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

Nursing 242

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

Spring 2013

N242 NURSING ROLE IN LEADERSHIP, MANAGEMENT, CURRENT ISSUES, AND GERONTOLOGY

Semester 4
(Mondays 0730-1030)

WEEK	TOPIC	HOURS	DATE
1	Nursing Role within the Organization	3	01/14/13
2	Holiday		01/21/13
3	RN as a Supervisor	3	01/28/13
4	Transcription	1	02/04/13
	Change of Shift Report / Incident Report	2	
5	Nursing Care Delivery System (Module)	1	02/11/13
	Resume	2	
6	**Holiday**		02/18/13
7	**Exam #1**	1	02/25/13
	Assignment Making	2	
8	Delegation	3	03/04/13
9	Conflict	1	03/11/13
	Resource Management	2	
10	Spring Break		03/18/13
11	Community Based Nursing (Module)	3	03/25/13
	Political/Societal Paper Due by 0730		
12	**Exam #2**	1	04/01/13
	High Risk Community - Elderly	2	
13	High Risk Community - Groups with Special Needs	2	04/08/13
	Trends	1	
14	Collective Bargaining	2	04/15/13
	Process of Change	1	
15	Role Transition	2	04/22/13
	Evaluations		
16	**Exam #3**	1	04/29/13

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
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 the gay, lesbian and transsexual community and the medically underserved are 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. Utilize the steps of the nursing process as they apply to basic leadership and management principles used in the supervisory nursing role.
2. Discuss the communication processes in different leadership styles and management process in health care settings.
3. Explore health care needs issues of a culturally diverse community aggregates.
4. Analyze the influence of federal and State health care regulations and accreditation systems in caring for the elderly population.
5. Utilize the decision-making process as it applies to leadership, management and career planning.
6. Explore health education approaches in caring for the medically underserved community.

7. Develop a professional awareness of professional issues in the context of caring for communities in the role of a community-based nurse.

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 patient 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 worth 26.6% each for a total of 80% of the final grade.
- 4 impromptu quizzes consisting of 10 questions worth 2.5% each for a total of 10% of the final grade.
- 1 written assignment worth 10% of the final grade.

Breakdown of the grade:

Exam #1	26.6 %
Exam #2	26.6 %
Exam #3	26.6 %
Quizzes	10 %
Written Assignment	10 %
	100 %

GRADING SCALE:

See Student Handbook. There will be NO make-ups for quizzes.

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

TEACHING METHODS:

Lectures, seminars, role-play, and collaborative active learning.

REQUIRED READING:

American Psychological Association (2009). *Publication manual (*6th ed.). Washington, D.C.: American Psychological Association.

Berman, A., Snyder, S., Kozier, B., Erb, A., (2012). *Kozier & Erb's Fundamentals of nursing: Concepts, process and practice* (9th ed.). *New Jersey: Prentice.*

Marquis, B. & Huston, C. (2012). *Leadership roles and management functions in nursing: Theory and application (7th ed.).* Philadelphia: Lippincott, Williams & Wilkins.

Townsend, M. (2012). *Psychiatric mental health nursing: Concepts of Care* (7th ed.). Philadelphia: Davis.

RECOMMENDED READING:

Adapting Your Practice: General Recommendations for the Care of Homeless Patient. (2004). U. S. Department of Health and Human Services: Health Care for the Homeless Clinicians' Network

California Nursing Practice Act with Regulations and Related Statutes (2008 ed.). Sacramento: California Board of Consumer Affairs: Board of Registered Nursing.

INSTRUCTIONAL REFERENCES:

California Nursing Practice Act with Regulations and Related Statutes (2008 ed.). Sacramento: California Board of Consumer Affairs: Board of Registered Nursing.

Cherry, B. & Jacob, S. (2007). *Contemporary Nursing: Issues, Trends & Management* (4th ed.). St. Louis: Mosby.

Eliopoulos, C. (2005). *Gerontological Nursing* (5th ed.). Philadelphia: Lippincott.

Hunt, R. (2009). *Introduction to Community-Based Nursing* (4th ed.). Philadelphia: Lippincott.

Marquis, B. & Huston, C. (2006). *Management Decision Making for Nurses: 124 Case Studies* (5th ed.). Philadelphia: Lippincott.

Polifko-Harris, K. (2004). *Case Applications in Nursing Leadership & Management.* Canada: Delmar.

All academic policies are strictly enforced.

