LOS ANGELES COUNTY COLLEGE OF NURSING AND ALLIED HEALTH
School of Nursing

Nursing 242

NURSING ROLE IN LEADERSHIP, MANAGEMENT, CURRENT ISSUES, AND GERONTOLOGY NURSING

FALL 2022

COURSE TITLE:	**N242 Nursing Role in Leadership, Management, Current Issues, and Gerontology**
PRE-REQUISTES:	Completion of Semester III Requirements
UNITS:	2 Units
HOURS:	3 hours per week
LENGTH:	13 weeks
PLACEMENT:	Semester 4
CONCURRENCY:	All nursing courses within a semester must be taken concurrently.
COURSE DESCRIPTION:	This course explores specific issues in the delivery of health care including resource management; access to care; community-based nursing; federal and state health care regulations, and accreditation systems; consumerism; and the impact of a burgeoning elderly population. Leadership styles and management principles used in the supervisory nursing role are explored. Working with culturally diverse community aggregates including gay, lesbian, bisexual, and transsexual community and the medically underserved is discussed. An introduction to career planning and discussion related to professional issues, rights, and responsibilities is presented.
COURSE OBJECTIVES:	Upon satisfactory completion of the course, the student will:

1. Integrate the nursing process with basic leadership and management principles to coordinate safe patient-centered care.

2. Analyze the communication processes and nursing informatics\used in various leadership styles and management functions in healthcare settings.

3. Integrate professional awareness in the context of caring and collaboration with communities in the role of a community-based nurse.

4. Analyze the influence of federal and state healthcare regulations and accreditation systems that monitors the outcomes of care processes in adult and geriatric populations.

5. Analyze the shared decision-making process within nursing and inter-professional teams as it applies to leadership, management, and career planning.

6. Analyze health education approaches in caring for the underserved community, integrating evidence-based practices while respecting and valuing the individual and family preferences.

7. Analyze health care issues of culturally diverse community aggregates based on respect for their preferences, values, and needs.

STUDENT LEARNING OUTCOMES:

Students competently identify the implementation and analysis of nursing responsibility, accountability, and the integration of leadership principles and management strategies needed to direct high-quality client care in diverse community and acute care settings with focus on the elderly.

METHODS OF EVALUATION:

Students must attain a cumulative score of 70% or higher on exams, quizzes, and written assignment, and satisfactory completion of all required activities indicating attainment of student learning outcomes.

The final grade will be based on scores received on:

- 3 exams each consisting of 50 questions for a total of 80% of the final grade.
- 1 written assignment worth 10% of the final grade.

Breakdown of the grade:

Exam #1	30.0 %
Exam #2	30.0 %
Exam #3	30.0 %
Written Assignment	10.0 %
	100 %

Only required or recommended texts, instructor provided handouts, and reserved reading can be utilized for review or discussions.

GRADING SCALE:

See Student Handbook.
All written work MUST be completed individually. Copying, plagiarism, or cheating is subject to disciplinary action.

COURSE POINT:

1. If you don't already have access to Lippincott CoursePoint+ for Marquis & Huston, redeem your **ACCESS CODE** and complete registration at http://thePoint.lww.com/activate.

2. From the **"My Content"** page, click on Lippincott CoursePoint+ for Marquis & Huston, Leadership roles and management functions in nursing, 10th ed.

3. On the welcome screen or from **"My Classes"**, select **"Join a Class"**, enter your **CLASS CODE**: **CEF6C320** and click **"Enroll"**.

TEACHING METHODS: Lectures, seminars, role-play, and collaborative active learning.

REQUIRED READING:

American Psychological Association (2019). *Publication manual (*7th ed.). Washington, D.C.: American Psychological Association.

Marquis, B. & Huston, C. (2021). *Leadership roles and management functions in nursing: Theory and application* (10th ed.). Philadelphia: Lippincott, Williams & Wilkins.

Hinkle, J.L., & Cheever, K. H. (2018). *Textbook of medical surgical nursing* (14th ed.). Philadelphia, PA: Wolters Kluwer

Taylor, C., Lynn, P., Bartlett, J. L. (2019). *Fundamentals of nursing: The art and science of person-centered nursing care* (9th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Townsend, M. (2018). *Psychiatric mental health nursing: Concepts of Care* (9th ed.). Philadelphia: Davis.

RECOMMENDED READING:

California Nursing Practice Act with Regulations and Related Statutes (2015 ed.). Sacramento: California Board of Consumer Affairs: Board of Registered Nursing.

INSTRUCTIONAL REFERENCES:

California Nursing Practice Act with Regulations and Related Statutes (2015 ed.). Sacramento: California Board of Consumer Affairs: Board of Registered Nursing.

