

**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING**

**PROFESSIONAL SYNTHESIS
NURS 4631**

Spring, 2008

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Tuesday 9-11:50am

Clinical and Clinical Conference Times--TBA

The content of this syllabus is subject to change at the discretion of the faculty leaders according to current learning needs.

CLASS SCHEDULE

NURS 4631 Professional Synthesis: Spring, 2008		Yoder-Wise, 4th ed.		
DATE/FACULTY	UNIT	TOPICS	CHAPTERS	CLINICALS
January 15	1	Course Intro Managing, Leading, Following—Roles Career Management	1, 2, 3 27	Clinical Orientation for First Group
**Friday, January 18	ERI: Pre-RN Assess Test/ Computer Center 8:30am-12:30 or 1:00-5:00pm			
January 22	2	Role of the Charge Nurse Benner—From Novice to Expert Intro to Journal/ Reflective Practice **Math Test	Benner, Chapters 2 & 3	Clinical Rotation Week I
January 29	3	Legal Issues Decision Making and Problem Solving Self Management	4 5 26	Week II
** Friday, February 1	Electronic Philosophy and Resume Due			
February 5	4	Exam 1 Healthcare Organizations Organizational Structure	6 7	Week III
February 12	5	Cultural Diversity in Healthcare Power, Politics and Influence	8 9	Week IV
February 19	6	Information Technology Costs and Budgets	10 11	Week V
February 26	7	Care Delivery Strategies Staffing and Scheduling	12 13	Week VI
March 4	8	Exam 2 Selecting, Developing, and Evaluating Staff	14	Clinical Orientation, Grp II
Thursday, March 6	ERI: RN Assess Test/Academic Computing Center – 8:30 am – 12:30 or 1-5 pm			
March 10-14	Spring Break			
March 18	9	Strategic Planning, Goal Setting, Marketing Leading Change	15 16	Week I
			Last Day to Drop— March 21	
March 25	10	Building Teams, Communication, Partnership Collective Action Leadership and Professional Associations	17 18 28	Week II
April 1	11	Quality and Risk Management Research and Practice	19 20	Week III
April 8	12	Exam 3 Consumer Relationships	21	Week IV
April 15	13	Conflict Management	22	Week V
++Friday, April 18 – 25	ERI: RN Keystone Exam			
April 22	14	Delegation Managing Personal and Personnel Problems	23 24	Week VI
April 29	15	The Future and Role Transition Caring and Comfort Roles	25, 29 Benner, Chapters 4 & 14	Final Evaluations
May 6	Exam 4 - Final Exam			
May 9	Convocation and Commencement			

PROFESSIONAL SYNTHESIS – NURS. 4631

Semester Hours:

Six (6) credit hour course with three hours per week didactic content and a total of 112.5 clinical hours.

Prerequisites and Placement in the Curriculum:

Completion of all third level courses for generic students and all second semester courses for MINE students is prerequisite.

Course Description:

Theories and concepts related to leadership and management are presented. Emphasis is on techniques of critical thinking, change theory, conflict resolution, and delegation in clinical practice. The course focuses on contemporary professional and societal issues that influence nursing. Opportunities for theory synthesis are provided in selected structured and unstructured settings.

Course Objectives:

Upon completion of the course, the student will:

1. Apply the critical thinking process to integrate change theory with leadership/ management strategies in structured and unstructured settings.
2. Interrelate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership/management actions.
3. Internalize responsibility and accountability for all professional interactions to reflect interpersonal caring.
4. Collaborate with members of the interdisciplinary health care team to evaluate the concepts of professionalism, the culture of the organization, and the health care delivery system.
5. Exemplify professional and regulatory standards that support ethical, legal, and moral principles in leadership/management roles.
6. Determine the fit between health care needs and human/fiscal resources available in the practice setting.
7. Assume responsibility for professional development including the exploration of role diversification and lifelong learning.
8. Demonstrate the social/political forces that impact changes in healthcare delivery.

Required Texts:

Yoder-Wise, P. S. (2007). *Leading and managing in nursing* (4th ed). St. Louis: Mosby.

Benner, P. (2001). *From novice to expert: excellence and power in clinical nursing practice*. Menlo Park, California: Addison-Wesley Publishing Company.

NCLEX 3500. (2006). (Computer software). Philadelphia: Lippincott Williams & Wilkins.

Disability Statement -

"If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University Center, Room 282. The telephone number is 566-7079 (TDD 565-5579)." Additional information may also be obtained at the following UT Tyler Web address: <http://www.uttyler.edu/disabilityservices>.