GERIATRIC POLITICAL/SOCIETAL ISSUE RESEARCH PAPER

OBJECTIVES:

1. The student will research a current political/societal topic affecting the geriatric population with the following criteria:
   - Topic will be assigned by a designated instructor.
   - Introduction paragraph will include background information on the topic; a complete, clearly identifiable position/proposal statement; and a rationale for the position/proposal statement.
   - Body of the paper will include a discussion of the position/proposal statement as based on the reference literature; inclusion of a pro and con view on the position/proposal statement, and a statement/paragraph that identifies whether the literature supports the pro or con position/proposal; identification of a political, community, and healthcare resolution for the position/proposal and supported by the literature as applicable.
   - Conclusion or summary paragraph that addresses the topic or position/proposal statement.

2. Written assignment structure:
   - Follow APA 6th edition designated guidelines as presented in the assignment's PowerPoint presentation and handouts.
   - Paper will include a title page and reference list and be four (4) to six (6) pages in length excluding the title and reference pages. Pages exceeding the max will not be read
   - Title page will include a continuous header that is a shortened version of the title and contain page numbers. All pages will contain the continuous header.
   - Title page will contain all the designated information: title, name of student, name of school, number and title of course, name of instructor with credentials, and current date.
   - Minimum of three (3) original references within a 5-year recency. One reference must be a nursing journal.
   - Online reference sources are from a professional and trusted organization in APA format.
   - Use of in-text citations with correct APA format and no more than three (3) direct quotations with each being no more than 40 words in length.
   - Use of college level writing is required including correct grammar, spelling, punctuation, and formatting.

3. Papers will receive a zero grade if any of the following criteria applies: a) topic is not assigned by the instructor, b) does not address a current social or political issue affecting the geriatric population, c) does not have a clearly identifiable position/proposal statement, d) has references older than the 5-year recency without prior instructor approval, e) does not contain a reference list, f) is missing a significant number of in-text citations, g) focus in on medical issues, h) demonstrates evidence of plagiarism.

4. The paper due date is **March 25, 2013 by 0730**. NO LATE PAPERS WILL BE ACCEPTED PASS THE DUE DATE. THERE ARE NO MAKEUPS FOR THIS ASSIGNMENT.

5. Student will present a verbal report on this paper to their N243L clinical lab group followed by a discussion. **Attendance for this discussion is mandatory.**

LOS ANGELES COUNTY SCHOOL OF NURSING
N242 NURSING ROLE IN LEADERSHIP, MANAGEMENT, CURRENT ISSUES, AND GERONTOLOGY

Instructor: _____
Student Name: _____
Date: _____ Topic: _____

GRADING RUBRIC: ELDERLY POLITICAL SOCIETAL RESEARCH PAPER (100 points)

An AUTOMATIC ZERO will be given if the paper:
a) topic is not assigned by the instructor, b) does not address a current social or political issue affecting the geriatric population, c) does not have a clearly identifiable position/proposal statement, d) has references older than the 5-year recency requirement without prior instructor approval, e) does not contain a reference list, f) is missing a significant number of in-text citations, g) focus in on medical issues, h) demonstrates evidence of plagiarism (this can result in dismissal from the program).

Evaluation Criteria	Points	Points earned	Instructor's Comments
Section 1: Total maximum points = 80 Paper is clearly related to a current event/issue in the geriatric population and evident in the first paragraph. Has a logical flow of ideas and thoughts including:			
1. Introduction paragraph Background on the topic [0-5 pts]; a complete, clearly identifiable position/proposal statement [0-5 pts], and rationale for the position/proposal [0-5 pts].	**15**		
2. Literature review of the topic. Must be at least one paragraph for each article [0-5 pts each].	**15**		
3. Discussion a. Discussion of position/proposal statement [0-5 pts] b. Major issue/problem discussed based on current literature [0-10 pts]. c. Discussion of the pro(s) [0-5 pts] and con(s) [0-5 pts] based on the literature. d. One statement/paragraph that identifies whether the literature supports the pro(s) or con(s) of the position/proposal [0-5 pts].	**30**		
4. Resolution of problem Identify a political [0-5 pts], community [0-5 pts], and healthcare [0-5 pts)] resolution that addresses the position/proposal and supported by the literature where applicable.	**15**		
5. Conclusion: Summary statement	**5**		
Section 2: Total maximum points = 20 APA format 6th edition criteria.			
Title page (correct format and content including header, designations and page numbers), margins, and in-text headings [0-2 pts]	**2**		
Body: A minimum of four (4) full pages to a maximum of six (6) pages (excluding title page and reference pages). [0-1 pt]. Pages exceeding the max will not be read.	**1**		
APA in-text citations: Utilization of correct format with no more than three (3) direct quotations of no more than 40 words each [0-3 pts].	**3**		
References: All references within a 5-yr recency [0-1 pt], a minimum of three (3) references with one from a nursing journal, use of original sources, online references from professional/trusted websites [0-1 pt]; all references used in body [0-1 pt], correct format [0-1 pt].	**4**		
Correct grammar, spelling and punctuation.	**10**		
TOTAL POINTS EARNED =			

