

COURSE OUTLINE

Leadership and Management in Professional Nursing Practice

Course Description

NR 203. Leadership and Management in Professional Nursing Practice. 9 hours credit. Prerequisites: NR 202 and BI 250 with a C or better. Concurrent enrollment in EG 102 or SP 100. This course will enable the student to discriminate safe and effective clinical judgments utilizing critical thinking while caring for and managing groups of patients who are experiencing chronic and/or progressive alterations in health. The student will choose effective communication methods while managing patient needs. The student will manage care utilizing the dynamics of leadership and management concepts in clinical decision making. The student will value professional standards that support an appropriate scope of practice within legal, ethical and regulatory frameworks. The student will integrate caring behaviors appropriate to the novice practitioner while collaborating with the health care team to maximize patient care outcomes. The student will integrate teaching and learning plans to promote and maintain the patient health while supporting their safety. The student will embrace the American Nurses Association (ANA) Code of Ethics with all class actions and interactions, demonstrating professional accountability and responsibility. Classroom: 72 hours; Clinical: 202.5 hours

Required Materials

Course manual, by Course Faculty.

Online Resources/Software

Web-facilitated materials will be presented through the online course management system.

Evolve – HESI RN Patient Reviews product key code

ExamSoft – Used for computerized testing through the ExamSoft company
www.examsoft.com/butlernursing. Billing information will be sent via Pipeline email and payments will be completed online.

Students will need a cell phone or tablet running on Android or iOS capable of having the following programs installed on it. The software can be purchased through the bookstore or online. Listed below are the required programs:

- Davis Drug Guide for Nurses
- Davis Comprehensive handbook of laboratory and diagnostic tests with nursing Implications
- Gahart IV Medication Administration

An online vendor for digital device software is Skyscape which gives Butler students a discount. <http://www.skyscape.com/butler>

Supplies

A stethoscope, penlight, watch, and black pen are required for clinical in addition to the uniform described in the nursing student handbook.

* - For complete textbook information, refer to <https://bookstore.butlercc.edu>

Butler-assessed Outcomes

The intention is for the student to be able to:

1. Discriminate safe and effective clinical judgments.
2. Integrate caring behaviors within groups of patients who are experiencing chronic and/or progressive alterations in health.
3. Choose effective communication methods while managing patient needs and collaborating with other health care team members.
4. Value professional standards that support an appropriate scope of practice within legal, ethical, and regulatory frameworks.
5. Manage care to meet patient needs using available resources and current technology.
6. Integrate teaching and learning plans that promote and maintain health while supporting patient safety.

Learning PACT Skills that will be developed and documented in this course

Through involvement in this course, the student will develop ability in the following PACT skill area(s):

Analytical Thinking Skills

Critical thinking - By assessing and analyzing assessments of patients and groups of patients, the student will discern nursing diagnoses, develop plans of care, implement the plans, and evaluate their effectiveness.

Major Summative Assessment Task(s)

These Butler-assessed Learning Outcome(s) and the Learning PACT skill(s) will be demonstrated by:

1. Applying the nursing process, prioritizing, delegating, and using cognitive/psychomotor skills for a group of patients in the simulated laboratory setting.

Skills or Competencies

Actions that are essential to achieve the course outcomes:

The student will demonstrate professional knowledge, skills, and attitudes related to the following competencies:

1. Discriminate safe and effective clinical judgments.
 - A. Utilize critical thinking while incorporating the nursing process into the care of patients.
 - B. Value continuous quality improvement as an essential part of the daily work of all health professionals.

2. Integrate caring behaviors within groups of patients who are experiencing chronic and/or progressive alterations in health.
 - A. Provide palliative care for end of life including management of pain and other symptoms
 - B. Assess patient need for pain management and intervene as needed using pharmacological and non-pharmacological comfort measures
 - C. Provide support to patient in coping with life changes
3. Choose effective communication methods while managing patient needs and collaborating with other health care team members.
 - A. Utilize effective communication methods to manage patient needs and to interact with other health care team members
 - B. Employ health promotion strategies to promote a safe and effective environment within the constraints of a disaster situation or emergency department setting.
4. Value professional standards that support an appropriate scope of practice within legal, ethical, and regulatory frameworks.
 - A. Identify professional and legal components related to professional practice and scope of practice
 - B. Analyze ethical principles and identify integration of principles in professional practice
 - C. Identify concepts of professionalism and professional standards related to the registered nurse providing safe and effective care in the healthcare environment.
5. Manage care to meet patient needs using available resources and current technology.
 - A. Critique research associated with evidence-based practice.
 - B. Examine various nursing roles to assure coordination, integration, and continuity of patient care is provided
6. Integrate teaching and learning plans that promote and maintain health while supporting patient safety.
 - A. Assess readiness to learn, learning preferences and barriers to learning
 - B. Acknowledge the major patient-related barriers (myths) to adequate pain management, and follow with patient/family education.

