

### Basic Course Information

Semester:	<b>Spring 2018</b>	Instructor Name:	Daniel G. Ortiz, Jr.
Course Title & #:	VN 116   Pt Care MGT & Crit <b>THNK</b>	Email:	daniel.ortiz@imperial.edu
CRN #:	<b>22154</b>	Webpage (optional):	www.imperial.edu
Classroom:	<b>2135</b>	Office #:	2126
Class Dates:	<b>Feb. 14/Jun. 8, 2018</b>	Office Hours:	<b>By appointment only</b>
Class Days:	<b>Thursday</b>	Office Phone #:	760-355-6493
Class Times:	1300-1535	Emergency Contact:	Nursing Office Secretary
Units:	2.5		<b>760-355-6348</b>

**Last Date to Add:** 24 FEB 2018

**Deadline to drop WITH "W":** 12 MAY 2018

### Course Description

An overview of the leadership and management process as it relates to management of patient care is presented. Clinical application is integrated into VN courses. Critical thinking is introduced for evidence-based client care through situational assessments, patient safety, identification of problematic areas, recognition of available solutions, and “Best Practices” for decision-making.

### Course Prerequisite(s) and/or Corequisite(s)

**Corequisite courses for first semester VN:**

VN 110 – Introduction to Patient Care I

VN 112 – Introduction to Patient Care II

VN 114 – Pharmacology I

### Student Learning Outcomes

1. Demonstrate critical thinking and judgment in clinical decision making related to interactions with patients
2. Identify leadership techniques useful to LVN practice and improvement of care
3. Identify legal and safety issues related to the LVN Practice.

## Course Objectives

The purpose of this course is to develop a rudimentary “tool box” of leadership skills and critical thinking abilities for the first semester VN student that will be applied to all subsequent clinical applications.

Upon completion of this unit, the student will:

- Relate Maslow’s hierarchy of needs to motivating personnel
- Discuss components of the communication process
- Relate the communication process to managing personnel
- Contrast the role of a variety of nursing personnel
- Discuss issues involved in staffing patterns
- Describe methods of conflict resolution
- Discuss common organizational structures found in the health care industry
- Analyze the influence of the organizational structure on patient care management
- Discuss economic issues related to the health care industry
- Identify how the nurse influences safety for patients throughout the health care system
- Understand the utilization of the nursing process in caring for patients

## Textbooks & Other Resources or Links

- A. Kurzen, C. R. (2012) Contemporary Practical/Vocational Nursing (8th ed.). Philadelphia: Lippincott, ISBN 9781496307644
- B. Koziar, B., & Berman, A. (2016). Koziar & Erb's fundamentals of nursing: Concepts, process, and practice (10th ed.). Boston: Pearson. ISBN 978-0-13-397436-2
- C. E-mail or Gmail account, Blackboard/Canvas access
- D. Access to internet and other computerized technology mediums

## Course Requirements and Instructional Methods

### Classroom work:

The student is expected to bring required materials to class. This includes the required study guides to be worked on during class time.

Tests:

There will be exams covering the topics reviewed in class. They will consist of in class exams and/or exams taken on Dosagecalc.com. **Note, All on-line content is time stamped and as such, must be submitted accordingly.**

**THERE ARE NO MAKE-UP EXAMS REGARDLESS OF EXCUSE.**

### Out of Class Assignments:

**NO LATE WORK WILL BE ACCEPTED.**

The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

### Course Grading Based on Course Objectives

Grading will include home assignments, class participation, group projects, no more than 6 quizzes, Mid-Term exam, and Final exam. A total grade of 78% and passing the final at 78% or above are required to pass this course.

Students must maintain a “C” average grade as determined by the scale below:

A = 93-100%

B = 85-92%

C = 78-84%

D = 68-77%

F = Below 68% Grades will not be “rounded”

**To advance to the next semester, a total grade of 78% or above AND passing the final at 78% or above is required in this course and the co-requisite courses.**

The student is responsible for dropping (W) the class before the deadline as outlined on registration forms.

Failure to pass this class will affect the ability to progress to the next semester. Students failing must make an appointment to speak with the Director of Nursing Education.