Cherry, B. & Jacob, S. (2017). *Contemporary Nursing: Issues, Trends & Management* (7th ed.). St. Louis: Mosby.

Eliopoulous, C. (2018*). Gerontological Nursing (9th ed.). Philadelphia: Wolters Kluwer*

All academic policies are strictly enforced.

Chain of Command:
For any conflict or issues, students must first meet with their respective instructor to discuss a solution. If the issue is not resolved, students must adhere to the appropriate chain of command starting with the Semester Coordinator, SON Dean, and Provost.

RESEARCH PAPER ON A GERIATRIC POLITICAL OR SOCIETAL ISSUE

GENERAL DIRECTIONS

1. Use the rubric to guide the structure and content of your paper. Read each rubric section in its entirety, and again, at each point when writing on that section.
2. DO NOT use previous semesters' examples or rubrics to write this paper. The structure of the paper frequently changes from semester to semester. Papers written based on previous rubrics will not be accepted.
3. It is ***highly recommended*** that you begin working on this assignment as soon as possible.
4. Consult your clinical instructor, as often as needed, to obtain guidance and direction while writing the paper.
5. The assignment uses APA 7th edition requirements (text is in the library).
6. The paper is to be written in the third person.

SPECIFIC DIRECTIONS

7. Research a current political or societal topic affecting the geriatric population. Select a specific aspect of that topic that impacts the elderly.
   - Research that topic and learn about aspects of it that affect the elderly. Choose ONE aspect. ***Submit the aspect of that topic to your clinical instructor for approval.***
   - Locate three (3) articles that are written on some aspect of the topic. One article must come from a nursing journal. All articles must be written within the past 5 years.
8. Assignment structure:
   - The paper is to be a total of five (5) to six (6) pages including title and reference pages. The body of the paper requires four (4) pages. DO NOT go over 4 pages.
   - ***Introduction:***
     - Provide background on the topic (history, statistics, etc.)
     - Clearly state the geriatric issue. It must be identifiable and appear in the introductory section of the paper.
   - ***Discussion:***
     - Discuss the topic using the articles as references.
     - Include the advantages and disadvantages regarding the issue
     - Incorporate a manner by which the nursing profession can help with the issue
   - ***Conclusion:*** Summarize the idea and intent of the paper.
9. Use headers to distinguish the sections of the rubric.
10. Know the No Credit criteria as stated in the rubric. **Please pay attention to this!!!**
11. The paper due date is listed in the Semester 4 Class Schedule.
12. Students will present a verbal report on this paper in a group discussion.

NO LATE PAPERS WILL BE ACCEPTED

THERE ARE NO MAKEUPS FOR THIS ASSIGNMENT

Instructor: Student Name: Date: _ Topic: _

GRADING RUBRIC: ELDERLY POLITICAL / SOCIETAL WRITTEN ASSIGNMENT (100 points)

The paper should reflect a comprehensive understanding of the topic and reflect originality, college-level writing, and effort on the part of the student/author/writer. The paper should provide effective examples and mature reasoning to support the overall analysis of the issue.

NO CREDIT is given in the following situations:
a) Writing on a topic that is not geriatric social/political in scope, b) focus is on a medical issue, c) there is evidence of plagiarism (may result in dismissal from the program).
Objective: Analyze the effects of social and/or political factors on the health and well-being of the geriatric population

Evaluation Criteria	Points	Points earned	Instructor's Comments
Section 1: Total maximum points = 75			
1. Introduction a. Provide background on the topic. [0-5 pts] • Identify the issue that will be discussed and state the author's (student) position on that issue. Describe the issue and discuss the evidence behind it. • The paper must contain clear, perceptive, arguable thesis statement that articulates its main issue. The thesis statement must explain how and/or why the identified issue is important. b. The geriatric social or political issue must be clearly identifiable and stated in the introductory paragraph. [0-5 pts] • A well-defined political-societal issue • Reasons to support or oppose the issue or thesis	**10**		
2. ***Discussion*** a. Discuss the topic using the articles as references. [0-20 pts] • Discussion on emerging political-societal issues with research or articles presented in academia that put forward evidence to support or refute student's thesis. b. Discuss the advantages [0-10 pts] and disadvantages of the topic [0-10 pts] with support of the articles. • Support and acknowledge the opposing points	**50**		

