Texas A&M University - Corpus Christi
College of Nursing and Health Sciences
NURS 4370.001 Nurse Coordinating Care

Syllabus
Summer 2017

Faculty: Christi Brumley MSN, RN
Island Hall, Office 350J

TELEPHONE: Office: 361-825-4232

OFFICE HOURS: Wednesday 12:00pm-4:00pm; also available Monday – Friday by appointment or phone.

FAX: (361) 825-2484

CREDITS: (2:3) Two semester hours with a lab component

CLASS TIME: 4:00pm-7:00pm Wednesday

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. Critical thinking is required in case analysis and student assessments of their own thinking, ideas and use of intellect.

COURSE OBJECTIVES:
1. Contrasts various management theories in relation to nursing management and the nursing process.
   (AACN Essentials I, II, III, VIII)
   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. Evaluates concepts of leadership, management, and change in relation to the role of the nurse leader.  
(AACN Essentials I, II, III, VII, IX)  
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 Analyzes the role of the professional nurse as an initiator of positive change within a specific health care institution  

3. Evaluates internal and external forces which influence nursing practice  
3.1 Analyzes legal, ethical, social, political, and historical issues and trends affecting the nursing profession in the delivery of health care  
3.2 Analyzes the role of the nurse manager as an initiator of positive change within the health care delivery system  
3.3 Applies ethical principles in the practice and coordination of nursing care  

4. Evaluate leadership behaviors useful in the practice of professional nursing  
(AACN Essentials I, II, VI, VIII, IX)  
4.1 Implements a plan to increase effectiveness as a nurse leader and avoid burnout  
4.2 Applies nursing and non-nursing theory as it relates to leadership in professional nursing  
4.3 Analyzes the behavior of nurses in leadership/management roles and as change agents in health care systems  
4.4 Utilizes the results of research in decision-making  
4.5 Evaluates own progress in relation to course objectives and own learning  
4.6 Describes individual strengths, weaknesses, and evaluates individual style as a group leader  
4.7 Demonstrates the ability to present and defend ideas clearly and objectively  
4.8 Describes the role of professional nursing organizations in the development of health care policy  
4.9 Evaluates nursing workload and its impact on quality of nursing care  

5. Demonstrates the ability to assess group process  
(AACN Essentials I, II, VI, and VIII)
5.1 Demonstrates the ability to critically evaluate contribution to group work
5.2 Demonstrates the ability to critically evaluate the performance of peers
5.3 Contrasts various leadership/management styles utilized by nurse leaders or managers in the context of human resource management

**REQUIRED TEXTS AND RESOURCES:**


Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies- website:  

National Council of State Boards of Nursing Regulation Documents- website  
[https://www.ncsbn.org/3933.htm](https://www.ncsbn.org/3933.htm)

Texas Administrative Code: Nurse Practice Act – website  

**RECOMMENDED**


*Other readings as assigned – Students are expected to check BlackBoard Information regularly for additional readings and information.*

**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. **Written assignments must be turned in via BlackBoard on the required date unless other arrangements have been made with the course instructor ahead of the due date. Points will be**

Christina Brumley RN, MSN
NURS 4370: Summer 2017
deducted for late submissions (1 point for each day late and a score of 0 after 14 days). Students are expected to review the syllabus and blackboard assignments throughout the semester to ensure they complete class assignments correctly. Please contact Island Online Help Services if unable to access the course.

3. 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.

4. Students must achieve a conversion score of 75% on the leadership HESI. Students who fail to reach this score will be required to complete remediation through the HESI website. Students will pass the course if remediation is complete; however, their original conversion score will be applied towards their grade. Students who score below a 75% conversion score and fail to complete HESI remediation will be unsuccessful in the course.

5. 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 **2 hours PRIOR** to the start of the class just as it will be expected in the work environment. Lack of attendance may seriously impact your completion of NURS 4370.001. Attendance is 10 percent of your final grade.

6. 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.

7. 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.

Evaluation Input From Students

The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data, which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty

It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:


University Student Code of Conduct: [http://studentaffairs.tamucc.edu/handbook.html](http://studentaffairs.tamucc.edu/handbook.html)

University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

Christina Brumley RN, MSN
NURS 4370: Summer 2017

5

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 CCH 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disabilities Services office for assistance at (361) 825-5816.

Title IX

As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty

Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process

The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See http://academicaffairs.tamucc.edu/Rules_Procedures/ for the University procedure and see http://conhs.tamucc.edu/shb/ for the CONHS process identified in the Student Handbook.