Unit Title: Nursing Roles Within an Organization		
Objectives	**Content Outline**	**Student Activities**
A. Utilizes the steps of the nursing process as they apply to 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 differences in leadership and management. 4. Identifies the functions of management. 5. 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. Management process a. Planning b. Organizing c. Staffing d. Directing e. Controlling 3. 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	**Required Reading:** Marquis & Huston (7th ed.) Chapter 2, pp. 31-45 Chapter 12, pp 254-276

Unit Title: Nursing Roles Within an Organization (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
6. Describes the scientific leadership theories: a. The Great Man Theory b. Behavioral Theories c. Situational Theories d. Interactional Theories e. Full-Range Leadership Theory 7. Discusses how present leadership and management function will affect the future of nursing.	4. Leadership theories a. The Great Man Theory b. Behavioral Theories 1) Authoritarian 2) Democratic 3) Laissez-faire c. Situational Theories d. Interactional Theories 1) Theory X, Y, and Z 2) Transactional and transformational leadership 5. Integrating leadership and management skills a. The six traits of integrated leader/manager 6. Leadership and management of nursing's future	

Unit Title: Nursing Roles 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. 7. Differentiates between organizational culture and organizational climate.	B. 1. Formal and Informal Organization Structures 2. Organizational theory a. Bureaucracy 3. Components of a organization structure a. Organizational chart 1) Chain of command 2) Span of control 3) Managerial levels a) Top-level managers b) Middle-level managers c) First-level managers 4) Centrality 4. Types of organizational structures a. Line structures b. AdHoc design c. Matrix structure d. Service line organizations e. Flat designs 5. Limitations of an organizational chart a. Grapevine b. Authority c. Responsibility f. Accountability 6. Decision making within the organizational hierarchy a. Centralized b. Decentralized	**<u>Required Reading</u>:** Marquis & Huston (7th ed.) Chapter 2, pp. 31-45 Chapter 12, pp. 254-276

Unit Title: Nursing Roles Within an Organization (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
	7. a. Organizational culture b. Organizational climate	
C. Analyzes the influence of accreditation systems on quality improvement and risk management. 1. Discusses the process in which an organization 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	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) b. The Toyota Production System (TPS) 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 (7th ed.) Chapter 23, pp. 515-539

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 strength to manage others.	A. Directing Others 1. Types of power • Reward • Legitimate • Expert • Referent • Coercive • Informational 2. Power building and political strategies	**<u>Required Reading</u>:** Marquis & Huston (7th ed.) Chapter 13, pp. 281-301. Chapter 1, pp. 2-29.
B. Discusses the process of decision-making and problem solving. 1. Compares the decision-making process with the management and nursing process. 2. Identifies critical elements in decision-making and problem-solving.	B. Comparison of processes 1. Approaches to problem solving • Traditional • Management • Decision-making • Nursing 2. Critical elements • Objectives • Gather data • Alternatives • Logical thinking • Individual variations	**<u>Review:</u>** Marquis & Huston (7th ed.) Chapter 2, pp. 30-47

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. 1. Examines the responsibilities of management in educating and training employees.	C. Managing Others 1. Responsibilities • Orient-teach-guide • Talent and skills • Role model • Self-improvement	**Required Reading**: Marquis & Huston (7th ed.) Chapter 24, pp. 544-562
2. Discusses the purpose of personnel Evaluations	2. Purposes • Determine competence • Improve communication • Improve performance • Identify satisfactory and unsatisfactory employees	
3. Discusses the methods and arrangements of personnel evaluations.	3. Methods • Anecdotal notes • Checklists • Scales • Ranking	
4. Describes common errors in personnel Evaluations.	4. Errors • Halo error • Work history • Compatibility • Non-compliance • Hypercritical	

Unit Title: The RN as Supervisor (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
5. Describes the evaluation process in nursing.	5. Process • Appraisal interview • Formal/informal • Feedback	
6. Discusses the advantages and problems of peer review.	6. Peer review • Nurse-to-nurse Evaluations • Committee • Threatening and time consuming	
7. Discusses the purpose of performance review sessions.	7. Sessions • Gather data • Evaluate plans • Follow-up	