c. Nursing resolution: Discuss how the nursing profession can be of service to the issue. [0-10 pts] • Clearly state what nursing can do to resolve the issue • Resolutions or interventions to resolve the issue(s) must be clearly stated.			
3. ***Conclusion:*** Appropriately sums up the idea and intent of the paper. [0-5 pts]	**5**		
4. *Logical Flow of Ideas:* Paper must have a logical flow of ideas and thoughts. [0-10 pts]	**10**		
Section 2: Total maximum points = 25 **APA 7th edition criteria.**			
***Formatting*:** Includes all aspects of APA formatting including, but not limited to, header, designations, page numbers, margins, and headings. [0-2 pts]	**2**		
***Body*:** A minimum of three (3) full pages to a maximum of four (4) pages (excluding title page and reference pages; five (5) to six (6) pages total [0-1 pt.]. Papers exceeding 4 pages will be read only up to the 4th page. Any information on 5th page, and thereafter, will be considered nonexistent.	**1**		
APA in-text citations: Citations are in correct format and all ideas are cited. No more than one (1) quotation. The quotation must be 40 words or less in length. [0-8pts]	**8**		
References: All references within 5-yr recency [0-1 pt.]. Use at least three (3) references with one (1) from a healthcare journal; use of original sources; online references from professional/trusted websites [0-1 pt.]; all references are used in body [0-1 pt.]; and reference page is in correct format. [0-1 pt.]	**4**		
College level: Grammar, spelling and punctuation. [0-10 pts]	**10**		
TOTAL POINTS **EARNED =**			

Unit Title: Nursing Role Within an Organization		
Objectives	**Content Outline**	**Student Activities**
A. Analyze basic leadership and management principles used in the supervisory nursing role within an organization. 1. Describes the characteristics of a manager. 2. Describes the characteristics of a leader. 3. Discusses the major functions of management process.	A. Nurse as a Leader and a Manager 1. Characteristics of a manager a. Official/formal b. Specific responsibilities c. Emphasizes control d. Manipulates to achieve organizational goals e. Direct the willing and unwilling 2. Characteristics of a leader a. Obtain power through influence b. Wide variety of roles c. May or may not be official d. Emphasizes on group process e. Goals may or may not be official f. Directs the willing 3. Management process a. Planning b. Organizing c. Staffing d. Directing e. Controlling	**<u>Required Reading</u>:** Marquis & Huston (10th ed.) Chapter 2, pp. 35-59

Unit Title: Nursing Role Within an Organization (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
4. Describes leadership theories: 5. Discusses how present leadership and management function will affect the future of nursing.	4. Leadership theories a. The Great Man Theory b. Behavioral Theories c. Situational Theories d. Interactional Theories e. Full-Range Leadership Theory 5. Leadership and management for nursing's future	

Unit Title: Nursing Role Within an Organization (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
B. Analyzes factors that influence the design of an organizational structure. 1. Differentiates between formal and informal organizations. 2. Discusses the organizational theory of bureaucracy and its effect on the organization. 3. Describes the components of an organizational structure. 4. Describes the types of organizational structures. 5. Discusses the limitations of an organizational chart. 6. Discusses the difference between centralized and decentralized decision making within the organizational hierarchy.	B. 1. Formal and Informal Organization Structures 2. Organizational theory a. Bureaucracy 3. Components of an organization structure a. Organizational chart 1) Chain of command 2) Span of control 3) Managerial levels 4) Centrality 4. Types of organizational structures a. Line structures b. Ad Hoc design c. Matrix structure d. Service line organizations e. Flat designs 5. Limitations of an organizational chart a. Informal structure b. Authority c. Responsibility d. Accountability 6. Decision making within the organizational hierarchy a. Centralized b. Decentralized	**<u>Required Reading</u>:** Marquis & Huston (10h ed.) Chapter 12, pp. 296-309

Unit Title: Nursing Role Within an Organization (Cont'd)

Objectives	Content Outline	Student Activities
7. Differentiates between organizational culture and organizational climate. C. Analyzes the influence of accreditation systems on quality improvement and risk management. 1. Discusses the process in which an organization's objectives are met. 2. Discusses the process of quality control. 3. Discusses the process of quality improvement. 4. Discusses the role of The Joint Commission as it pertains to hospital accreditation and discusses the monitoring and evaluation process. 5. Compares and contrasts the difference between continuous quality improvement and risk management. 6. Discusses the strategies to create an environment that minimize medical errors	7. a. Organizational culture b. Organizational climate C. Meeting the Client and Agency Goals 1. Identifying organization objectives a. Philosophy b. Policy c. Procedures 2. Quality control a. Standards b. Audits 1) Outcome 2) Process 3) Structure 3. Quality improvement a. Total Quality Management (TQM) 4. External impact on quality control a. The Joint Commission 5. Risk management 6. a. Reporting and analyzing errors b. The Leapfrog group c. A six-sigma approach d. Reforming the medical liability system	**Required Reading**: Marquis & Huston (10th ed.) Chapter 23, pp. 618-642 **Assignments:** Marquis & Huston (10th ed.) 4.02: Influences on Quality Management and Current Trends Module 4.03: Tools for Controlling Quality Module

Unit Title: The RN as Supervisor

Objectives	Content Outline	Student Activities
A. Discusses the process of directing others and using personal power relating to the role of the RN as Supervisor. 1. Describes personal strengths to manage others.