Examinations/Assignments and Grading Policies-

Completion of NURS 4631 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course objectives and expectations in either the classroom or clinical area must repeat the entire course and may not progress to the next level.

Grading Policy

The simple average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 -74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

Course Exams:

Exam 1	25%
Exam II	25%
Exam III	25%
Exam IV	25%

Clinical: Pass/Fail Grade

The letter grade is assigned according to the following scale:

A	90-100
B	80-89
C	75-79
D	60-74
F	60 and below

Grade Replacement Policy

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) repeats during his/her career at UT Tyler. (2006-08 Catalog)

Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

Examination and Examination Review Policy

1. Attendance for exams are mandatory
2. If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.
3. Students will be allowed entry to the classroom after an exam has been started ONLY with faculty discretion.
4. Exams will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks, and briefcases must be left in the front of the room during testing.
6. Silence will be enforced during the exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room during the exam.
7. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.
8. Students will not share calculators during exams. Students will not bring their own calculators, cell phones, or any communicating devices into an examination
9. Exam reviews will be conducted at the discretion of the faculty. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades.
10. Any student achieving an examination grade less than 75%, must schedule an appointment with the faculty within 10 school days from the return of the exam grades.

Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at www.uttyler.edu; click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the College of Nursing.

3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

Student Dress Code for the University of Texas, College of Nursing:

1. General

It is the philosophy of the College of Nursing that the student has a responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

2. Classroom

Casual or every day business wear is recommended. This includes but is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

3. Professional Presentations, Ceremonies/ Graduation

Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

4. Items to be Avoided in all School-related Functions (including but not limited to)

Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

5. Laboratory

The school clinical laboratory setting is designed to simulate the health care clinical area. Students will wear clean white lab coats with name tag and UT Tyler school patch on the front left uniform jacket. Classroom attire will be worn under the lab coat.

6. Pre or Post-clinical Experiences in the Health Care Setting

Students may be required to attend conferences or visit the clinical areas as part of their course requirements. Students should wear lab coat with name tag and UTT school patch. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps, etc.

7. Clinical Experience

- a. When attending any clinical experience students are required to wear the standardized student uniform and white uniform jacket with name badge and school patch. Street clothes will be worn in appropriate clinical settings as directed by the clinical faculty with the white uniform jacket, nametag and school patch (see items above to be avoided in clinical areas). Students are to remember that whenever they are visiting a clinical agency or any clinical site, they represent UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times.
- b. When student uniforms are required for clinical experiences, as specified by the course, the following guidelines must be adhered to:
 - 1) School patch on the front left of the uniform jacket and the top of the standardized uniform.
 - 2) The UTT name badge will be worn in all clinical setting. Name tag must be worn above the waist, so name and title are clearly visible.
 - 3) White or neutral nylon hose are worn with dress/skirt; nylon hose, knee-highs or white socks with pants. Socks must cover ankle.
 - 4) Clean, white clinical shoes or white leather athletic shoes should be worn (shoes may be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). No canvas shoes or athletic shoes with colored stripes or large logos.
 - 5) Jewelry: wedding or engagement rings only; single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or removed); and, no necklaces or bracelets (only Medic Alert). Must have a watch with a second hand.
 - 6) Make-up, hair, and grooming should be conservative. Hair shoulder length or longer must be pulled neatly back in a ponytail or bun. Hair clips, bands, etc. shall be functional, not decorative (no bows). Mustaches and beards will be neatly groomed, clean and trimmed.
 - 7) Tattoos must be covered and not visible.
 - 8) Nails are to be clean and neatly trimmed to no more than fingertip length, with clear or no polish. No artificial nails in OR or L & D.
 - 9) No perfume, after-shave or other strong scents since this causes nausea and /or difficulty in breathing for many patients.
 - 10) Gum chewing is not allowed
 - 11) Any question concerning adherence to the dress code should be directed toward the clinical instructor.
- c. Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation.
- d. If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.**

General Course Information

1. Lecture outlines will be posted on Blackboard a minimum of two (2) working days before class and removed prior to class.
2. The clinical portion of the course syllabus, handouts, and any other required course materials will be placed on blackboard.
3. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
4. The *BSN/MSN Nursing Student Guide* is available on the CON website at <http://www.utt Tyler.edu/nursing/> . The student must sign the statement indicating they have accessed the guide and return the signed Student Guide Affirmation Form to the program secretary for placement in the student file.
5. A total of 50 questions from NCLEX 3500 with a 75% accuracy level will be submitted to clinical faculty each week.
6. ERI Policy – all students will complete the three required exams by the specified dates at the assigned campus.
 7. All nursing students are required to use their student email accounts for all correspondence.