Unit Title: Reporting and Recording - Transcription of Physician Orders		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the communication processes and explore specific communication issues related to physician order transcription.	A. Transcribing Physician Orders	**<u>Required Reading</u>:** Wywialowski, (3rd ed.) Chapter 9, pg 183-205 Transcribing Physician's Orders *(On reserve in the Library)*
1. Describes the principles of transcribing physician orders	1. Principle of transcribing physician's orders	
2. Identifies elements of a physician order	2. Elements common to all physician orders a. Medication orders b. Treatment orders c. Care orders	
3. Differentiates between the various styles of physician orders.	3. Style of orders a. Written orders b. Verbal orders c. Telephone orders d. Electronic orders	
4. Identifies types of physician's orders.	4. Types of physician orders a. Standing b. PRN c. One time d. STAT	
5. Identifies common errors and error prevention strategies.	5. a. Common errors b. Errors preventing strategies	

Unit Title: Reporting and Recording - Transcription of Physician Orders (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
6. States the RN's responsibilities in transcribing physician orders	6. RN responsibilities a. Legal b. Ethics and advocacy c. Organizational	

Unit Title: Reporting and Recording - Change of Shift Report, Incident Report		
Objectives	**Content Outline**	**Student Activities**
B. Describes the significance of a change of shift report.	B. Change of shift report	**<u>Required Reading</u>:**
1. Discusses the purpose of a change of shift report.	1. Purpose of a change of shift report	Wywialowski (3rd ed.) Chapter 8, pp. 167-182 *(On reserve in the Library)*
2. Lists two formats of change of shift report.	2. Shift report formats	
3. Lists five elements of a change of shift report.	3. Elements of a change of shift report	Utilize lecture handout for information on incident reports
4. Identifies the communication tools in a change of shift report.	4. Communication tools in a change of shift report	Marquis & Huston (7th ed) (2012) page 102.
5. Discusses the RN responsibilities in a change of shift report.	5. The RN responsibilities in a change of shift report	
C. Discusses the impact of incident reports on patient safety.	C. Incident report • Purpose of an incident report • Format • RN responsibility	

Unit Title: Nursing Care Delivery System		
Objectives	**Content Outline**	**Student Activities**
A. Discusses the role of the nurse in managing groups of patients through various health delivery systems. 1. Differentiates among the patient 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. Types of Nursing Care Delivery Systems • Case Method • Functional • Primary • Team • Managed care • Modular • Partnership • Case management - Case manager - Care maps/critical paths - Unit-based managed care	**<u>Required Reading</u>:** Module Marquis & Huston (7th ed.) Chapter 14, pp. 303-322 Chapter 17, pp. 377-400 Chapter 19, pp. 436-439 Evalisys® Patient Classification System distributed in class
B. Patient acuity and staffing patterns 1. Describes the importance of staffing policies to staffing schedule and how patient acuity affects staffing patterns 2. Compares the pros and cons of centralized and decentralized scheduling, 3. Discusses different staffing patterns that may be used in acute and ambulatory care.	B. Staffing 1. Staffing needs • Patient acuity • NHR (nursing hour ratio) • Floating 2. Scheduling • Centralized • Decentralized 3. Settings • Acute • Ambulatory	Berman (9th ed.) Chapter 6, pp 101-107

Unit Title: Nursing Care Delivery System (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Explains how the nursing process would be implemented for groups of patients using each nursing care delivery system. 1. Describes the components of the case management system. 2. Discusses the role of the nurse as a member of a group providing care. 3. Identifies three sets of roles that a group member performs. 4. Discusses different staffing patterns that may be used in acute and ambulatory care.	C. Roles of the Nurse as a Group Member • Task role • Building and maintenance role • Individual roles	

Unit Title: Résumé		
Objectives	**Content Outline**	**Student Activities**
Utilizes the decision-making process as it applies to career planning.		**<u>Required Reading</u>:** Marquis & Huston (7th ed.) Chapter 11, pp. 245-250.
A. Identifies the characteristics of a good résumé.	A. Characteristics of a good résumé. 1. Do's and don'ts 2. Essential elements 3. Curriculum Vitae vs. résumé.	
B. Discusses the format and content of a résumé.	B. Résumé format 1. Content 2. Organizations	
C. Introduces the content of a cover letter.	C. Cover letter 1. Purpose 2. Contents 3. Closing 4. Guidelines	
D. Identifies proper interview etiquette.	D. Interview Recommendations 1. Tips prior to interview 2. Suggestions during and after interview 3. Proper attire 4. Communication 5. Types of questions	