Unit Title: The RN as Supervisor (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Discusses methods of enhancing the effectiveness of staff members in clinical practice.	C. Managing Others through Staff Development	
1. Examines the responsibilities of management in educating and training employees.	1. Education and Training a. Supervisor Responsibilities	
2. Discusses the purpose of personnel evaluations	2. Purpose of personnel evaluations a. Self-awareness b. Determine competence c. Improve performance d. Identify satisfactory and unsatisfactory employee performance	
3. Discusses the types of appraisal evaluation tools.	3. Types of appraisal tools a. Scales b. Checklists c. Essays d. Self-appraisals e. Management by objective f. Peer Reviews	
4. Discuss the different types of personnel evaluations.	4. Types of personnel evaluations 1) Peer reviews 2) The 360-degree Evaluations	

Unit Title: The RN as Supervisor (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
5. Discusses the advantages and problems of peer review.	5. Peer review Feedback a. Growth b. Slow adoption c. Risk taking	
6. Describes common errors in personnel evaluation.	6. Errors a. Halo effect b. Horn effect c. Central tendency d. Matthew effect e. Compatibility f. Non-compliance g. Hypercritical	
7. Describes the evaluation process in nursing.	7. Process a. Appraisal interview b. Feedback	
8. Discusses the purpose of performance review sessions.	8. Performance interview sessions a. Before b. During c. After	

Unit Title: Healthcare Documentation		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the communication processes and explore specific communication issues related to physician order transcription.	A. Advanced Communication Technology	**<u>Required Reading</u>:** Marquis & Huston (10th ed.).
1. Electronic Healthcare Records (EHR)	1. Background, use and implications of EHRs a. Advantages b. Disadvantages c. Meaningful use	Chapter 19, p. 514 DHS Network Policies and Procedures
2. Identifies elements of a physician order.	2. Elements common to all physician orders	Class Discussion on journal to be posted on Teams
3. Differentiates between the various styles of physician orders.	3. Style of orders	"Is Patient Confidentiality Compromised with the Electronic Health Record?"
4. Identifies types of physician's orders.	4. Types of physician orders	

Unit Title: Healthcare Documentation (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
5. Identifies common errors and error prevention strategies.	5. Common errors	
6. States the RN's responsibilities for interpreting and implementing physician orders.	6. RN responsibilities	DHS Network: Policy and Procedures.

Unit Title: Nursing Care Delivery System		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the role of the nurse in managing groups of clients through various health delivery systems. 1. Differentiates among the client care delivery systems 2. Identifies the nursing role in each of the systems 3. Debates the advantages and disadvantages of the models for each delivery of nursing care.	A. Organizing Client Care a. Case Method Nursing b. Functional Method c. Team Nursing • Multidisciplinary team leader role • Modular Nursing d. Primary Nursing • Primary health-care teams e. Case management - Case manager - Care maps/critical pathways	**<u>Required Reading</u>:** Marquis & Huston (10th ed.) Chapter 14, pp. 352-368 **<u>Assignment:</u>** Leadership Module 3.02

Unit Title: Staffing		
Objectives	**Content Outline**	**Student Activities**
A. Client acuity and staffing patterns 1. Describes the importance of staffing policies to staffing schedule and how client acuity affects staffing patterns 2. Compares the pros and cons of centralized and decentralized scheduling, 3. Discusses common staffing and scheduling options.	A. Staffing 1. Staffing considerations a. Client acuity b. Staffing mandates/policies c. NCH/PPD (nurse care hours per patient day) d. Floating 2. Scheduling a. Centralized b. Decentralized 3. Staffing and scheduling options a. 8 hr. vs. 12 hr. b. Float pools c. Flex time d. Self-scheduling e. Shift bidding	Marquis & Huston (10th ed.) Chapter 17, pp. 436-458 Evalisys Patient Classification System and Practice Problems to be posted on Teams **<u>For discussion:</u>** Journal Article" Using Clinical Data to Capture Nurse Workload: Implications for Staffing and Safety" to be posted on Teams **Class Activity:** **NCH/PPD Practice Problems**

