

Basic Course Information

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| Semester | Fall 2018 | Instructor's Name | Rick Fitzsimmons & Pedro Colio |
| Course Title & # | Nurs 227 MS III & Clinical Preceptorship | Instructor's Email | rick.fitzsimmons@imperial.edu pedro.colio@imperial.edu |
| CRN # | 10993 | Webpage (optional) | Canvas |
| Room | 2150 | Office | 2129/2134 |
| Class Dates | 2-12 to 6-4-2018 | Office Hours | Located on instructor's Office Door |
| Class Days | Monday & Tuesday | Office Phone # | 760-355-6421/760-355-6422 |
| Class Times | Monday 1430 to 1535 Tuesday 1440 to 1705 | Who students should contact if emergency or other absence | Instructor first, if not assessable, contact the Dept Secretary |
| Units | 8 units | | |

Course Description

CurricUNET course outline of record: <http://www.curricunet.com/Imperial/>

This course facilitates the transition of the student to the role of a professional nurse. This course focuses on advanced concepts of nursing care as they relate to patients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, delegating and tenets of legal and ethical practice, are integrated throughout the course. Clinical experiences and advanced clinical preceptorships provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings.

Student Learning Outcomes

CurricUNET <http://www.curricunet.com/Imperial/>

1. Understand nursing theory to plan, implement and evaluate nursing care for adult, geriatric and pediatric patients with acute, complex, or multi-system adaptive disorders of the neurological, cardiac, respiratory, and/or endocrine systems. Demonstrate integration of knowledge in all areas of nursing by passing the ATI Comprehensive/Predictor exam with an individual score of 70% or above. (ILO2,3,5)
2. Apply the nursing process to integrate nursing that is patient centered, caring, culturally sensitive and based on the physiological and psychosocial and spiritual needs of patients. Demonstrate integration of knowledge in medical surgical nursing by passing the ATI Med/Surg with a level 2 or above(Raw score <78%). (ILO2,3,5)
3. Differentiate the principles of nursing care in the multi-system compromised patient's in the home and acute care institutions by passing the final with a minimum of 75%. (ILO 1,2,3,5)

Course Objectives

CurricUNET <http://www.curricunet.com/Imperial/>

1. Perform a comprehensive health assessment on patients across the lifespan and focus on deviations that contribute to multisystem alterations in health.
2. Develop an individualized, evidence based plan of care that demonstrates an appreciation of a patient's cultural, spiritual, and developmental variations and addresses the interaction of multisystem alterations in health.
3. Collaborate with members of the interdisciplinary health care team while acting as an advocate in the provision of quality care to promote safety for patients across the lifespan with multisystem alterations in health.
4. Demonstrate clinical judgment and evaluate outcomes when providing care to patients across the lifespan experiencing multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, and nutrition, as well as concepts from previous nursing courses and established evidence based practice, to the care of patients with multisystem alterations.
6. Use verbal and nonverbal communication that promotes therapeutic relationships with patients, families, and selected groups, as well as professional relationships with members of the interdisciplinary health care team.

7. Use information technology to access evidence based literature and patient care information, communicate with other members of the health care team, and accurately document patient care in a secure and timely manner.
8. Acknowledge the value of evidence based practice by integrating evidence based knowledge into practice when providing care to patients across the lifespan with multisystem alterations in health.
9. Develop and provide health and safety related education to patients across the lifespan while recognizing the nurse's role as educator and change agent.
10. Use organizational, priority setting, and decision making skills when providing, assigning, and supervising the care of patients with multisystem alterations in health.
11. Participate in the development, implementation, and evaluation of quality improvement plans related to patient safety, the delivery of quality care, and institutional concerns.
12. Adhere to ethical, legal, and professional standards and maintain accountability and responsibility while managing the care of patients with complex, multisystem alterations in health.
13. Formulate and defend opinions using evidence from the literature about selected contemporary issues and their effect on the profession of nursing and the health care delivery system.
14. Examine an institution's organizational structure and governance system and its potential impact on the role of the nurse and provision of health care.
15. Analyze selected leadership styles and theories and their effect on the management of employees.
16. Integrate principles of group process and teamwork into the operation of the interdisciplinary health care team.
17. Apply leadership skills and empowerment strategies when managing the care of clients.
18. Perform nursing care and delegate tasks within the legal parameters of that entity's scope and practice, ensuring culturally sensitive, safe, quality care to clients.
19. Act as an advocate for individuals, families, and selected groups, regarding health care decisions and health-related education, through the use of appropriate communication skills
20. Use information technology as a tool to access current knowledge that supports enhanced clinical decision-making.
21. Manage the care of clients, families and groups while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided.
22. Facilitate activities related to the development, implementation, and evaluation of quality improvement plans to improve health care services.
23. Assist in developing mass casualty plans and their implementation in the event of an emergency
24. Formulate and defend opinions using evidence from the literature about selected contemporary issues and their effect on the profession of nursing and the health care delivery system.
25. Examine an institution's organizational structure and governance system and its potential impact on the role of the nurse and provision of health care.
26. Analyze selected leadership styles and theories and their effect on the management of employees.
27. Integrate principles of group process and teamwork into the operation of the interdisciplinary health care team.
28. Apply leadership skills and empowerment strategies when managing the care of clients.