(Approved FO: 2/03)

Forms to be Read, Signed and Submitted the First Day of Class -**1. Student Affirmation Form**

Each line must be initialed, signed, and dated for each course every semester. The form will be placed in the student's file

2. Audio/Video-Recording Agreement

Any student wishing to record a class must sign this agreement no later than the second week of classes each semester. An agreement must be signed for each course every semester. Due to the confidential nature of some course content, the student will provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Unit 1 Managing, Leading, Following Career Management

Objectives:

1. Differentiate between leading, managing and following as important functions of professional nursing.
2. Compare theories, approaches, and styles related to leadership, management, and following.
3. Examine how self-knowledge and emotional intelligence affect an appreciation of power, influence and authority needed and useful in professional nursing practice.
4. Apply examples of leadership, management and following to clinical situations.
5. Compare and contrast leadership and management roles and responsibilities.
6. Evaluate ways to develop strength and one's own style of leadership, management and following.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.

Chapter 1 Managing, Leading, and Following
Chapter 2 Developing the Role of Leader
Chapter 3 Developing the Role of Manager

Objectives:

1. Analyze person-position fit.
2. Evaluate the relevance of a cover letter and resume as entrees to interviews.
3. Use critical elements of the cover letter and resume to develop each.
4. Analyze critical elements of an interview.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.

Chapter 27 Career Management: Putting Yourself in Charge

Evaluation: Exam 1

Unit 2 Role of the Charge Nurse Benner Domains of Practice Clinical Synthesis

Objectives:

1. Evaluate charge nurse strategies to balance management and patient care.
2. Develop strategies to continuously prioritize and reprioritize patients' needs, department needs, and meeting expected standards.
3. Apply principles of leadership and management to charge nurse role to direct care, teamwork, care delivery issues, and collaboration.
4. Develop reflective practice habits to integrate personal and professional roles with charge nurse requirements.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.

Chapter 12 Care Delivery Strategies

Leary, C. & Allen, S. (2006). **A Charge Nurse's Guide: Navigating the Path of Leadership.**

Objectives:

1. Evaluate Benner Domains of Practice.
2. Analyze stages from novice to expert.
3. Utilize tools on styles and “gifts”.
4. Utilize clinical tools for nursing care.
5. Apply Reflective Practice process to clinical examples.

Assignment:

Benner, P. (2011). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Menlo Park, California: Addison-Wesley Publishing Company.

Chapter 2 Stages of Novice to Expert

Chapter 3 Domains of Nursing Practice

Evaluation: Exam 1

Unit 3
Legal Issues
Decisions Making and Problem Solving
Self Management

Objectives:

1. Apply legal principles to leading and managing roles in professional nursing.
2. Examine legal implications of resource availability versus service demand from a manager’s perspective.
3. Apply manager’s rights and responsibilities from a legal and an ethical perspective to selected examples.
4. Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice.
5. Examine the nursing practice act.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**

St. Louis: Mosby.

Chapter 4 Legal and Ethical Issues

Objectives:

1. Use a decision-making format to determine options to solve a problem, identify the pros and cons of each option, rank the options, and select the best option.
2. Inter-relate theory and research knowledge of decision making and problem solving in nursing leadership/management situations.
3. Analyze the concepts of decision making/problem solving as they relate to professionalism, organizational culture, and health care delivery systems.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**

St. Louis: Mosby.

Chapter 5 Making Decisions and Solving Problems

Objectives:

1. Explore personal and professional stressors.
2. Analyze selected strategies to decrease stress.
3. Evaluate common barriers and selected strategies to effective time management.
4. Critique strengths and weaknesses of selected time-management strategies.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**

St. Louis: Mosby.