Unit Title: Conflict Resolution		
Objectives	**Content Outline**	**Student Activities**
A. Describes impact of conflicts in client care. 1. Identifies common factors that lead to conflict.	A. Conflict, types of conflict 1. Factors that lead to conflict a. Personal beliefs, values and biases b. Attitude and personality traits c. Incompatible goals d. Unequal treatment of others	<u>Required Reading</u>: Marquis & Huston, 10th ed. Chapter 21, pp. 551-578
2. Distinguishes between types of conflict.	2. Categories of conflict a. Intrapersonal b. Interpersonal - Bullying - Incivility - Mobbing - Workplace violence c. Intergroup d. Intragroup	
3. Discusses methods to manage conflict and identifies advantages and disadvantages of each method.	3. A. Methods of management a. Compromising b. Competing c. Cooperating d. Smoothing e. Avoiding f. Collaborating g. Negotiation B. Managing unit conflict a. Confrontation b. Third-party consultation c. Behavior change d. Responsibility charting e. Structure change f. Soothing one party	

Unit Title: Résumé		
Objectives	**Content Outline**	**Student Activities**
A. Utilizes the decision-making process as it applies to career planning. B. 1. Identifies the characteristics of a good résumé. 2. Discusses the format and content of a résumé. 3. Introduces the content of a cover letter. 4. Identifies proper interview etiquette.	A. Using a career map 1. Justifications for career development 2. Individual responsibility for career planning B. 1. Characteristics of a good résumé a. Purpose b. Errors c. Dos and don’ts 2. Résumé a. Format b. Facility research c. Content 3. Cover letter a. Purpose b. Format c. Content 4. Guidelines to interview a. Preparation b. Before, during and after the interview c. Dress, appearance and body language d. Dos and Don’ts e. Questions posed f. Example questions you ask	**Required Reading** Marquis & Huston (10th ed.) Chapter 11, pp. 270-272, 283-289 Chapter 15, pp. 381, 384-385, 388-390

Unit Title: Assignment Making		
Objectives	**Content Outline**	**Student Activities**
Utilizes the decision-making process as it applies to the management process in the assignment making process. A. Compares the steps of the nursing process with the steps of the management process in staffing. 1. Discusses methods of assignment making. 2. States the common purpose of client care conferences. 3. Differentiates between the roles of a licensed and unlicensed health care provider	A. Management Process in Staffing 1. Assignment making Assigning client care Principles of assignment making Accountability Legal aspects 2. Case management Responsibilities Preparation 3. Job Descriptions a. RN b. LVN c. CNA	**<u>Required Reading</u>:** Marquis & Huston (10th ed.) Chapter 5, pp.109-131 Review Nursing Care Delivery Systems in Chapter 14 **<u>Assignment:</u>** Leadership Pre-Module Quiz 10.06 Leadership Interactive Module 10.06- Legal Standards Class Activity TBD <u>Supplemental Reading:</u> Title 16 California Code of Regulations for Scope of Practice

Unit Title: Delegation and Prioritization		
Objectives	**Content Outline**	**Student Activities**
Utilizes the decision-making process as it applies to the management process in the delegation of client care activities. A. Compares the steps of the nursing process with the steps of the management process in staffing. 1. Discusses methods of delegating care. 2. Discusses the responsibility of a registered nurse in the supervision of subordinates when delegating functions to them. 3. Discuss prioritization and time management.	A. Management Process in Delegation 1. Delegating - Delegating client care - Accountability/Responsibility - Five Rights of Delegation - Strategies for successful delegation - Legal Aspects 2. Responsibilities of the RN in delegating functions. 3. Basic Steps to Time Management - Prioritization	**<u>Required Reading</u>:** Marquis & Huston (10th ed.) Chapter 20, pp. 526-554 Chapter 9, pp. 211-235 Taylor, C., Lynn, P., Bartlett, J. L (9th ed.) Chapter 17, pp. 428-429 **<u>Assignment:</u>** Chapter 9 Case: Staffing Shortage: Who Can Handle CRRT? Chapter 20: Leadership Case: --Delegation and Communication --Problems in Delegation: Blood Transfusion --Problems in Delegation: A Busy Day on the Floor

Unit Title: Trends in Health Care		
Objectives	**Content Outline**	**Student Activities**
A. Discusses organizational effectiveness in today's health care system.	A. Today's Health Care System	**<u>Required Reading</u>:**
1. Discusses the impact of current trends on the health care arena.	1. Trends a. Demographic b. Economic c. Political d. Technologic e. Nursing	Cherry, B. & Jacob, S. (2017). Contemporary Nursing: Issues, Trends & Management (7th ed.). Chapter 3. The influence of contemporary trends and issues on nursing education. Pg. 37-51. *On reserve in the Library.*
2. Describes the agencies commonly involved in the health care continuum.	2. Types of health care agencies a. Public • Federal • State • Local b. Private • Proprietary • Non-profit	
3. Lists commonly used agencies to provide continuity of care.	3. Types of services a. Institutionally based services b. Community based services	