Textbooks & Other Resources or Links

Books for NS 227

| Author | ISBN | Title | Edition | Year | Publisher |
|---------------------|-------------------|--|---------|------|----------------|
| Hinkle & Cheevah | 9781469852744 | Bruner & Suddarth's Textbook of Medical-Surgical Nursing | 13th | 2017 | Wolters Kluwer |
| Burchum & Rosenthal | 978-0-323-32190-7 | Lehne's Pharmacology for Nursing Care | 9th | 2016 | Elsevier |

Course Requirements and Instructional Methods

Hours

NS 227 is an 8 unit theory and clinical course. Lectures are held 3.9 hours per week and clinical hours are 15.2 per week.

Clinical hours may be adjusted to meet the required assignment locations; this may include a clinical rotation at a different time than posted or on a different day. Students are responsible for transportation to clinical sites and attendance at all scheduled clinical rotations.

Assignments:

Reading, CD/video, Internet, and writing assignments are required. Students will be expected to read, understand, and critique information from college level textbooks, nursing journals, or equivalent. The reading list will include texts used in prior nursing courses and those required of this course (see text book list). Additional reading assignments will be required to supplement textbook material. Writing assignments will reflect the objectives listed and may include, but not be limited to, short essays, posters, and/or professional papers. Outside assignments including but not limited to nursing lectures, independent exercises, and learning center activities may be assigned and are required.

Clinical pre-assignments will include preparing for clinical by practicing skills, obtaining patient data, reviewing medication information, and completing pre-assignments as designated for each clinical area. Clinical hours will be spent demonstrating proficiency, providing professional nursing care to assigned patients, observations in various clinical departments, and participating in simulation. Written post-assignments will relate to the clinical experience and may include but not be limited to care plans, case studies, professional papers/posters, and journal entries. Clinical sites may include hospitals, clinics, simulation lab, schools, home health agencies, public health agencies and social service agencies.

It is each student's responsibility to complete all facility requirements, i.e., BLS training, immunizations, background checks, drug screening, specific hospital orientation, etc., prior to clinical rotations (please see the student handbook for more information). A student will not be allowed to attend any clinical hours until this is done. If over the maximum hours of absenteeism because of this, the student will be dropped from the class.

Simulations are a safe learning environment where all students will have the opportunity to interact within a structured scenario. Simulations will be utilized during this class and simulation materials will be handed out during the semester. All advance assignments must be completed before the start of class. Failure to complete the pre-assignment will prevent the student from attending the class for the day and results in a clinical absence.

Plagiarism and cheating policies noted in the student handbook and IVC policies will be strictly enforced. Students are expected to develop original work for this course. It is recommended that students visit the college library to become acquainted with research tools available.

Methods of Instruction

The methods of instruction will be determined by each instructor and may include, but not be limited to the following: small group discussions, student presentations, demonstration, simulations, classroom lecture, CD or online assisted instruction, audiovisuals, textbooks, handouts, and required reading and writing assignments.

During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.

Course Grading Based on Course Objectives

Methods of Evaluation:

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

- A = 92-100%
- B = 83-91%
- C = 78-82%
- D = 68-77%
- F = Below 68%

Grades will not be "rounded". To advance, a "C" or better is required in this course and the co-requisite courses.