Chapter 26 Self-Management: Stress and Time

Evaluation: Exam 1

Unit 4

Healthcare Organizations and Organizational Structure

Objectives:

1. Differentiate and classify health care organizations by major types.
2. Analyze economic, and demographic forces driving the development of health care organizations.
3. Apply concepts of health care organization evolution to nursing leadership and management roles.
4. Demonstrate knowledge of the social/political forces that impact changes in health care delivery.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 6 Healthcare Organizations

Objectives:

1. Analyze the relationships among mission, vision, and philosophy statements and organizational structure.
2. Analyze factors that influence the design of an organizational structure.
3. Relate types of organizational structures with three distinguishing characteristics of each.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 7 Understanding and Designing Organizational Structures

Evaluation: Exam 2

Unit 5

Cultural Diversity in Healthcare Power, Politics and Influence

Objectives:

1. Apply the critical thinking process to integrate cultural diversity concepts with leadership/management strategies in structured and unstructured settings.
2. Inter-relate theory and research knowledge about cultural diversity in the formulation, implementation, and evaluation of nursing leadership/management actions.
3. Display responsibility and accountability for professional interactions relative to cultural sensitivity.
4. Analyze concepts related to the cultural make-up of clinical units as they relate to inter-disciplinary practice.
5. Demonstrate knowledge of the social/political forces of cultural diversity that impact health care delivery.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 8 Cultural Diversity in Healthcare

Objectives:

1. Inter-relate power and authority theoretical concepts into the formulation and evaluation of management/leadership actions.
2. Compare and contrast professional and unprofessional behaviors as they relate to power, politics and authority.
3. Demonstrate knowledge of the social/political forces that are at play in a healthcare organization

and impact healthcare delivery.

4. Understand what is necessary in building a personal power base in an appropriate manner.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 9 Power, Politics, and Influence

Evaluation: Exam 2

Unit 6 Managing Information and Technology Costs and Budgets

Objectives:

1. Analyze uses of healthcare informatics.
2. Explore issues of nurse ethics and confidentiality in information technology.
3. Evaluate quality of healthcare information on the Internet.
4. Project future uses of information technology and communication.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 10 Managing Information and Technology: Caring and Communicating with Computers

Objectives:

1. Analyze the connection between health care needs and human/fiscal resources available in the practice setting.
2. Demonstrate knowledge of the social/political forces that impact changes in health care delivery and their relationship to fiscal planning.
3. Discuss the purpose of and relationship among the types of budgets.
4. Explain the budgeting process.
5. Identify variances on monthly expense reports.
6. Inter-relate theory and research knowledge in the formulation, implementation, and evaluation of nursing/ leadership actions in the area of fiscal planning.
7. Give examples of cost considerations for nurses working in managed care environments.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 11 Managing Costs and Budgets

Evaluation: Exam 2

Unit 7 Care Delivery Strategies Staffing and Scheduling

Objectives:

1. Explain and differentiate among five nursing care delivery strategies.
2. Discuss management and leadership roles in organizing care when the five delivery strategies are utilized.
3. Apply types of organizing patient care to nursing care situations.
4. Summarize the differentiated nursing practice model.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**

St. Louis: Mosby.
Chapter 12 Care Delivery Strategies

Objectives:

1. Differentiate management functions and leadership roles associated with staffing and scheduling
2. Compare and contrast the impact of utilizing a centralized versus a decentralized staffing model
3. Critique staff scheduling patterns in relation to patient census and acuity levels
4. Analyze factors that must be considered when problem solving staffing shortages and other challenges
5. Identify key external and internal organizational variables that affect staffing plans
6. Analyze activity reports to determine the effectiveness of a unit's productivity
7. Discuss the concept of self-scheduling and balancing the needs of staff versus patient needs

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 13 Staffing and Scheduling

Evaluation: Exam 2

Unit 8 Selecting, Developing, and Evaluating Staff

Objectives:

1. Relate concepts of role theory to performance.
2. Compare roles of the manager and the potential employee in the staff selection process.
3. Explain important components of the staff development process.
4. Analyze at least five potential strategies that may be utilized in the appraisal process.
5. Interpret key points for an appraisal interview.
6. Explain components of the coaching process used to develop followers.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 14 Selecting, Developing, and Evaluating Staff

Evaluation: Exam 3

Unit 9 Strategic Planning, Goal Setting, Marketing Leading Change

Objectives:

1. Compare and contrast the hierarchical process of mission, vision, values and philosophy as they relate to planning.
2. Apply the planning process to goals, objectives, policies and procedures.
3. Utilize strategies to overcome barriers to planning in an organization.
4. Apply the strategic planning process to a nursing problem.
5. Analyze mission, vision, values, philosophy, goals and objectives as they relate to management and leadership functions.
6. Explain the marketing process in health care and the rationale for such a process.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 15 Strategic Planning, Goal-Setting, and Marketing

Objectives:

1. Analyze the general characteristics of change in open-system organizations.
2. Relate the models of planned change to the process of low-level change.
3. Evaluate nonlinear theories for managing high-level change.
4. Evaluate the use of select functions, principles, and strategies for initiating and managing change.
5. Formulate desirable qualities of effective change agents.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 16 Leading Change

Evaluation: Exam 3

Unit 10
Teams, Communication, Partnerships
Collective Action
Professional Associations

Objectives:

1. Differentiate between a group and a team.
2. Identify four key concepts regarding teams.
3. Distinguish between effective and ineffective communication interactions.
4. Identify communication pitfalls in situations.
5. Analyze tools and issues that support teams.
6. Apply the guidelines for acknowledgment to a clinical situation.
7. Apply the guidelines for active listening to a clinical situation.
8. Synthesize concepts, principles, and practices from earlier classes on communication to relate to management/ leadership.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 17 Building Teams Through Communication and Partnerships

Objectives:

1. Inter-relate theory and research knowledge of advocacy and representation in the formulation, implementation, and evaluation of nursing leadership/management actions.
2. Analyze the concepts of advocacy and representation as they relate to professionalism, organizational culture, and health care delivery systems.
3. Identify key characteristics of collective action strategies including shared governance, workplace advocacy, and collective bargaining.
4. Distinguish between individual rights with collective bargaining contracts and the rights of work at-will employees.
5. Demonstrate knowledge of the socio-political forces generated in advocacy/representation situations and their impact on changes in health care delivery.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 18 Collective Action

Objectives:

1. Explain common structures and roles within organizations.
2. Consider benefits of organizations and the value of involvement.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 28 Leading Through Professional Associations

Evaluation: Exam 3

Unit 11 Quality and Risk Management Research and Practice

Objectives:

1. Define healthcare “quality”.
2. Understand the relationship between quality management and quality improvement.
3. Describe and apply the principles of quality management to clinical situations.
4. Explain the role of risk management.
5. Discuss national forces shaping healthcare quality.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 19 Managing Quality and Risk

Objectives:

1. Analyze the difference between research utilization and evidence-based practice.
2. Evaluate resources for the best available evidence.
3. Identify resources for critically appraising evidence.
4. Identify strategies for implementing evidence-based practices within the context of an organization.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 20 Translating Research into Practice

Evaluation: Exam 3

Unit 12 Consumer Relationships

Objectives:

1. Categorize health consumer relationships into relationship structures.
2. Compare and contrast social/political/economic changes that have influenced consumer relationships in healthcare.
3. Explore the importance of a service-oriented, caring philosophy to the quality of the nurse-patient relationship.
4. Analyze successful nurse-patient relationships with the responsibilities of nursing—service, advocacy, teaching, leadership.
5. Analyze the connection between healthcare needs and human/fiscal resources available in the practice setting.
6. Discuss the concept of responsibility and accountability for professional interactions to reflect interpersonal caring in patient relationships.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 21 Consumer Relationships

Evaluation: Exam 4

Unit 13 Conflict Management

Objectives:

1. Integrate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership/ management functions relative to conflict.
2. Use a model of the conflict process to assess the nature and source of conflict.
3. Determine which of the approaches to conflict is the most appropriate in situations.
4. Analyze how conflict impacts on professionalism, organizational culture, and the health care delivery system.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 22 Conflict: The Cutting Edge of Change

Evaluation: Exam 4

Unit 14 Delegation Managing Personal and Personnel Problems

Objectives:

1. Define delegation and the component parts of delegation.
2. Evaluate how tasks and relationships influence delegation to a specific individual.
3. Utilize principles of delegation while integrating the complexity into professional interactions.
4. Explain the legal, ethical and moral principles involved in the delegation component of leadership/ management.
5. Evaluate the role of the entry professional nurse with respect to delegation.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 23 Delegation: An Art of Professional Practice

Objectives:

1. Examine common personal/personnel problems.
2. Analyze the purpose and characteristics of positive discipline.
3. Distinguish effective strategies to guide and discipline employees with performance problems.
4. Explain specific guidelines for documenting performance problems.

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**
St. Louis: Mosby.
Chapter 24 Managing Personal/ Personnel Problems

Evaluation: Exam 4

Unit 15 The Future and Role Transition The Caring and Comforting Roles

Objectives:

1. Analyze strategies for successful BSN role transition.
2. Propose ways to integrate caring, accountability, reflective practice, and expertise into entry-level professional nurse roles.
3. Evaluate individual readiness for RN clinical roles in comparison to student clinician roles.