Unit Title: Resource Management		
Objectives	**Content Outline**	**Student Activities**
A. Explores organizational effectiveness in today's health care system in regard to resource management. 1. Identifies the process and basic concepts of budgeting. 2. Explains major factors that escalate the cost of health care. 3. Describes trends in financing health care. 4. Gives examples of cost considerations for nurses working in managed care environments. 5. Discusses the purpose of and relationship among the operating budget and capital budgets.	A. Resource Management 1. Fiscal planning a. Nursing budgets 2. Cost containment 3. Responsibility accounting and forecasting 4. Budgets and financial plans in health care a. Fixed expenses b. Variable expenses c. Controllable expenses d. Non-controllable expenses e. Direct and indirect cost 5. Types of budgets a. Personnel budget b. Operating budget c. Capital budget	**<u>Required Reading</u>:** Marquis & Huston (10th ed.) Chapter 10, pp. 237-263. **<u>Assignment:</u>** Leadership Module 9.01 Leadership Module 9.02 "Budgetary Process Steps" Leadership Module 9.03 Class Activity "Calculation of Nursing Care Hours"

Unit Title: Resource Management (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
6. Identifies the professional role in affecting budget and quality of care/services.	6. Budgeting and Quality of Care a. Budgeting Methods • Incremental budgeting • Zero-based budgeting • Flexible budgeting • Performance budgeting 7. Managed Care • HMO's • UR • Capitation	

Unit Title: Community-Based Nursing		
Objectives	**Content Outline**	**Student Activities**
A. Develops a professional awareness of issues in the context of caring for communities in the role of a community-based nurse. 1. Differentiates the different roles of the community health nurse to that of the community-based nurse. 2. Describe the various community-based health-care frameworks. 3. Describe the various community-based settings.	A. Nursing Accountability in the Community 1. Community Nursing a. Levels of care and disease prevention • Primary • Secondary • Tertiary b. Community health nurse vs. community-based nurse • Public health nurse • Community health nurse • Community based nurse • Home health nurse • Hospice nurse 2. Community-Based Frameworks • Integrated health care systems • Community initiatives and conditions • Community coalitions • Case management 3. Community-based settings • Community Nursing Centers • Parish Nursing • Corrections Nursing • Telehealth	**<u>Required Reading</u>:** Hinkle, & Cheever (14th ed) Chapter 2, pp. 18-25. Taylor, C., Lynn, P., Bartlett, J. L (9th ed.) Chapter 4, pp. 75-77; Chapter 11, pp. 256; Chapter 12, pp. 265-269, Chapter 20, pp. 499; Chapter 46, pp. 1803

Unit Title: Community Based Nursing Role – Home Health Care (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
4. Describes goals for community health care. 5. Discusses Collaborative Health Care in the care of the client in the community. 6. Discusses the role of the community-based nurse in implementing community health campaign.	4. Goals of community-based nurse 5.Competencies for Community-Based Care/Collaborative Health Care a. Communication b. Mutual Respect and Trust c. Decision Making 6. Health Fairs	 Participate in a Health Fair

Unit Title: Community Based Nursing

Objectives	Content Outline	Student Activities
B. Analyzes the collaborative skills utilized by the community-based health nurse in specialized settings: Home Health Care 1. Differentiates between nursing care in the hospital and home care.	B. Collaboration with Home Care Systems 1. Home care vs Acute care a. Goals b. Hospice c Coordination • Home Health Agency	**<u>Required Reading:</u>** Taylor, C., Lynn, P., Bartlett, J. L (9th ed.) Chapter 12, pp. 283-287 -Box 12-6 pp. 284
2. Discusses role of the home health nurse.	2. Nurses' role a. Advocate b. Caregiver c. Educator d. Case Manager or Coordinator	
3. Discusses issues regarding caregiver role, client self-care, and changes in client role.	3. Home Care Clients a. Caregiver support b. Knowledge deficits	
4. Describes a home visit.	4. Home visit a. Document review b. RN safety c. Environmental assessment d. Resources	
5. Discusses factors for an increase in using high technology in community-based nursing. 6. Explains 3 types of high technologies utilized by the Home Health Nurse.	5. High technology in the community 6. Types of high technology commonly used in the home a. Enteral b Infusion (I.V.) c Ventilators	