All of the following must be attained to successfully pass this course:

- A. **Final Theory Exam score must be passed at a 70%.**
- B. **Clinical grade must total 78% or greater.**
- C. **Theory (exams and final) grade must total equivalent of 78% or greater.**
- D. Pharmacology math quiz must be passed as described below.
- E. Attendance requirements as noted below must be met.
- F. Less than 3 unsatisfactory performances in clinical work must occur.
- G. Final clinical evaluation must show all categories as “Adequate” or “Satisfactory”.
- H. Pop quizzes score may be used as extra credit towards your Final Theory Exam at the instructor’s discretion.
(1 extra point for every 5-10 correct quiz questions).

Testing will include no more than 6 examinations in addition to written, demonstration, and oral assignments, and a final examination. Pop quizzes may be included. **EXCEPT FOR UNDER EXTREME CIRCUMSTANCES, THERE WILL BE NO MAKE-UPS FOR TESTS OR QUIZZES MISSED DUE TO ABSENCE.**

Clinical evaluation will be done on an ongoing basis with a student required to meet “adequate” or “satisfactory” in all areas to pass the course. Evaluation is based on written assignments, adherence to nursing standards of care, QSEN competencies, and professional performance. An unsatisfactory in clinical may be given based on the same standards of care and professional performance and will require remediation in the learning center. Three unsatisfactory grades given in clinical or failure to meet the clinical objectives will result in failure of this class regardless of the overall grade.

As a measure of clinical safety, a dosage calculation exam will be given on the first day of class. The student must obtain a score equivalency of 92% or better to pass the test and continue in the class. The score will not be included in the grade point average for this class; it is a pass/fail assignment. If the student is unsuccessful on the third attempt taking the math exam, the student will not be allowed to progress to the next semester. The student will receive a grade of “F” in the current nursing course if the third attempt occurs after the last day to drop with a “W”. The first exam will be given during clinical hours. Any follow-up exams will take place outside of regularly scheduled clinical hours.

Schedule may change at the discretion of the instructors, taking into account the progress of students with the materials. Any change will be announced in class or via email through Blackboard. Students are held responsible for all materials covered in the syllabus and for any changes that are announced in class or by email.

ATI testing on Med/Surg or leadership and Comprehensive/Predictor will be part of the theory grade section of the NS 227 course.

Students are responsible for reviewing all material in the ATI books prior to the assigned test date.

To evaluate a student’s ability to provide for patient safety and to demonstrate clinical competence, students must be present in clinical. Absenteeism and/or tardiness beyond the maximum allowed will result in being dropped from NS227. This will result in a “W” grade if before the drop date and “F” if after that date.

It is recommended that if a grade falls below 78% that the student will arrange to meet with the faculty member. Faculty can be reached in person, by email, or during office hours to discuss grades or other classroom or clinical matters.

The student is responsible for withdrawing (W) from the class before the deadline as outlined on your registration forms. Failure to pass this class will affect your ability to progress to the next semester. Students failing or withdrawing must complete a Petition to Re-Enter.

Attendance

Attendance:

It is the responsibility of each student to attend all classroom and clinical hours and to contact the faculty person before the start of class if any need to be excused from class. If a student does not contact the faculty member and is absent, a clinical unsatisfactory for unprofessional behavior will be given. Students are expected to attend all classes. **Absences are limited to 19 hours throughout the semester (equivalent to number of hours class meets in one week).** A student who reaches the maximum allowable hours of absenteeism or tardiness may be dropped by the instructor.

Acceptance of absenteeism excuses is at the discretion of the faculty member and may result in failure of the class. A student who reaches the maximum allowable number of hours absent and is not allowed to continue may file a petition to re-enter the nursing program. The teaching team will meet with the student to discuss remediation and the possibility of reentry.

Classroom Etiquette

During all classroom and clinical instruction time, every person will be respected within the group and it is expected that all interactions between students, faculty, and other staff will take place professionally and courteously. It is expected that students will come prepared for class by completing reading assignments and skills practice on their own time.

- **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 lid/caps are the only exception additional restrictions will apply in labs. Please comply as directed.
- **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.