4. Identify leadership strengths nurses need for the future.
5. Project future health care trends and their impact for the practice of nursing.

Assignment:

Textbook—Yoder-Wise, P. S. (2007). **Leading and Managing in Nursing, 4th ed.**

St. Louis: Mosby.

Chapter 25 Role Transition

Chapter 29 Thriving for the Future

Benner, P. (2001). *From Novice to Expert : Excellence and Power in Clinical Nursing Practice*. Menlo Park, California: Addison-Wesley Publishing Company.

Chapters 4 and 14 Excellence and Power in Clinical Nursing Practice

Evaluation: Exam 4

Clinical Practicum

The clinical practicum is arranged in an agency with a clinical preceptor. Students learn to function in the role of an entry-level professional nurse, providing and coordinating, through others, competent nursing care for groups of patients. This experience is arranged according to each student's background and need, as determined by the individual student, the course faculty, and the clinical faculty.

CLINICAL: Completion of NURS. 4631 is based on satisfactory attainment of didactic and clinical criteria. Passing is based on successful completion of the following:

- Clinical rotation hours (112.5 hours)
- Assigned clinical experiences
- Resume and Philosophy
- Clinical Journals (4)
- Critical Chart Review
- Completion of 50 NCLEX questions per week

Any student who fails to meet the course objectives in either the classroom or clinical area must repeat the entire course and may not progress to the next level. Clinical is graded on a pass/fail basis. A score of 0 in any of the clinical behaviors at any time during the clinical experience may result in automatic failure in the clinical component of the course.

Medication Calculation Policy

1. Students are required to achieve a 90 or higher on the medication calculation exam prior to the first clinical day. Students are permitted two (2) attempts for success on the exam.
2. Students who are unsuccessful on the first attempt of the medication calculation exam must provide written evidence that remediation has taken place before being permitted second attempt.
3. If a student fails to achieve the required 90% or higher on the second attempt, the student will be required to withdraw from the course for the semester. A grade of W will be posted on the student's transcript, but will be regarded as a nursing course failure in the College of Nursing.
4. Medication calculation is a component of medication administration. Master of medication administration must be demonstrated in the clinical and classroom settings for successful completion of all clinical courses. In addition to the initial medication calculation exam (above), medication questions on unit exams and observation in the clinical setting will be used to assess and evaluate the clinical safety of students on an individual basis. Serious or repetitive medication and/or calculation errors may indicate unsafe clinical practice (See Unsafe Clinical Practice Below)

Unsafe Clinical Practice

1. Any act of omission or commission, which may result in harm to the patient, is considered unsafe clinical practice, and may result in removal from the clinical setting, disciplinary action according to the discretion of the course faculty, a negative clinical evaluation, a course failure, and/or dismissal from the program.
2. During the clinical practicum, unsafe clinical practice is defined as any one of the following: When the student:
 - a. Commits repetitive and/or a single, serious medication error.
 - b. Violates or threatens the physical, psychological, microbiological, chemical, or thermal safety of the patient.
 - c. Violates previously mastered principles/learning objectives in carrying out nursing care skills and/or delegated medical functions.
 - d. Assumes inappropriate independence in action or decisions.
 - e. Does not adhere to current CDC guidelines for infection control.
 - f. Fails to recognize own limitations, incompetence, and/or legal responsibilities.
 - g. Fails to accept moral and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the Code of Ethics for Nurses.
 - h. Arrives at clinical settings in an impaired condition as determined by the clinical instructor.
3. Failure to comply with any of the above requirements may result in an unexcused clinical and/or negative clinical evaluation.

Policy Revision and approval: Spring 2006

Description of Clinical Experiences and Expectations

The clinical objectives guide the experience and behaviors while students are working under the guidance of the clinical instructor and/or preceptor's position. With increasing knowledge and skill during the experience, the student becomes more independent, is able to synthesize theories and concepts related to critical thinking, change theory, conflict resolution, delegation, and changes that impact the health care delivery system. Students prepare personal learning objectives, which complement the clinical objectives for the course.

Clinical Objectives:

Upon successful completion of the course, the student will:

PROVIDER OF CARE:

- Assess multiple patients for health status and health needs.
- Identify actual and potential problems for multiple patients based on assessment data.
- Formulate individualized plans of care with appropriate interventions and patient outcomes for multiple patients.
- Implement nursing actions that are based on current theory and research.
- Evaluate the effectiveness of nursing interventions in meeting the expected outcomes.