Unit Title: Working with High-Risk Community Aggregates – Elderly/Geriatric Considerations		
Objectives	**Content Outline**	**Student Activities**
A. Discusses issues as it relates to the health management of the elderly 1. States three definitions of aging. 2. Identifies the theories of aging and how each impact planning for senior health care. 3. Describes how demographic impacts senior health. 4. Discusses current political societal issues related to the elderly. B. Describes the various types of assessments utilized for the older adult. 1. Identifies the components of a functional and physical assessment and of elders. Identifies the biological, psychological sociocultural, sexual, financial aspects of aging. Identifies common Nursing Diagnosis in the elderly population.	A. The Process of Managing Senior Health 1. Introduction to care of senior adult Definitions Theories - Biologic - Psychosocial Demographics that impact health - Life expectancy - Morbidity Common Chronic Diseases of the elder - Mortality B. Assessments Functional abilities • ADL's • IADL's • Mobility • Vision/Hearing • Cognitive Function • Bladder Continence • Nutrition Aspects of Aging -Biological -Psychological -Sociocultural -Sexual -Financial • Retirement 3. Nursing Diagnosis	**Required Reading** Townsend (9th ed.) Chapter 34, pp. 779-881 pp. 788-790. Taylor, C., Lynn, P., Bartlett, J. L., Chapter 23, pp. 563-588. **Required Reading:** Functional Assessment of the Elderly https://www.pogoe.org/sites/default/files/geriatric_functional_assessment_module.pdf

Unit Title: Working with High Risk Community Aggregates - Elderly/Geriatric Considerations (Cont'd)

Objectives	Content Outline	Student Activities
C. Discusses elderly in long term care 1. Identifies the risk factor for institutionalization of the elderly	C. Risk factors for institutionalization • Age • Health • Mental Health Status • Socioeconomic Factors • Demographic Factors • Marital Status/Living • Arrangement	**Discussion** Identify senior citizens who are high risk for problems. Discusses interventions to aid the "at risk" senior citizens. Discuss community resources for older adults Discusses types of accommodations available to the senior citizen. Describes community resources for the senior citizen.
C. Discusses elder abuse and maltreatment in the elderly community 1. Discusses the factors that contribute to elderly abuse 2. Gives examples of manifestations of elder abuse 3. Discusses the various crimes against the elderly 4. Discusses the nurses' role in reporting elder abuse D. Discusses the political-societal events affecting the elderly	D Types of Elder Abuse • Physical • Sexual • Emotional or Psychological • Neglect • Abandonment • Financial • Self-Neglect • Maltreatment 1. Factors that contribute to Elderly Abuse 2. Manifestations of Elder Abuse 3. Crimes against the elderly 4. Nurses' role in reporting abuse	**<u>Required Reading:</u>** Townsend 9th ed. Chapter 34 Box 34-1 Example of Elder Abuse Types of Elder Abuse https://www.nursinghomeabusecenter.com/elder-abuse/types/ Written Assignment: Research paper utilizing APA format on a selected sociopolitical issue of aging. Due date and guidelines to be discussed in class

Unit Title: Working with High-Risk Community Aggregates - Groups with Special Needs		
Objectives	**Content Outline**	**Student Activities**
A. Utilizes the nursing process to promote optimal wellness in groups with special needs. □ Homelessness □ Migrant populations 1. Defines key terms used in high-risk groups. 2. Identifies demographics of the high-risk aggregate population. 3. Discusses health issues and stressors of the high-risk group	A. Groups with Special Needs 1. Definitions □ Aggregate □ High-risk • Community 2 Demographics • Homeless population ▪ Factors that contribute to homelessness • Migrant population 3. Health issues of the high-risk □ Homeless population □ Migrant populations	**<u>Required Reading</u>**: Townsend: (9th ed.). Chapter 36, pp. 821-827 Institute of Medicine (1988) Health Problems of Homeless People. National Academies Press https://www.ncbi.nlm.nih.gov/books/NBK218236/ Bonon, E., Brehove, T. Carlson, C., Downing, M., Hoeft, J., Kalinowski, A., Solomon-Bame, J., Post, P. (2010) Adapting Your Practice: General Recommendations for the Care of Homeless Patient. Nashville: Health Care for the Homeless Clinicians' Network, National Health Care for the Homeless Council, Inc.
4. Identifies the healthcare resources available to high-risk populations	5. Resources • Homeless Shelters • Health Care Centers • Mobile Units	Migrant workers' issues https://www.migrantclinician.org/issues/migrant-info/health-problems.html
5. Discusses primary, secondary and tertiary interventions for high-risk groups.	6. Interventions □ Primary □ Secondary □ Tertiary □ Evaluation	