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. Describes the process used to prepare for a client conference. 3. Describes the process used in conducting a client conference. 4. States the common purpose of client care conferences. 5. Describes various methods of evaluating the effectiveness of client care conferences. 6. 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 • Accountability • Legal aspects 2. Client conference as a management tool • Preparation planning for client care conference • Process of conducting conference. - Conducting the meeting 3. Evaluating the effectiveness of the conference 4. Job Descriptions a. RN b. LVN c. CNA	**<u>Required Reading</u>:** Wywialowski, E. <u>Conducting Client Care Conferences as a Management Tool</u> (*on reserve in the library)* Job description handouts: Google RN.Ca.gov BRN Official Website. Bring to class RN as supervisor RN responsibility when floating to new patient care Unit RN Ratios Alert www.calnurse.org LVN - 2518.5 CNA - 2725.3

Unit Title: Delegation		
Objectives	**Content Outline**	**Student Activities**
Utilizes the decision-making process as it applies to the management process in the delegation of client care activities.		**<u>Required Reading</u>:** Marquis & Huston (7th ed.) Chapter 20, pp 447-466
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.	A. Management Process in Delegation 1. Delegating • Delegating client care • Principles of delegating • Accountability • Legal aspects • Five rights of delegating	Berman (9th ed.) Chapter 28, pp. 524-528 <u>Learning Exercises</u> (to be completed before class): Marquis & Huston (7th ed.) Exercise 20.5 pp 461 Exercise 20.7 pp 463-464 Exercise 20.9 pp 464 Chapter 5, pp 91-99, 110
	2. Responsibilities of the RN in delegating functions.	Berman (9th ed.) Pp 85-86, 89 – box 5-6, Pp 86 Responsive Care Moral Principles

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. 2. Distinguishes between types of conflict 3. Discusses methods to manage conflict and identifies advantages and disadvantages of each method.	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 2. Types of conflict a. Intrapersonal b. Interpersonal c. Intergroup 3. Method of management a. Compromising b. Competing c. Cooperating d. Smoothing e. Avoiding f. Collaborating g. Negotiation 4. Managing conflict a. Conflict recognition b. Goal c. Process d. Reducing occurrence	Required Reading: Marquis & Huston, 7th ed. Chapter 21, pp. 467-490

Unit Title: Resource Management		
Objectives	**Content Outline**	**Student Activities**
A. Explores organizational effectiveness in today's health care system in regards 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 6. Identifies the professional role in affecting budget and quality of care/services.	A. Managing resources 1. Fiscal planning a. Roles in budgeting 2. Cost containment 3. Responsibility accounting and forecasting 4. Costs of providing care including: a. Fixed costs b. Variable costs c. Controllable d. Non-controllable 5. Steps of the budgeting process a. Assess b. Diagnosis c. Plan d. Implementation e. Evaluation 6. Expenditures of budgeting a. Personnel b. Operating c. Capital	**<u>Required Reading</u>:** Marquis & Huston (7th ed.) Chapter 10, pp. 202-224. <u>Fiscal Planning.</u>

Unit Title: Resource Management (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
	7. Budgeting Methods a Incremental b. Zero-based c. Flexible d. Performance 8. Prospective Payment System 9. Managed Care a. Types of managed care organizations	

Unit Title: Community-Based Nursing Role - Role of the Nurse		
Objectives	**Content Outline**	**Student Activities**
A. Develops a professional awareness of professional issues in the context of caring for communities in the role of a community based nurse.	A. Nursing Accountability in the Community	**<u>Required Reading</u>:** Community Based Framework Module Berman, (9th ed.). Chapter 7. pp 117-129
1. Describes the types of communities.	1. Types of community and clinical • Geographic • Aggregate • Groups • Individual/families	
2. Describes goals for community health care.	2. Goals of community health practice • Wellness care • Ambulatory care • Home care	
3. Discusses community health agencies and resources.	3. Agencies and resources • World Health Organization (WHO) • U.S. Federal government - Department of Health and Human Services - Center for Disease Control - Healthy People 2010/2020 • State of California	