**\* The student is responsible for making an appointment with their instructor any time their grade average drops below 82%.**

### Attendance

It is the responsibility of each student to attend all class time and to contact the faculty person before the start of class of any need to be excused from class. The class will start as indicated above; any student who is tardy 15 minutes or more will be counted as absent, will not be allowed to take any scheduled or unannounced quizzes, test, or major exams. Absences are limited to the number of hours class meets in one week (One for a 1.50 unit course). A student who reaches the maximum allowable hours of absenteeism may be dropped by the instructor. This class has 17 Instruction days. If you are absent more than 1 day, you need to drop the class. If you no longer plan to attend class it is your responsibility, not the Instructor's, to drop you from the class. Students are strongly encouraged to meet all class sessions as homework and assignments will be provided at the end of lecture.

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

I expect each student in this class to respectfully participate. While I enjoy teaching and I hope you have fun in this class, please act professionally and keep other students feelings in mind and refrain from rude, inappropriate behavior and language in class.

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].

### Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

## Anticipated Class Schedule/Calendar \*\*\*Subject to change\*\*\*

Date	Description, Topic(s)	Assignment(s) Pages/ Due Dates/Tests
Week 1	<b>Unit 1:</b> Course introduction and Syllabus overview. Canvas, Learning Methods, Maslow Nursing Roles	Kurzen: Ch 1,2,4 p.10: Learning Style p. 276-280: Time Management Powerpoints at: thepoint.lww.com for assigned chapters  <b>1<sup>st</sup> Journal:</b> Due on Canvas Week 3 at 1300. - Personal goals for semester, time organization chart (See p.8, Table 1-1) and how it worked for 1 week, changes to time organization chart.
Week 2	<b>Unit 2:</b> Communication	Kurzen: Ch 3 thepoint.lww.com: Journal Article Notes; 7 tips to improve your professional etiquette p. 61: Communication Styles Assessment  <b>2<sup>nd</sup> Journal:</b> Answer Canvas by Week 5 at 1300. - Review your answers to the communication assessment on p. 61 and complete the following - 1. My best listening skills are _____ - 2. I have difficulty listening when _____ - 3. I can improve my listening skills by _____
Week 3	1 <sup>st</sup> Journal Due by 1300 on Canvas <b>Unit 3:</b> Critical Thinking	Kurzen: pp. 16-19 Kozier: Ch 10 thepoint.lww.com: Journal Article: Ch 1: Critical Thinking Skills: Learned or Nurtured Powerpoints on BB/Canvas for assigned chapters
Week 4	Quiz 1: Units 1&2 <b>Unit 3</b> Critical Thinking	Quiz 1: All assignments up to week 4 Kurzen: pp. 16-19 Kozier: Ch 10
Week 5	2 <sup>nd</sup> Journal Due by 1300 on Canvas	Kurzen Ch 7 Answer p. 159-#5, #7

Date	Description, Topic(s)	Assignment(s) Pages/ Due Dates/Tests
	<b>Unit 4:</b> Health Care System Financing	thepoint.lww.com: Powerpoints for assigned chapters
Week 6	<b>Unit 5:</b> Health Care Team, Organizational Structures - Assignment of Group Presentations due 10-5	Kurzen: Ch 8 thepoint.lww.com: Journal Article: Ch 8 Career Scope. Tips for improving manager hand-off communication. thepoint.lww.com: Powerpoints for assigned chapters
Week 7	<b>MID-TERM</b> Group Presentations in class	Presentations on Assigned Topics
Week 8	SPRING BREAK, Campus Closed April 2-6	
Week 9	Quiz 2: Units 3-5 <b>Unit 6:</b> Providing Patient Care/Ethics	Quiz 2: All readings in Units 3-5 Kurzen: Ch 9-10 thepoint.lww.com: Powerpoints for assigned chapters thepoint.lww.com: Journal Article: Ch 9 Family Member's Response
Week 10	<b>Unit 7:</b> Delegation and Supervision	Kurzen: Ch 13 Answer p. 290, #1 thepoint.lww.com: Powerpoints for assigned chapters <b>3<sup>rd</sup> Journal</b> due Week 11: Where are you in meeting goals you set for yourself at the start of the semester? How do you see yourself as the LVN in clinical? What do you need to do to get there? thepoint.lww.com: Journal Article: Ch 13 Meeting the management challenge
Week 11	3 <sup>rd</sup> Journal Due by 1300 on Canvas <b>Unit 8:</b> Leadership and Management Roles, Conflict Management, Staffing	Kurzen: Ch 12-13 thepoint.lww.com: Powerpoints for assigned chapters
Week 12	Quiz #3: Units 6-8, Ch 9,10,12, & 13 <b>Unit 9:</b> Legal Issues, Regulatory Agencies	Quiz 3: All assignments from units 6-8 Kurzen: Ch 11 Answer p. 255, #1 thepoint.lww.com: Powerpoints for assigned chapters thepoint.lww.com: Journal Article: Ch11 Fostering Therapeutic Nurse Patient Relationships
Week 13	<b>Unit 10:</b> Injury Prevention in Nursing. Client & Staff - Assignment of Group Presentations due Weeks 15/16	Kozier: Ch on Safety thepoint.lww.com: Powerpoints for assigned chapters <a href="http://www.jcaho.com">www.jcaho.com</a> : Nat'l Pt Safety Goals <a href="http://www.qsen.org">www.qsen.org</a> : Goals <a href="http://www.napnes.org">www.napnes.org</a>
Week 14	Quiz #4: Units 9 &10, Ch 11, Journal and website	Quiz 4: All assignments from units 9 & 10, Ch 11 Kurzen: Ch 14-16



