, but your message has got to be crisp, tailored, to-the-point. Handle this one right, and you'll be the newest member of the Dream-Job team. What are you supposed to say?

For this assignment you will create your own video. You may use any kind of movie file but I prefer YouTube. You can Google “How-To” information to get started. Additional how-to information will be available in the BlackBoard shell. Students in the past have used computer web-cams or cell phones with video capability.

Write and PRACTICE your elevator speech and then post to the designated class discussion thread. Yes – your classmates will be able to see your video – so take this seriously.

Feel free to work together on this and help each other.

Be sure to include the following:

- **Who you are plus a credential** - “Hi, I’m Melanie Smith, and I’m a nursing student/I just graduated from Texas A&M University- Corpus Christi.”
- **A specific objective** - “I have a specific interest in ...” (pediatrics, psych, cardiac nursing etc)
- **Explain your commitment to the profession** - “I chose nursing because...”
- **Follow up with a statement or question** - “I have looked at your website and wanted to know more about...”
- **Overall Impression** – positive and poised

SUBMISSION INSTRUCTIONS:

Each student should submit this assignment using the designated discussion thread. Please note that your classmates will be able to view your product. Make sure your video is set to ‘unlisted’ so that only those with the link may view.
**Mock Interview**

We will be meeting in class for mock interviews. Students should bring completed resumes, wear ‘interview clothes’ and be prepared to be interviewed!

**NPSGs Activity** – (you will work with your class group)

1. Review the following website:
   http://www.jointcommission.org/standards_information/npsgs.aspx
2. Select and review the set of National Patient Safety Goals that is most applicable to your clinical unit.
3. Explain your unit
4. Choose 3 NPSGs that you feel need the most improvement in your work place
5. Describe at least one suggestion for improvement for each of the NPSGs that you selected.
6. You can use websites and your text.
7. One student from each class group should submit this assignment using the designated discussion thread. Please note that your classmates will be able to view your product.

**Organizational Chart** – (you will work with your class group)

1. Review the posted Power Points
2. Read the text chapters
3. *Work with your Project Group* to complete the Learning Exercise 12.2 *(p. 261)*
4. One student from each class group should submit this assignment using the designated discussion thread. Please note that your classmates will be able to view your product.

**Communication Discussion** – (you will work with your class group)

1. Review the Organizational Climate/Culture PowerPoint Slides.
2. Read the Crow & Hartman Article (below) (I only have this in PDF so you may need to get a copy from a friend if using MAC)
3. After reading the article - Your Discussion assignment should include TWO parts:
   a. Provide a nursing example for each of the following (something you might see happen on a nursing unit):
      ** Provocation by indirect action or deed
      ** Provocation by words
   b. Describe a ‘rouge’ behavior by a physician, nurse, or other healthcare provider that you have observed during any of your clinical rotations. How might this relate to leadership?
4. One student from each class group should submit this assignment using the designated discussion thread. Please note that your classmates will be able to view your product.

**IT Discussion** – (you will work with your class group)
Choose at least one of the following technological innovations, and write a 2-3 paragraphs on how this technology is expected to impact nursing and healthcare in the coming decade. See if you can identify the thought leader(s) credited with developing these technologies, and explore the process that they used to both develop and market their innovations:

- Biometrics to ensure patient confidentiality
- Computerized physician order entry (CPOE)
- Point of care testing (POC)
- Bluetooth technology
- Electronic Health Records (EHR)
- Nursebots (prototype nurse robots)

One student from each class group should submit this assignment using the designated discussion thread. Please note that your classmates will be able to view your product.

**Miscellaneous Attendance**

Attendance in NURS4670 is important. Random attendance checks will occur throughout the semester. The instructor must be notified of any extenuating circumstances two-hours prior to class in order to be considered for excuse.
**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.**

* A comprehensive exam will be administered during this course. Successful completion of the clinical component of this course requires students to complete the comprehensive exam with a passing score. The passing score is set by the CONHS. *
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