Academic Honesty

- **Plagiarism** is to take and present 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 correctly "cite a source" 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 material, or assisting others in using material, which are prohibited or inappropriate in the context of the academic assignment in question.
- Anyone caught cheating or 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 School 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) use of a commercial term paper service

Additional Help – Discretionary Section and Language

- Material and testing will be done on Blackboard and you should learn the Blackboard System. Go into Blackboard and use the help for any assistance.
- Learning Center: There is the Nursing Learning center on campus to assist you through the use of computer, tutors or a combination. You will need to take the initiative to set up time with the tutors.
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Disabilities

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisin/arts-and-letters/library-department/info-lit-tutorials/>

Student Counseling and Health Services

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Imperial Valley College Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog

available online at

http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisin/arts-and-letters/library-department/info-lit-tutorials/>

Course Objectives

Content Units:

Hemodynamic Monitoring

Unit Objectives:

1. Recognize alterations in atrial, pulmonary arterial, and pulmonary wedge pressures.
2. Apply knowledge of pathophysiology when measuring cardiac output, oxygen saturation levels, and wedge pressures.
3. Analyze data obtained via systemic intra-arterial monitoring.
4. Identify priority actions for clients with an alteration in cardiac output.

Alteration in Oxygenation

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in oxygenation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in oxygenation.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in oxygenation.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in oxygenation.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in oxygenation.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support oxygenation.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in oxygenation.
8. Provide health and safety related education to clients across the lifespan who have alterations in oxygenation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in oxygenation

Alterations in Cardiac Output and Tissue Perfusion

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in cardiac output and tissue perfusion
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in cardiac output and tissue perfusion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cardiac output and tissue perfusion.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in cardiac output and tissue perfusion.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in cardiac output and tissue perfusion.

9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in cardiac output and tissue perfusion.

Alterations in Regulation and Metabolism

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in regulation and metabolism.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in regulation and metabolism.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in regulation and metabolism.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in regulation and metabolism.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in regulation and metabolism.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support regulation and metabolism.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in regulation and metabolism.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in regulation and metabolism.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in regulation and metabolism.

Alterations in Cognition and Sensation

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in cognition and sensation.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in cognition and sensation.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in cognition and sensation.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in cognition and sensation.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in cognition and sensation.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support cognition and sensation.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in cognition and sensation.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in cognition and sensation.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in cognition and sensation.

Alterations in Immunity

Unit Objectives

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in immunity.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in immunity.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in immunity.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in immunity.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in immunity.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support immunity.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in immunity.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in immunity.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in immunity.

Alteration in Integument

Unit Objectives

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in integument.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in integument.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in integument.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in integument.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in integument.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support integument.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in integument.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in integument.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in integument.

Alterations in Mobility

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in mobility.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in mobility.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in mobility.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in mobility.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in mobility.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support mobility.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in mobility.
8. Provide health- and safety-related education to clients across the lifespan who have alteration in mobility.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in mobility.

Alterations in Reproduction

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in reproduction.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in reproduction.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in reproduction.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in reproduction.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in reproduction.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support reproduction.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in reproduction.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in reproduction.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in reproduction.

Alterations in Ingestion, Digestion, Absorption and Elimination

Unit Objectives

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.

2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in ingestion, digestion, absorption, and elimination.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support ingestion, digestion, absorption, and elimination.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in ingestion, digestion, absorption, and elimination.

Alterations in Excretion

Unit Objectives:

1. Perform a comprehensive assessment with a focus on collecting data on clients across the lifespan who have complex alterations in excretion.
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for clients across the lifespan who have complex alterations in excretion.
3. Ascertain priority actions for clients across the lifespan who have complex alterations in excretion.
4. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to clients across the lifespan who have complex alterations in excretion.
5. Interpret diagnostic tests and perform related nursing interventions when providing care to clients across the lifespan who have complex alterations in excretion.
6. Demonstrate correct use and establish proper functioning of therapeutic devices that support excretion.
7. Ascertain the role of the nurse when providing quality care to clients across the lifespan who have alterations in excretion.
8. Provide health- and safety-related education to clients across the lifespan who have alterations in excretion.
9. Integrate cultural, ethical, and legal tenets into the plan of care for clients across the lifespan who have alterations in excretion.

Contemporary Issues

Unit Objectives:

1. Evaluate health policies and their impact on the allocation and delivery of health care.
2. Explore system stressors such as chronic illness, technologically complex care, and poor client outcomes and the effect they have on the provision and cost of health care.
3. Review seminal documents such as IOM reports, National Patient Safety Goals, National Health Care initiatives and other related documents in light of their recommendations for changes in the current health care system.
4. Examine the current Healthy People document and its implications for the health care needs of society.
5. Debate the challenges the health care industry faces in providing accessible, equitable care to U.S. citizens.
6. Analyze current issues that impact the professional practice of nursing and its ability to actualize its mission.
7. Compare and contrast positions taken by professional and special interest groups on current issues
8. Select a current issue and evaluate the literature for evidence upon which to formulate an opinion.