Learning Units

- I. ANA Standards of Practice
 - A. Assessment
 - B. Diagnosis
 - C. Outcomes Identification
 - D. Planning
 - E. Intervention
 1. Coordination of care
 2. Health teaching and health promotion
 - F. Evaluation
- II. QSEN Competencies
 - A. National agenda for quality and safety in healthcare practice
 - B. Overview of competencies
 - C. Patient Centered Care

- D. Teamwork and collaboration - Examine strategies for improving systems to support team functioning
 - E. Evidence-Based Practice
 - F. Quality improvement
 1. Explain the importance of variation and measurement in assessing quality of care
 2. Describe approaches for changing processes of care
 - G. Safety
 - H. Informatics
- III. Transition into professional Nursing
- A. Quality and safety
 1. Accreditation agencies
 2. Quality improvement
 3. Risk management
 - B. Management and leadership
 1. Concepts of management
 2. Financial impact of reimbursement
 - C. Time management and prioritization/patient management
 1. Delegation
 2. Supervision
 - D. Communication and collaboration
 - E. Legal and ethical principles
 1. Just Culture
 2. Kansas Nurse Assistance Program
 3. Licensure
 4. Risk Management Law
 5. Hospice - advance directives
 - F. Transition to practice
 1. Human Resources
 2. Interviewing skills
 3. Resume development
 4. Performance appraisals
 5. Changing roles
 - G. Professional role
 1. Professional nursing issues
 2. Political process
 3. Cost of care
 4. Accountability to the profession
- IV. Client Need: Safe and effective care environment
- A. Management of care
 1. Case management
 2. Collaboration with interdisciplinary team
 3. Delegation
 4. Establishing priorities
 5. Legal rights and responsibilities

- 6. Performance improvement
- 7. Staff education
- 8. Supervision
- B. Safety and infection control
 - 1. Disaster planning
 - 2. Emergency response plan
 - 3. Handling hazardous and infectious materials
 - 4. Home safety
 - 5. Security plan

- V. Client Need: Health promotion and maintenance
 - A. Expected body image changes
 - B. Health promotion programs
 - C. High risk behaviors
 - D. Lifestyle choices
 - E. Techniques of physical assessment

- VI. Client Need: Psychosocial integrity
 - A. End of life care
 - B. Do Not Resuscitate (DNR)
 - C. Organ donation
 - D. Coping with chronic disease
 - E. Disaster situations

- VII. Client Need: Physiological integrity
 - A. Basic comfort and care: Palliative/comfort care
 - B. Pharmacological and parenteral therapies (Integrated)
 - C. Reduction of risk potential
 - 1. Diagnostic tests
 - 2. Laboratory values
 - 3. Potential for alterations in body systems
 - 4. Potential for complications of diagnostic tests/treatments/procedures
 - 5. Potential for complications from surgical procedures and health alterations
 - 6. System specific assessment
 - 7. Therapeutic procedures
 - D. Physiological adaptation
 - 1. Alterations in body systems
 - 2. Hemodynamics-dialysis
 - 3. Radiation therapy
 - 4. Unexpected response to therapies
 - a. Overview concepts
 - 1) Basic concepts of disease process
 - a) Altered cellular growth
 - b) Chronic pain
 - c) Immunity
 - 2) Alterations in immune response

- a) Autoimmune disease
 - b) Immunodeficiency diseases
 - c) Transplantation
- b. Integumentary system: burns
- c. Renal and urinary tract system
 - 1) Obstructive: neoplasms
 - 2) Congenital: polycystic disease
 - 3) Alteration in renal function
 - a) Acute kidney injury
 - b) Chronic kidney injury
- d. Gastrointestinal and hepatic system
 - 1) Altered cellular growth: liver
 - 2) Infectious and inflammatory pancreatic disorders: pancreatitis
 - 3) Infectious and Inflammatory hepatic disorders
 - a) Cirrhosis
 - b) Liver failure
- e. Endocrine system
 - 1) Alterations in thyroid function
 - a) Hyperthyroidism
 - b) Hypothyroidism
 - 2) Alterations in parathyroid function
 - a) Hyperparathyroidism
 - b) Hypoparathyroidism
 - 3) Alterations in adrenal cortical function
 - a) Adrenal cortical insufficiency
 - b) Glucocortical hormone excess
 - 4) Diabetes Mellitus: chronic concerns
- f. Nervous system
 - 1) Chronic alterations of brain function
 - a) Huntington's disease
 - b) Parkinson's disease
 - 2) Acute alterations of spinal cord function: spinal cord injury
 - 3) Chronic alterations of spinal cord function
 - a) Spinal cord injury
 - b) Multiple sclerosis
 - c) Amyotrophic lateral sclerosis
 - 4) Alterations of peripheral nervous system
 - a) Myasthenia gravis
 - b) Bell's palsy
- g. Musculoskeletal system
 - 1) Injury and trauma
 - a) Total joint replacement
 - b) Hip fracture
 - c) Amputation
 - d) Back pain
 - 2) Alterations in joint function

- a) Osteoarthritis
- b) Rheumatoid arthritis
- c) Systemic lupus erythematosus

Learning Activities

Learning activities will be assigned to assist the student to achieving the intended course outcomes through textbook and nursing journal readings, classroom activities, case studies, online learning materials, computer assisted programs, simulation experiences.

Grade Determination

The student will be graded on assessment tasks, written assignments, exams and other methods of evaluation at the discretion of the instructor. The student must pass the clinical component of this course in order to earn a passing grade. The student must also earn a 75% or higher on total exam only points (includes unit exams, pharmacology exam and comprehensive final) in order to pass the course. Once the student passes the clinical component and earns a 75% or higher total exam only points, the points earned for all other course work will be added to determine the final course grade. The student must earn a letter grade of a C or higher (75%) to pass the course.