COORDINATOR OF CARE:

- Function in the role of an entry level professional nurse, providing and coordinating through others, competent nursing care for groups of patients.
- Interrelate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership/management actions.
- Analyze the relationship between health care needs and human/fiscal resources available in the practice setting.
- Demonstrate knowledge of the social/political forces that impact changes in healthcare delivery.
- Analyze the concept of professionalism, the organizational culture, and the health care delivery system as they relate to interdisciplinary practice.
- Apply the critical thinking process to integrate change theory with leadership/management strategies in structured and unstructured settings.

MEMBER OF THE PROFESSION:

- Demonstrate responsibility and accountability for own actions.
- Abide by the laws and standards designated by the University of Texas at Tyler College of Nursing, Texas State Board of Nurse Examiners, and the ANA Code of Ethics.
- Project a professional image by adhering to the dress code and meeting the attendance requirements.

COMMUNICATION:

- Document in a comprehensive, organized, and clearly stated manner.
- Establish effective working relationships with clinical faculty, facility personnel, peers, patients, and patient's families.
- Display responsibility and accountability for professional interactions to reflect interpersonal caring.

SAFETY:

- Provide safe care by accurately administering medication in real and simulated situations.
- Ensures accurate transcription of all medical orders.
- Accurately identify safety risks and appropriately intervene to provide a safe environment for patients, families, and health care providers.

MASTERY SKILLS:**Patient Care/ Nursing Synthesis**

- Direct Patient Care: Assessments, Medications, Procedures
- Discern Acuties/ Levels of Care/ Priorities
- Clinical Knowledge Synthesis/ Rationale
- Chart Reviews: Critical Issues
- Chart Audits: Agency Procedures, Quality Management
- Patient and Family Advocacy (Teaching, Referrals, Follow-up)
- Document Admissions and Discharge Procedures
- Patient Interviewing/ Communication
- Collaborative Care Communication
- Integration of Theory and Evidence Based Practice

Team Leadership/Charge Responsibilities

- Give and Receive Staff Report
- Make Team Assignments and Delegate
- Supervise Team
- Collaboration: Nurses/ Health Team
- Staff Teaching on Relevant Topic

Management and Leadership

- Evaluate Agency Organization Chart
- Assess Patient Load and Staffing
- Analyze Unit Budget
- Survey Quality Assurance/ Risk Management
- Examine Delegation Policies
- Review Staff Evaluation Procedures & Tools
- Compare Management/ Leadership Styles

Attendance

Attendance during lecture, lab, and clinical experiences is a professional expectation and will be monitored by course faculty. Refer to the university catalog for the policy regarding student attendance and possible student consequences. Students are responsible for all course assignments and content covered in class and clinical conference, including announcements.

Clinical Attendance-

- Attendance in clinical is **MANDATORY**. If an absence is necessary, the student must notify the clinical faculty and the clinical preceptor at least one hour prior to the scheduled clinical time. If you are going to be late, you must also notify the clinical facility and clinical preceptor. Failure to do so will be considered a breach of accountability and will result in an unsatisfactory clinical evaluation for that day. Prior approval must also be secured from clinical faculty to leave the clinical site early.
- 112.5 clinical hours are required in this course. You may get permission to use eight hours for an appropriate continuing education opportunity.
- A student missing clinical will present for approval a written plan as to how he/she will make up the clinical time. Make up time for missed clinical time will be arranged at the discretion of the clinical faculty.
- Any student who cannot/does not make up clinical time as determined by the clinical faculty, will be assigned an unsatisfactory for that clinical day.
- Any student with more than one unsatisfactory clinical time will fail the clinical component and repeat the entire course
- Students working the shift prior to the assigned clinical experience are at high risk for unsafe clinical practice

Immunizations/CPR/Professional Insurance

Students are responsible for providing proof of professional liability insurance coverage, CPR certification, and immunizations prior to clinical experiences. Students will not be allowed to start their clinical rotation until all requirements are met. The University of Texas at Tyler, hospitals and other health facilities do **NOT** cover any medical expenses as a result of accident or injury; thus, each student is responsible for any medical or hospitalization charges that occur.

Student Clinical Evaluations:

Clinical student evaluations will be placed in the student's file at the end of the semester for each clinical course.

Clinical Conferences:

Clinical conferences will be arranged after clinical experiences, and will interrelate both theory and research knowledge. Each student will be required to link all clinical experiences to course material and to locate and discuss findings pertinent to the clinical learning experience. Attendance is required at each designated meeting. Failure to meet and actively participate during a scheduled clinical conference will constitute an unsatisfactory clinical.