Organizational Structure and Governance

Unit Objectives:

1. Examine the mission statement and related philosophy and goals of an institution.
2. Critique the organizational structure of an institution and its impact on the dissemination of power and decision making.
3. Compare and contrast various levels of management.
4. Investigate the role of the stakeholders of an organization.
5. Discuss the implication of unions representing nursing in a collective bargaining capacity.
6. Apply systems theory to a health care organization and analyze the factors that affect the output.

Management, Leadership, and Power/Empowerment

Unit Objectives:

1. Compare and contrast the concepts of management and leadership.

2. Analyze selected leadership theories and their perspective of the employer and employee.
3. Examine the use of transactional, interactional, and transformational leadership in contemporary health care settings.
4. Analyze selected leadership styles and the subsequent role of the manager.
5. Differentiate between the various types of power.
6. Discuss power-based strategies that RNs can employ.
7. Investigate the concept of influence and its relationship to the control and balance of power.

Leadership Skills

Unit Objectives:

1. Differentiate between decision making, problem solving, and clinical judgment.
2. Analyze selected change theories and their application to institutional change.
3. Analyze selected change strategies and their relationship to the change process.
4. Examine the process and implications of planned and unplanned change on staff and institutional integrity.
5. Evaluate the use of time management skills when providing, managing, and researching client care based on best practices.
6. Apply the five rights of delegation in relation to appropriately delegating tasks to licensed and unlicensed personnel.
7. Compare and contrast the scope of practice of licensed and unlicensed personnel that make up the health care team.
8. Investigate the concepts of accountability and responsibility of the professional nurse in relation to delegated assignments and delegated tasks.
9. Analyze various conflict management/resolution strategies and their use in resolving intra/interpersonal conflict.
10. Examine the use of assertive and other communication skills during the process of conflict resolution and negotiation.
11. Analyze selected theories related to motivation.
12. Differentiate between internal and external motivating factors and their impact on creating a motivating work environment.

Group Process and Teamwork

Unit Objectives:

1. Compare and contrast various methods of organizing human resources for the provision of client care.
2. Analyze the role of the case manager and his or her relationship with the coordination of client care in meeting established goals of the institution and external entities.
3. Investigate the concept of professional socialization and the role of mentors/preceptors in facilitating this process.
4. Examine the stages of group process and the various roles of group members.
5. Analyze teambuilding strategies that can be used to enhance collaboration and cooperation between team members.
6. Examine the role of group decision making and brainstorming when attempting to resolve practice or client care related issues.
7. Compare and contrast between assertive, passive, aggressive, and passive-aggressive communication.
8. Examine various types of conflict and conflict management strategies.
9. Analyze the implications of generational differences on the development of effective teams that maximize each individual's strengths.

Staff Development

Unit Objectives:

1. Differentiate between the focus and goals of orientation, inservice, and staff development.
2. Analyze strategies that address the socialization and educational needs of culturally and ethnically diverse nurses.
3. Examine the underlying philosophy of adult learning theory and instructional strategies specific to this theory.
4. Ascertain the sequence of steps that should be followed when planning an educational program and evaluate its outcomes.
5. Use literature to maintain practice that is based on current evidence based literature.

Quality Improvement

Unit Objectives:

1. Analyze the concept of quality improvement in relation to the provision of safe, high quality client care.
2. Investigate the cyclical nature of quality improvement.
3. Investigate the role of quality improvement in relation to external constituents (Joint Commission, Prospective Payment Systems, and Professional Standards Review Organizations).
4. Examine the role of institutional and professional standards as well as evidence based practice when establishing best practices.
5. Differentiate between process, outcome, and structure audits.
6. Ascertain the role of the staff nurse in the quality improvement process.

Legal and Ethical Issues

Unit Objectives:

1. Analyze the relationship between advocacy and client rights.
2. Evaluate the role of the nurse in relation to ensuring informed decision making by the client regarding advance directives, procedural consent, and other legal issues.