Unit Title: Community-Based Nursing Role - Role of the Nurse (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
4. Differentiates the different roles of the community health nurse to that of the community-based nurse.	4. Accountability in practice • Community health nurse vs community based nurse - Community health nurse/public health - Community based nurse • Education/Training - Community health nurse	The Foundation of Specialization in Public Health Nursing by Williams, C. A., and Stanhope. M.) Pp. 3-16 (**On reserve in the Library)**
5. Discusses and analyzes the advocacy and educational roles of community health and community-based nurse	• Pew commissions competencies for health care practitioners • Roles and functions of nurse in the community - Community health nurse/public health nurse - Community-based nurse	
6. Discusses the settings and factors that affect the community based health delivery to diverse multi-cultural populations.	• Community-based nurse care settings - Home - Residential - Parish/church - Work site - Camps - Mobile health centers - Hospice - Ambulatory - Respite center - High risk client group settings	

Unit Title: Community-Based Nursing Role - Nursing Process		
Objectives	**Content Outline**	**Student Activities**
A. Explores health education approaches in caring for the medically underserved community 1. Defines the community as a client utilizing the Neuman System model. 2. Explains types of data gathering strategies used when assessing a community. 3. Identifies the need to collaborate with community health nurse in resolving community health problems. 4. Recognizes environmental community health problems	A. Community - Nursing Process and Neuman Model 1. Assessing the community as client • Assessment issues - Boundaries - Statistical data - Education - Economy - Environment - Community resources - Morbidity data - Health resources - Stressors and reaction - Community oriented nursing diagnosis. 2. Data collection methods • Data significance 3. Planning for community health • Collaboration - Primary - Secondary - Tertiary • Problem prioritization HP 2010/2020 • Establish goals and objectives • Identify interventions	**<u>Required Reading:</u>** Community as Client: Cookfair, J. M [Betty Neuman Model] (Classic, 1999, **on reserve in the library)** Community as Client: Assessment and Analysis, Shuster, G.F. and Goeppinger, J. **(On reserve in the library).** Pp. 344-346, 351-365, Review Tables: 15-4 to 15-12

Unit Title: Community-Based Nursing Role - Nursing Process (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
	4. Environmental hazards • Noise • Crime • Pollutants • Natural events	**<u>Required Reading:</u>** Environmental Health: by B. Sattler, pp 217- 237
5. Discusses the role of the community-based nurse in implementing community health campaign.	5. Implementation for community health • Factors influencing implementation • Mobilizing resources • Impact of interventions on health behavior and community health	*On reserve in the Library*

Unit Title: Community Based Nursing Role - Epidemiology Principles		
Objectives	**Content Outline**	**Student Activities**
B. Describes how epidemiological principles effect community-based nursing decision-making 1. Outlines epidemiology and basic background human ecology and gathering health demographic information.	B. Epidemiology 1. Definitions • Epidemiology - Endemic - Epidemic - Pandemic - Zoonoses • Human ecology	**<u>Required Reading</u>**: Epidemiology: Conceptual and Scientific Frameworks Applied to Population-Centered Nursing. Pp. 242-268 **(On reserve in the library)**
2. Describes concepts of disease in an epidemiological approach	2. Basic concepts • Epidemiologic triad • Natural history of disease • Reservoirs of infection - Herd immunity • Reportable communicable disease	Infectious Disease Prevention and Control: Francisco S. Sy and Susan C. Long-Martin. Pp 861-866. (**On reserve in the Library)**
3. Discusses types of epidemiological studies.	3. Types of observational studies • Descriptive • Analytical • Interventive	
4. Discusses epidemiological key populations measurements.	4. Epidemiological measurements • Morbidity rate - Incidence rate - Prevalence rate • Mortality rate	

Unit Title: Community Based Nursing Role - Epidemiology Principles (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
5. Explains ways that the epidemiological approach is used in community-based nursing.	5. Epidemiological approach • Disease and health in community • Health planning and program evaluation • Identification of risk groups	

Unit Title: Community Based Nursing Role - Health Promotion		
Objectives	**Content Outline**	**Student Activities**
C. Describes health promotion educational activities applicable to community-based health teaching. 1. Defines health and wellness and their dimensions in community based nursing.	C. Health Promotion Education in Community 1. Definitions • Health • Wellness - Dimensions of total wellness	**Required Reading**: Berman (9th ed.) Chapter 16, pg. 277-287 Chapter 17, pg. 299-309
2. Investigates factors that include health risks and create barriers to Healthy behaviors.	2. Factors indicated in health risk • Heredity • Environment • Lifestyle • Barriers to health behaviors	
3. Employs educational techniques and setting to promote health in the community.	3. Education techniques and settings • Health fairs	
4. Outlines resources to promote community based health.	4. Health education resources • Professional organizations • Commercial organizations • Government resources • Non-profit organizations	
5. Describes community health objectives of Healthy People 2010/2020.	5. Healthy People 2010/2020 • Goals • Target settings	