Support Services

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is
encouraged by the College of Nursing and Health Sciences and the University to seek these services.

Mary and 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. This card is 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. Please take advantage and utilize these services as your fees have paid for them. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933.

Course Requirement Breakdown

<table>
<thead>
<tr>
<th>Course Assignment</th>
<th>Percent</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Agreement</td>
<td>Individual</td>
<td>5</td>
</tr>
<tr>
<td>Team Evaluation</td>
<td>Individual</td>
<td>5</td>
</tr>
<tr>
<td>Mock Interview</td>
<td>Individual</td>
<td>Pass/Fail</td>
</tr>
<tr>
<td>Elevator Speech</td>
<td>Individual</td>
<td>15</td>
</tr>
<tr>
<td>Resume (clinical instructor to view &amp; make suggestions)</td>
<td>Individual</td>
<td>15</td>
</tr>
<tr>
<td>Attendance</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>Quiz</td>
<td>Individual</td>
<td>10</td>
</tr>
<tr>
<td>Leadership Exam</td>
<td>Individual</td>
<td>20</td>
</tr>
<tr>
<td>Group Requirement</td>
<td>Individual</td>
<td>20</td>
</tr>
<tr>
<td>Video</td>
<td>Group</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100</strong></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.

**CLINICAL POLICIES:**

Clinical Policies

Satisfactory completion of NURS 4370 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. 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 and management principles. There will also be a proctored component in which students will visualize and assess leadership and management behaviors. Clinical faculty will monitor student activities.

- **Students must complete all clinical hours to receive a passing grade** and allow for appropriate assessment of student performance. In the event of an emergency, the clinical instructor must be notified at least 2 hours before clinical by **phone** (not text or email). Failure to do so will result in a clinical warning.
- **Two 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.

- 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 4370 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.

- Due to the limited time allotted in this clinical, students will not receive a formative evaluation at the midpoint of clinicals. Students will only receive a Summative Evaluation at the end.

**Clinical Objectives with Specific Learning Objectives**

1. Verbalize an understanding of 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

2. Apply concepts of leadership, management, and change 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 Analyzes the role of the professional nurse as an initiator of positive change within a specific health care institution

3. Evaluate internal and external forces, which influence nursing practice.
   3.1 Analyzes legal, ethical, social, political, and historical issues and trends affecting the nursing profession in the delivery of health care

Christina Brumley RN, MSN
NURS 4370: Summer 2017
9
3.2 Analyzes the role of the nurse manager as an initiator of positive change within the health care delivery system
3.3 Applies ethical principles in the practice and coordination of nursing care

4. Evaluate leadership behaviors useful in the practice of professional nursing.
   4.1 Implements a plan to increase effectiveness as a nurse leader and avoid burnout
   4.2 Applies nursing and non-nursing theory as it relates to leadership in professional nursing
   4.3 Analyzes the behavior of nurses in leadership/management roles and as change agents in health care systems
   4.4 Utilizes the results of research in decision-making
   4.5 Evaluates own progress in relation to course objectives and own learning
   4.6 Describes individual strengths, weaknesses, and evaluates individual style as a group leader
   4.7 Demonstrates the ability to present and defend ideas clearly and objectively
   4.8 Describes the role of professional nursing organizations in the development of health care policy
   4.9 Evaluates nursing workload and its impact on quality of nursing care.

5. Demonstrates the ability to assess group process.
   5.1 Demonstrates the ability to critically evaluate contribution to group work
   5.2 Demonstrates the ability to critically evaluate the performance of peers
   5.3 Contrasts various leadership/management styles utilized by nurse leaders or managers in the context of human resource management

**NURS4370 Leadership Clinical Expectations**

There are 3 types of assignments including a group assignment, hospital proctoring, and clinical individual hours. Please read and follow the instructions below. Let me know if you have questions.

These are the instructions for the hospital proctoring assignments:

**Attire for hospital:**

*When following the House Supervisors* - Attire is the CONHS uniform with TAMUCC patch. Lab coat **must** be worn at all breaks especially meals. You will be sent home with a clinical warning for inappropriate attire. **Name tags are required at all times.**
When following the Manager, Director or Case Manager - You will wear data collection clothes with a lab coat. Please dress professionally with low-heeled close-toed shoes, lab coat, conservative top, and nametag visible. Denim clothing is not considered professional. Nametags are required at all times.

You are representing TAMUCC College of Nursing and Health Sciences so please make sure you dress and behave professionally.