3. Justify the importance of maintaining HIPAA and the Privacy Acts' regulations related to confidentiality in all oral, written, and electronic communications.
4. Integrate ANA's Standards of Practice, Code of Ethics, and state mandated scope of practice directives into client care provided either directly or indirectly.
5. Analyze the relationship between policies, procedures, and standards set by an institution.
6. Analyze the nurse's role in ensuring the provision of safe client care that meets institutional and professional standards.
7. Review organizational resources available and proper solicitation of these resources when issues related to safe, ethical, and legal nursing practice arise.
8. Examine the five elements of liability necessary to prove negligence.
9. Compare and contrast the torts of false imprisonment, assault, battery, and defamation.
10. Explore the purpose of incident reports as well as proper handling and disposition of these reports.
11. Determine the responsibility of the nurse in relation to mandatory reporting.
12. Discuss the legal and ethical implications of individual and societal access to genetic information.

Emergency and Disaster Management

Unit Objectives:

1. Review the Joint Commission's emergency preparedness management standards for health care facilities.
2. Identify the roles and responsibilities of various members of the interdisciplinary team during the planning and implementation of an emergency preparedness plan.
3. Review the elements of a mass casualty plan necessary for effective use of human and material resources during an emergency.
4. Ascertain the nurse's role in the initial management of a suspected bioterrorist attack.
5. Integrate principles of triage and the ABCDE priority setting framework when classifying clients into priority levels.
6. Ascertain priority actions of the nurse during a suspected biological or chemical exposure situation.

Clinical Objectives

1. Use the nursing process as a framework for providing nursing care.
 - a. Perform a comprehensive assessment of patients.
 - b. Develop a plan of care based on data collected during a comprehensive assessment.
 - c. Integrate cultural and age-appropriate intervention into the plan of care.
 - d. Implement nursing care that is safe and based on the established plan of care.
 - e. Use clinical judgment when implementing the patient's plan of care and evaluating patient outcomes.
 - f. Advocate for patients when health care needs are not being met.
2. Promote continuity of health care within the health care team and across various settings.
 - a. Collaborate with members of the interdisciplinary health care team.
 - b. Communicate patient's related information to appropriate team members in a timely manner.
 - c. Plan and provide health related education as a member of the health care team.
 - d. Use information technology to document patient information and communicate with members of the health care team.
3. Use scientific principles and evidence-based practice as a foundation for nursing practice.
 - a. Integrate knowledge of pathophysiology, pharmacology, and nutrition into patient care.
 - b. Use appropriate resources when making clinical decisions regarding best practice for patient care.
 - c. Incorporate scientific evidence into nursing practice.
4. Provide high-quality nursing care in an environment that is safe for the patient, self, and others.
 - a. Use communication techniques that facilitate a caring nurse-patients relationship.
 - b. Advocate for the patient when health care or health related issues arrive.
 - c. Identify patient and institutional issues that affect quality of care and participate in the development of plans to promote improvements.
 - d. Intervene to minimize environmental safety risks while providing a safe environment for the patient, self and others.
 - e. Use leadership skills to enhance the efficient management of patient care.
5. Practice nursing in a professional, ethical and legal manner
 - a. Practice nursing in accordance with professional standards.
 - b. Practice nursing in an ethical manner.
 - c. Practice nursing with established legal parameters.
 - a. Accept accountability and responsibility for the supervision and provision of patient care.