Unit Title: Community Based Nursing Role - Health Promotion (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
D. Analyzes the collaborative skills utilized by the community-based health nurse in specialized settings 1. Differentiates between nursing care in the hospital and home care.	D. Collaboration with Home Care Systems 1. Home care • Definition • Goals • Types • Coordination - Discharge plan - Managed care	**<u>Required Reading:</u>** Berman (9th ed.) Chapter 8, pg. 132-140
2. Discusses role of the home health nurse	2. Nurses role • Hospital vs home • Functions of RN personal in home - BSN - ADN - Ancillary	
3. Discusses issues regarding caregiver role, client self-care, and changes in client role.	3. Client role • Caregiver issues • Role changes • Self care	
4. Describes a home visit	4. Home visit • Preparation • RN safety • Assessment and home safety • Resources	
5. Discusses factors for an increase in using high technology in community based nursing.	5. High technology in the community • Trends	

Unit Title: Community Based Nursing Role - Health Promotion (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
6. Explains 3 types of high technologies utilized by the Home Health Nurse.	6. Types of high technology commonly used in the home • Enteral • Infusion (I.V.) • Ventilators	

Unit Title: Working with High-Risk Community Aggregates - Elderly		
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 impacts planning for senior health care. 3. Describes how demography impacts senior health. 4. Distinguishes myths of old age from reality. 5. Discusses current political societal issues related to the elderly.	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 - Mortality - Myths of aging • Political/societal events affecting the elderly	**<u>Written Assignment:</u>** Research paper utilizing APA format on a selected sociopolitical issue of aging. Due date and guidelines to be discussed in class (See pages 5-6 of syllabus)
B. Describes the various types of assessments utilized for the older adult. 1. Identifies the components of a comprehensive assessment of elders. 2. Identifies medical, social, financial, environmental, and safety needs. 3. Discusses plans and goals for the community of elders	B. Assessments • Functional abilities - Lifestyle pattern - Environmental/safety - Physical exam • Diagnosis - Medical - Social - Financial - Environmental/safety • Plans • Goals - Healthy People 2010	

Unit Title: Working with High Risk Community Aggregates - Elderly (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
C. Discusses community resources for the older adult. 1. Discusses types of accommodations available to the senior citizen. 2. Describes community resources for the senior citizen.	C. Community Resources 1. Concepts of community care that promote senior health and self-care • Living accommodations • Senior centers • Elderly helping elderly • Community resources	
3. Identifies the senior citizens who are high risk for problems. 4. Discusses interventions to aid the "at risk" senior citizens. 5. Discusses elder abuse and neglect.	2. At risk older adult population • Crime • Rural • Disabled • Abuse and neglect • Plans/interventions	
D. Discusses the ramification of drugs in the older adult. 1. Discusses how age related physiological changes affect drug action. 2. Identifies risk factors for polypharmacy. 3. Discusses common toxicities. 4. Identifies the elderly who are at risk for drug abuse or misuse. 5. Discusses nursing considerations for drug administration in both acute and community settings for the elderly.	D. Prevalent medical problem of the older client • Physiologic responses of the elderly affective medication metabolism - GI tract - Kidneys - Adipose tissue • Risk factors and high risk behaviors • Common toxicities • Factors for non-compliance • Nursing considerations	

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 • Mental health problems • Violence • Migrant populations • Gay/lesbian/transsexual/bisexual 1. Defines key terms used in high-risk groups. 2. States nursing role in caring for the high risk group. 3. Identifies health risks for this high-risk group including stressors.	A. Groups with Special Needs 1. Definitions • Aggregate • High-risk 2. Health risks and behaviors of: • Mentally ill • Homeless • Abuse victims • Migrant populations • Gay/lesbian/transsexual/bisexual 3. Assessment • Stressors • Variables - Physiologic - Psychologic - Spiritual	**<u>Required Reading</u>**: Townsend: (7th ed.) pp. 906-913.
4. Discusses specific problems associated with each high-risk group and formulate nursing diagnosis for each high-risk group.	4. Nursing plan of care • Nursing diagnosis	
5. Addresses primary, secondary and tertiary interventions for high-risk groups.	5. Nursing Interventions • Primary • Secondary • Tertiary • Evaluation	

Unit Title: Working with High-Risk Community Aggregates - Groups with Special Needs		
Objectives	**Content Outline**	**Student Activities**
B. Utilizes health education for promoting health of families and groups 1. Reviews family education models/beliefs. 2. Identifies issues for family education. 3. Explains the roles of the nurse in family education. C. Discusses the responsibilities of the community based nurse.	B. Education of Families and Groups • Health promotion/wellness model • Health belief model • Issues for family education C. Responsibilities and Roles of the Nurse • Educator • Counselor • Referral resource	