**Hours:**

You will be assigned a location, time, and what position to follow on your preceptor days. These assignments will be posted to BlackBoard. **It is the students responsibility to stay updated on clinical assignments and changes in assignments.** You will not be performing hands on nursing tasks. Your job is to observe the role of the assigned preceptor, appraise leadership styles, and view the hospital from their prospective. You will answer assigned questions after your shift is completed. You need to fill out the questions specifically pertaining to that leadership role. Do this after you leave the assigned location. The questions are to be answered through observation and conversation, not by interviewing the manager.

You need to notify your clinical faculty if you are running late or have an emergency. You must call the clinical faculty before your shift starts if you are unable to attend a scheduled clinical. You will be expected to make up clinical absences at the discretion of the faculty.

**Meals and breaks:** You will go to lunch at the same time as the person you are proctoring. You will have a 30-minute to 1-hour lunch depending on the person you are proctoring. You are free to eat with them or separately. If eating separately, let them know when you are going and returning from lunch. You **must** stay at the facility during lunch or get permission from your clinical supervisor if you are leaving the site.

**Cell phones:** There will be NO cell phone use during the clinical experience. You can have your phone hidden, on with the ringer off. This includes no looking or taking pictures. If you need to contact your instructor or Dr. Dolan excuse yourself and make the call from the bathroom.

**Clinical Hours:** There are **45 clinical hours** required for this class. Everyone will get 20 hours for your Quality/Change PowerPoint assignment. Everyone will complete a minimum of 20 hours (16 proctoring + 4 for answering questions) in the hospital setting. This provides everyone with 40 hours of clinical time.

Some of you will follow a case manager and get an additional 5 hours from that activity. Others will need another 5 documented hours of leadership activities outside of the hospital clinical setting prior to the end of the rotation in order to complete the 45 hours. There is a list of options
below for the 5 hours. Your clinical instructor will authorize the additional 5-hour activity. These activities are to increase your understanding of leadership and healthcare management. You are to turn the summary total sheet (see form below) in the assignment box at the end of your clinical rotation. Your clinical instructor will verify your hours. Save as First.LastNameClinicalHrsFall2016.docx

Leadership Clinical Hours

<table>
<thead>
<tr>
<th>Activity</th>
<th>To be completed by:</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>House Supervisor</td>
<td>Individual</td>
<td>10 hours</td>
</tr>
<tr>
<td>Manager</td>
<td>Individual</td>
<td>10 hours</td>
</tr>
<tr>
<td>Quality/Change theory</td>
<td>Group (required)</td>
<td>20 hours</td>
</tr>
<tr>
<td>Group Assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Case Manager or Additional</td>
<td></td>
<td>5 hours</td>
</tr>
<tr>
<td>suggestions From list below</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leadership Supplemental Clinical Hours

Here is a listing of suggested activities you may include, but are not limited. Think of an activity you would like to do and ask your clinical instructor for permission. Do something fun! (additional activities listed on blackboard)

a. Paper explaining the pros and cons of the Affordable Healthcare act. This must be evidence based (1 hour/page).

b. Attend a leadership conferences or activity (1 hour/conference hour plus each paper page).

c. Researching a hospital policy using evidence based practice (2 hour/page).

d. Organizational chart assignment with a teammate (located pg 320 exercise 14.2 (worth 5 hours).

g. Attend a nursing in-service (1 hour/credit).

h. Help with a simulation in a leadership position (be the instructor or charge nurse).

i. Watch the documentary The Price of Life. Write a paper explaining what would you do if you were on the panel? What are the ethical elements to consider?
(5 hours) [http://watchdocumentary.org/watch/the-price-of-life-video_ef90988ab.html](http://watchdocumentary.org/watch/the-price-of-life-video_ef90988ab.html)

j. Write a letter to a legislator on an important healthcare issue (see page 128 for examples) (worth 5 hours)

k. Changes in healthcare. Write a list of five things you would like to change about nursing or the health-care system. Prioritize the changes that you have identified and write a paper about the change you believe is most needed. Identify the strategies that you could use individually and collectively as a professional to make the change happen. Be sure you are realistic about time, energy, and fiscal resources. (worth 1 hour/page)

All choices not listed above should be discussed with your instructor for approval prior to completing the activity and so appropriate time credit can be negotiated. Your clinical instructor and I look forward to reading your work and learning your opinions.

**At the end of the semester you will be required to turn in a log sheet with your total activities of 45 hours. You will also attach evidence of the 5 hour activities. This will be submitted through assignments on BlackBoard and is a requirement for passing the class.**