Unit Title: Working with High-Risk Community Aggregates - Groups with Special Needs (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
B. Utilizes a plan of care/ nursing process in the care of the homeless patient 1. Reviews medical and social histories of homeless/migrant population. 2. Identifies diagnostic test for aggregate groups 3. Discusses elements of a plan of care for the homeless	B. Plan of care /nursing process History Diagnostic Test Plan and Management C. ARDI Discussion Diversity, Equity, and Inclusion (DEI) Anti-Racism, Diversity, and Inclusion (ARDI) DEI/ARDI regarding homeless and migrant populations	Recommended viewing: Homelessness Documentary "On The Streets" https://www.youtube.com/watch?v=WUsJcPc8g0A

Unit Title: Collective Bargaining		
Objectives	**Content Outline**	**Student Activities**
A. Discusses ways nurses can contribute to improvement of the healthcare delivery system through the Collective Bargaining process. 1. Discusses the role of collective bargaining and governance as tools for nurses to increase their influences on healthcare delivery. 2. Discusses the history and legislative development of collective bargaining.	A. Collective Bargaining Process 1. Goals of Collective Bargaining 2. Labor history	**<u>Required Reading:</u>** Marquis & Huston (10th ed.). Chapter 22, pp.586-611 **<u>For class discussion:</u>** Journal Article: "An Exploratory, Descriptive Study of Nurse Leaders" Personal and Work Experience During Union Negotiations and Strike Events"

Unit Title: Collective Bargaining (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
3. Analyzes the key issues that concern nurses in collective bargaining.	3. Pros and Cons of Union Membership	
4. Bargaining and negotiations.	4. Bargaining and negotiations a. Collective bargaining process	
5. Explains the purpose and process of the grievance procedure and alternative dispute resolutions.	5. Dispute resolutions a. Informal and formal methods b. Mediation vs. arbitration	
6. Discusses the structure of collective bargaining (CB) organizations.	6. Structure of CB organization a. Union memberships b. Union shops c. Organizations	
7. Discusses the actions employers can take to prevent discontent among personnel.	7. Preventing Discontent	
8. Examines ways in which nurses can become politically involved to promote the nursing profession and improve the healthcare system.	8. Nursing impact on policy and politics a. Influence and barriers b. Political action	

Unit Title: Process of Change		
Objectives	**Content Outline**	**Student Activities**
A. Analyzes professional responsibility in influencing change within the healthcare system. 1. Discusses the characteristics and types of change. 2. Compares linear and non-linear models of change. 3. Discusses strategies for exercising change	A. Nurse as a Change Agent 1. Change a. Planned change b. Drift change c. Stakeholders d. Change agent 2. Models/theories of change a. Lewin's Theory of Change b. Stages of Change Model c. Adaptive Systems Change Theory d. Chaos Theory 3. Minimizing resistance to change a. Resistance and response to change b. Change agent strategies	**<u>Required Reading</u>** Marquis & Huston (10th edition) Chapter 8, pp.190-210 Know: ~ Display 8.1, p. 196 ~Learning Exercise 8.2, p. 198 **<u>Assignments:</u>** Leadership Pre-Module Quiz 6.01 Leadership Interactive Module 6.01 -Lewin's Change Theory Leadership Post-Module Quiz 6.01 Leadership Pre-Module Quiz 6.03 Leadership Interactive Module 6.03 --Responding to Resistance to Change Case Study in class for discussion

Unit Title: Role Transition		
Objectives	**Content Outline**	**Student Activities**
A. Utilizes the decision-making process as it applies to leadership, management, and career planning in concepts of promotion of professional integrity and care development. B. 1. Defines and discusses concepts such as role, transition, process, socialization and re-socialization in regard to the culture of nursing. 2. Discusses ethical issues related to meeting employee obligations. Knows Patricia Benner's 5 levels of nursing experience. 3. Discusses the three major nursing role transition periods. 4. Discusses the concept and characteristics of reality shock, stress, and burnout and lists their major symptoms. 5. Discuss methods to alleviate reality shock 6. Lists healthcare practices that nurses can use to prevent burnout.	A. Professional Socialization 1. Definitions 2. Patricia Benner's 5 Levels of Nursing Experience a. Novice to expert 3. Major Role Transitions a. New grad b. New role - non-managerial c. New role - managerial 4. Reality Shock - 4 stages a. Honeymoon b. Shock c. Recovery d. Resolution 5. Socialization a. New role preparation b. Organizational responsibilities c. Meeting role demands d. Ethical foundations • Expectations in the Organization 6. Stress vs. Burnout a. Three stages of burnout b. Managing stress and burnout c. Support units	**<u>Required Reading</u>**: Marquis & Huston (10th ed.) Chapter 16, pp. 420-434 Marquis & Huston (10th ed.) Chapter 11. pp. 270-273 -Display 11.2 Benner's Levels Of Nursing Experience

LM: 6/21/22