Clinical Journals: Comprehensive and Reflective Practice

The purpose of a clinical journal in this course is to provide a record of professional development. This journal is intended to reflect attitudes and insights about one's daily experiences in the clinical environment, and should be reflective of your critical thinking about those experiences. Clinical journals will focus on leadership issues, on synthesis of nursing care information and reflective practice to demonstrate clinical excellence. Completed journals must be computer generated and should include specific weekly goals.

Validation of Student Clinical Performance:

EACH day's clinical experience times will be verified by the clinical preceptor on the Validation Log. Evaluation conferences may be scheduled as deemed necessary by the student, preceptor, or faculty.

Completed Written Work:

When submitting written work to faculty, be sure your name is on the work. Assignments are to be submitted electronically via digital drop box with the instructor's name. All papers are the property of the University.

Guidelines for Clinical Practice:

- Clinical orientation will be completed prior to the first scheduled clinical experience.
- All students meet with their clinical instructor the first week of the clinical rotation to determine clinical experience objectives and learning experiences.
- All students must submit a list of 3-4 personal goals to achieve during the semester specific to nursing leadership and management, pertinent to personal career advancement after graduation. Submit these goals to the clinical instructor by the first day of clinical.
- Clinical preceptors are chosen by clinical faculty, depending on the clinical area requested. Preceptors will meet criteria set by the Texas State Board of Nurse Examiners and the College of Nursing. Students will not establish a preceptorship with their own supervisor. Clinical may not be on the same unit where a student is employed.

- **Students will not complete any clinical activities until the formal preceptor agreement is signed. Any time completed but not scheduled with the clinical faculty will not count in the individual's total clinical hours.**

Student Accountability:

Students may NOT:

- Take verbal or telephone orders from physicians, midwives or physician assistants
- Transcribe or note physician, midwife orders or those from a physician assistant
- Witness operative or procedural permits
- Perform any skill that violates the Nurse Practice Act, even if under a physician's supervision (i.e. intubation of a patient)
- Initiate or adjust IV Pitocin drips during the labor process
- Initiate IV therapy in the nursery
- Take possession of the narcotic keys
- Initiate infusion of blood products
- Use cell phones except in designated areas at break or meal times.

Students MUST be supervised by the preceptor/instructor when:

- Performing any IV related procedures (Including IV initiation, hanging solutions or changing tubing, flushes, IVPB, IVP)
- Signing out controlled substances
- Performing an unfamiliar skill
- Administering medications/blood transfusions

If present during a code, a student may:

- Perform CPR except on a newborn
- Document code procedures
- NOT administer drugs or perform skills other than basic CPR

CLINICAL ROTATION SCHEDULE – Spring, 2008

FIRST CLINICAL ROTATION SCHEDULE: – January 23 - February 29

Clinical Orientation - January 15 or 16th

Week 1 January 23, 24, 25

Week 2 January 30, 31, February 1

Week 3 February 6, 7, 8

Week 4 February 13, 14, 15

Week 5 February 20, 21, 22

Week 6 February 27, 28, 29

Clinical Evaluations TBA

SECOND CLINICAL ROTATION SCHEDULE:

Clinical Orientation – March 4 or 5th

ERI: RN Assess Test March 6

Spring Break March 10-14

Week 1 March 19, 20, 21

Week 2 March 26, 27, 28

Week 3 April 2, 3, 4

Week 4 April 9, 10, 11

Week 5 April 16, 17, 18

Week 6 April 23, 24, 25

Clinical Evaluations TBA

Graduate Appreciation Luncheons –

Trinity Mother Frances Hospitals and Clinics–
February 6 from 12:00 PM – 1:30 PM in BRB 1025

University of Texas Healthcare Center –
March 25 from 12:00 PM – 1:30 PM in BRB 1025

East Texas Medical Center –
April 8 from 12:30 PM – 2 PM at ETMC Pavilion

Good Shepherd Hospital – To be announced

Luncheon meetings for LUC and PAL may also be provided on site by specific facilities.

AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to record the following class, **NURS 4631**. I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Print Name

Date

Signature of Student

NURS 4631

I have erased all recordings made during this current semester in NURS 4631

Signature of Student

Date

Student Affirmation Form

_____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

_____ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

_____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

_____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned working.

_____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing.

_____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

_____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

_____ I will not allow any other student access to any of my paperwork for the purpose of copyright.

Student Signature

Date

Student's Printed Name

NURS 4631
Course