Date	Description, Topic(s)	Assignment(s) Pages/ Due Dates/Tests
	info <b>Unit 11:</b> Current Issues Affecting Nursing <b>Unit 12:</b> Career Planning	Answer p. 369, #6, #10 thepoint.lww.com: Powerpoints for assigned chapters thepoint.lww.com: Journal Article: Ch14 How New Grads can Gain a Competitive Edge 4 <sup>th</sup> Journal: Answer on Canvas by Week 16: Personal assessment of how you have changed (or not) over the semester and how you will handle clinical assignments in the future due to experiences this semester
Week 15	Group Presentations on Assigned Topics	Topics as assigned in week 13
Week 16	4 <sup>th</sup> Journal due by 1300 on Canvas Group Presentations Continued	Topics as assigned in week 13
Week 17 December 7	<b>FINAL</b>	Comprehensive Final NLC Computer Lab

**\*\*\*Tentative, subject to change without prior notice\*\*\***



Registered Nurse | Licensed Vocational Nurse Program

SBAR REPORT SAMPLE

S	<p><b>Situation</b> &lt;What is the reason for this report&gt;                  Identify yourself and where you are calling from                  I am calling about &lt;patient's name and location&gt;                  The patient's code status is &lt;code status&gt;                  The problem I am calling about is _____                  "I fear the patient is about to code"                  I have just assessed the patient personally:                  Vital signs are: BP ___ / ___, Pulse ____, Respirations ____, Temp ___                  I am concerned about the:                  Hypertension/Hypotension, Heart Rate, Respirations, Temp</p>
B	<p><b>Background</b> &lt;What are pertinent patient findings&gt;                  The patient's mental status is:                  Alert and Oriented to person place and time                  Confused and cooperative or non-cooperative                  Agitated or combative                  Lethargic but conversant and able to swallow,                  Stuporous and not talking clearly and possibly not able to swallow                  The Skin is: Warm &amp; Dry, Pale, Mottled, Diaphoretic, Cool/Clammy                  The patient is not or is on oxygen.                  The patient has been on _____ (L/Min), (%) oxygen for _____ min or hr</p>
A	<p><b>Assessment</b> &lt;What are YOUR findings&gt;                  This is what I think the problem is: &lt;Say what you think is the problem&gt;                  The problem seems to be: Cardiac, infection, neurologic, respiratory                  I am not sure what the problem is but the patient is deteriorating.                  The patient seems to be unstable and may get worse, we need to do something.                  The patient has been stable during my shift</p>
R	<p><b>Recommendation</b> &lt;What needs to happen with the patient next&gt;                  I suggest or request that you &lt;say what you would like to see done or did not complete during your shift that needs to be completed&gt;                  Transfer the patient to critical care                  Talk to the patient or family about code status                  Ask the on-call family practice resident to see the patient now                  Are any tests needed?                  Do you need any tests like: CXR, ABG, EKG, CBC, BMP                  If a change in treatment is ordered, then ask:                  How often do you want vital signs?                  How long do you expect this problem to last?                  If the patient does not get better, when would you want us to call again?</p>