Anticipated Class Schedule / Calendar

| Date or Week | Activity, Assignment, and/or Topic | Pages/ Due Dates/Tests |
|---|--|---|
| Week 1 August 13 &14 Fitzsimmons Colio | Syllabus & Introduction Gas Exchange and Respiratory Function (Unit 5) Math Test Lippincott Course Point Class Code Med/Surg =3014B7F4 | Ch 20, 21,23, & 24, V-Sim: Vincent Brody, Ch 76&77, 958-984 Ch 81, 987-995 |
| Week 2 August 20 &21 Fitzsimmons | Cardiovascular and Circulatory Function (Unit 6) Leadership (ATI) Chapter 1 Leadership & Management, Critical Thinking | Ch 25, 26, 28, 29, & 14 V-Sim Vernon Watkins Ch 43,44,45,46, 464-498 Ch 49, 534-555 Ch 53, 625-631 Chapter 1, 3-10 |
| Week 3 August 27 & 28 Colio | Cardiovascular and Circulatory Function (Unit 6) Leadership (ATI) Chapter 1 Delegation | Ch 25, 28, 29, & 14 V-Sim Carl Shapio & Stan Checketts Ch 17,18,19, 143-172 Ch 1 10-18 |
| Week 4 September 4 | Test 1 Oxygen/Cardiac Neurologic Function (Unit 16) | Ch 65 – 70, 1909-2081 Ch 20, 21,22,23; 173-215 |
| Week 5 September 10 & 11 Colio | Neurologic Function (Unit 16) | Ch 65 – 70, 1909-2081 Ch 20, 21,22,23; 173-215 |
| Week 6 September 17 & 18 Colio (Fitzsimmons) | Neurologic Function (Unit 16) Leadership (ATI) Chapter1 Quality improvement, change theory, staffing | Ch 65 – 70, 1909-2081 Ch 71, 72 & 73 Ch 17,143-155; 28, 260-285 Ch 42,459-463; Ch 1-20 |
| Week 7 September 24 & 25 Colio | Acute Community-Based Challenges (Unit 17) Leadership (ATI) Chapter 2 Organization, power, magnet status | Ch 71, 72 & 73 Ch 17,143-155; 28, 260-285 Ch 42,459-463; Ch 109,110; 1330-1345 Ch 2, 23-34 |
| Week 8 October 1 & 2 Fitzsimmons | Metabolic and Endocrine Function (Unit 11) Test 2 Cognition/Sensation/Mobility | Ch 52, Ch 58,59,60, 703-732 |
| Week 9 October 8 & 9 Fitzsimmons | Metabolic and Endocrine Function (Unit 11) ATI: Predictor (1300-1700) | Ch 51, 1416-1461 V-Sim: Skyler Hansen Ch 57, 667-702 |
| Week 10 October 15 & 16 Colio | Immunologic Function (Unit 8) ATI: Med/Surg 1 (1230-1400) | Ch 35, 36,37 &39 Ch 69, 834-840 Ch 94, 1124-1167 Ch 101,102,103; 1206-1266 |

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|--|---|--|
| Week 11 October 22 & 23 Colio | Concepts and Challenges in Patient Management (Unit 3) Leadership (ATI) Chapter 3 Ethics & Law | Ch 12, 15 &16 Ch, 28-29, 260-304 Ch 67, 806-816 Ch 71&72, 849-878 Ch 94, 1124-1167 Ch 3, 35-50 |
| Week 12 October 29 & 30 Fitzsimmons | Integumentary Function (Unit 14) Test 3 Regulation & Metabolism/Immunity | Ch 62, |
| Week 13 November 5 & 6 Colio | Reproduction Function (Unit 13) Leadership (ATI) Chapter4/5 Control: Quality Assurance/Improvement ATI: Med-Surg 2 (1200-1400) | Ch 59, Ch 65, 66, 788-805 Ch 4, 53-79 |
| Week 14 November 13 Fitzsimmons | Digestion & Gastrointestinal Function (Unit 10) ATI: Predictor 2 (1400-1700) | Ch 44, 47,49 &50 Ch 78-80, 947-986 |
| Week 15 November 26 & 27 | Test 4 Integumentary/Reproduction/Digestion Group Presentation | |
| Week 16 June 3 & 4 | ATI: Leadership/Critical Thinking Final | |

Black reading assignments are out of Hinkle & Cheever, Brunner & Suddarth's Medial-Surgical Nursing
Blue reading assignments are out of ATI Nursing Leadership and Management Ed, 7.0
Green reading assignments are out of Burchum & Rosenthal, Lehne's Pharmacology for Nursing Care
Red is testing, all testing is during regular class time unless designated in the Syllabi

Instructions for Accesing Course Point & Course Point +

Course Number: [Nursing 227 MS III, Leadership](#)

Course Title: Leadership and Management in Nursing Component
 Advanced Med/Surg and Preceptorship

Lippincott CoursePoint + Class Code: Hinkle Med-Surg **3014B7F4**

Accessing CoursePoint:

1. If you don't already have access to Lippincott CoursePoint for Marguis and Huston: Leadership Roles and Management Functions in Nursing, redeem your **ACCESS CODE** and complete registration at <http://thePont.lww.com/activate>.
2. From the "My Content" page, click on Lippincott CoursePoint for Marquis and Huston: Leadership Roles and Management Functions in Nursing

On the welcome screen or from "My Classes", select "Join a Class", enter your CLASS CODE: 87916CBC

3. , and click "Enroll".

If you experience any problems, check the code again and re-enter it. If it does not work, contact Lippincott Online Product Support at 1-800-468-1128 or techsupp@lww.com for assistance

Repeat for Hinkle and Course Point +