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. Societal b. Demographic c. Economic d. Global e. Political f. Technologic g. Nursing • Evidence based practice	Wywialowski, E.F. (2004) Managing Client Care (3rd ed.). Ch 2. Understanding the context of healthcare, pg 27-49. *On reserve in the Library.* Module Cherry, B. & Jacob, S. (2007). Contemporary Nursing: Issues, Trends & Management (4th ed.). Ch. 3. The influence of contemporary trends and issues on nursing education. Pg 43-59. *On reserve in the Library.*
2. Describes the agencies commonly involved in the health care continuum.	2. Types of health care agencies a. Public b. Private c. Proprietary d. 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: 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. Defined, goals, benefits 2. Labor history • Factory life • Labor tragedies • Labor unites • Legislative Acts - Norris-LaGuardia Act - NLRA & NLRB - Taft-Hartley Act - Wagner Act - Equal Pay Act of 1963 - Fair Labor Standard Act - Employee Free Choice Act - Landrum-Griffin Act - Weingarten Rights	**<u>Required Reading:</u>** Marquis & Huston (7th ed.) Chapter 22, pp. 491-513. DVD: <u>The Triangle Fire: The Tragedy That Forever Changed The Labor Industry.</u> A PBS Production. *Copy in the Library*. **<u>Discussion Topics:</u>** • Please read material Be prepared to ask questions and take part in the discussions during the Collective Bargaining lecture.

Unit Title: Collective Bargaining (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
3. Analyzes the key issues that concern nurses in collective bargaining.	3. Key issues • Why nurses join unions • Ethics • ANA's dual role • Right-to-work • Collective bargaining statistics	
4. Lists the four essential elements of contract negotiations.	4. Bargaining • Bargaining process • Organizations • Bargaining units • Contract development • Union representation	
5. Explains the purpose and process of the grievance procedure and alternative dispute resolutions.	5. Grievances • Dispute resolutions - Informal and formal steps • Unfair labor practices	
6. Discusses the actions employers can take to prevent discontent among personnel.	6. Preventing Discontent	
7. Examines ways in which nurses can become politically involved to promote the nursing profession and improve the healthcare system. .	7. Nursing Governance • Influence and barriers • Political action – doing your part	

Unit Title: Collective Bargaining (Cont'd)		
Objectives	**Content Outline**	**Student Activities**
8. Chooses appropriate strategies for exercising power to influence the: work setting, community, professional organizations and the legislature. 9. Identifies levels of political involvement .	8. Strategies • Nurses role in the political process • Communicating with legislators • Lobbying • Involvement in facility committees and professional organizations 9. Four levels of political involvement: • Workplace • Professional organizations • Community • Government - Federal - State - County - Local	

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 rational, paradoxical, normative, and coercive models. 3. Discusses strategies for exercising change:	A. Nursing as a Change Agent 1. Definitions within change • Change • Change agent • Planned change • Unplanned change 2. Characteristics of change 3. Theories of Change 4. Change agent strategies 5. Resistance and response to change	**<u>Required Reading</u>:** Marquis & Huston (7th ed.) Chapter 8, pp. 162-179

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. 3. Knows Patricia Benner's 5 levels of nursing experience. 4. Discusses the three major nursing role transition periods. 5. Discusses the concept and characteristics of reality shock, stress, and burnout and lists their major symptoms. 6. Lists healthcare practices that nurses can use to prevent burnout.	A. Professional Socialization 1. Patricia Benner's 5 levels of nursing experience a. Novice to 2. Types of role transitions a. New grad b. New role - non-managerial c. New role managerial 3. Socialization a. New role preparation b. Organizational responsibilities c. Meeting role demands d. Ethical foundations 4. Reality Shock - 4 stages 5. Stress vs. burnout a. Three stages of burnout b. Managing stress and burnout c. Support units 6. Nurse, heal thyself	**<u>Required Reading</u>**: Marquis & Huston (7th ed.) Chapter 16, pp. 364-370. <u>Article</u>: *A Process of Becoming: The Stages of New Nursing Graduate Professional Role Transition* by J. Boychuk-Duchscer. (in library). <u>Handout</u>: *3 Stage of Burnout* from the Continuing Medical Education website of the Texas Medical Association: http://www.texmed.org/cme/phn/psb/burnout.asp

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