1. **COURSE ID:** NURS 242  
   **TITLE:** Leadership/Management In Nursing  
   **Units:** 5.0 units  
   **Hours/Semester:** 40.0-45.0 Lecture hours; and 120.0-135.0 Lab hours  
   **Method of Grading:** Letter Grade Only  
   **Prerequisite:** NURS 241, **Corequisite:** NURS 245  

2. **COURSE DESIGNATION:**  
   **Degree Credit**  
   **Transfer credit:** CSU  
   **AA/AS Degree Requirements:**  
   CSM - COMPETENCY REQUIREMENTS: C3 Information Competency  
   CSM - GENERAL EDUCATION REQUIREMENTS: E5d. Career Exploration and Self-Development  

3. **COURSE DESCRIPTIONS:**  
   **Catalog Description:**  
   Transition to the graduate role. Students initiate the nursing process with emphasis on the determination of priorities, on decision-making responsibilities, and on personal accountability. Supervised learning experiences corresponding with classroom instruction in off-campus health care facilities. (Spring only.)  

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
   Upon successful completion of this course, a student will meet the following outcomes:  
   1. Appraise own professional performance accurately.  
   2. Prioritize care-delivery on an ongoing basis.  
   3. Work in partnership with patients, clients and caregivers.  
   4. Adhere to the ANA Code of Ethics for nurses, treating patients as unique whole individuals with specific needs, desires and abilities.  
   5. Apply nursing methods, protocols and procedures to appropriate care situations.  

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
   Upon successful completion of this course, a student will be able to:  
   1. Apply nursing methods, protocols and procedures to appropriate care situations. (SLO #1)  
   2. Work in partnership with patients, clients and caregivers. (SLO #7)  
   3. Provide compassionate, culturally sensitive care to clients in a variety of settings. (SLO #9)  
   4. Adhere to the ANA Code of Ethics for nurses, treating patients as unique whole individuals with specific needs, desires and abilities. (SLO #10)  
   5. Appraise own professional performance accurately. (SLO #13)  
   6. Apply nursing methods, protocols and procedures to appropriate care situations. (SLO #1)  

**OPERATIONALIZE THE NURSING PROCESS AND USE CRITICAL THINKING SKILLS TO PROMOTE HOMEOSTASIS:**  
1. Prioritize care-delivery on an ongoing basis. (SLO #6)  
2. **ASSUME ROLE AS TEACHER:** In theory, through lecture and through clinical preparation in the practices setting: Students learn advanced methods in assessment, intervention and evaluation of individual and groups of patients/consumers of health services. Students select information, using a variety of media/resources. Students are able to evaluate researched information using evidence based practice. Data collected is interpreted and evaluated using the nursing process and applied to practice in the clinical setting. Students apply critical thinking through performing a selected advance physical assessment with a patient in the clinical setting.  
3. In groups, students work together on a project to research demographics of aggregates (consumers of health information) and present current, priority based topics (identified through Healthy People) at local health fairs. The assignment includes a poster presentation of the health topic with a method to evaluate fair participants learning. At completion a group paper is submitted for evaluation/grade.  

**ASSUME ROLE AS A LEADER/MANAGER**  
1. Confer and collaborate, independently, with other health team members to ensure continuity and comprehensiveness of patient care. Students conduct patient care conferences on the clinical setting for evaluation by clinical instructor.  
2. Determine priorities and provide total care for a case load of patients comparable to an entry level nurse, within the assigned clinical time. Each student is evaluated in their performance as the RN Leader
throughout and at the completion of the assignment.
3. All students are required to submit a Competency Validation Video demonstrating competency in
delegation and supervision of others as well as conferring with medical staff in a simulated situation.
4. Work in partnership with patients, clients and caregivers. (SLO #7)

ASSUME ROLE AS A COMMUNICATOR
1. Students establish and maintain effective working relationships with peers and other health team members
and participate in efforts to improve working relationships, within a structured health care agency and in
the community, throughout the duration of the course.
2. Through the RN Leading assignment the student communicates with multidisciplinary staff to share goals
and seek clarifications.
3. In RN Leading and through Competency Validation, the student delegates to members of the health care
team in a clear and precise manner, eliciting ongoing feedback.

ASSUME ROLE AS A LEADER/MANAGER
1. The RN student recognizes policies and nursing protocols that promote quality patient care. With this
foundation the student develops daily plans of care in partnership with patient and members of the health
care team.
2. Provide compassionate, culturally sensitive care to clients in a variety of settings. (SLO #9)

ASSUME ROLE AS A COMMUNICATOR
1. Use goal-directed therapeutic communications in interactions to assist the diverse patient case load
experiencing moderate to severe disruptions in homeostasis, ongoing in the clinical and community setting.
2. Adhere to the ANA Code of Ethics for nurses, treating patients as unique whole individuals with specific
needs, desires and abilities (SLO #10)

ASSUME ROLE AS A LEADER/MANAGER
1. Students demonstrate accountability, responsibility and reliability ongoing in the clinical and community
settings.

ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING
1. Ongoing in the clinical setting students practice within the ethical standards and legal framework of
registered nursing practice, maintains patient confidentiality and ensuring patient/family rights.
2. Appraise own professional performance accurately. (SLO #13)

ASSUME ROLE AS A MEMBER WITHIN THE PROFESSION OF NURSING
1. In preparation for the new graduate nursing role, students develop ongoing skills to identify specific
learning needs and assume responsibility for locating experiences or resources to meet these needs.
Through self and faculty evaluation, students are able to assess their own progress in meeting the necessary
clinical and theory objectives.

6. COURSE CONTENT:

Lecture Content:
1. Systems that support delivering quality care: Nursing Service Delivery Patterns, Patient C Classification
   Systems, and Job Classifications (RN vs. LVN vs. Unlicensed Assistive Personnel).
2. Cost effective nursing.
3. Leadership presentation of Self in Person and in writing.
4. Effective Communication; Conflict Resolution, Mediation, Negotiation and Delegation.
5. The Transition: Student to Professional, Opportunities and Health Care Trends.
6. Ethical Issues; Including Information Competency in the Health Care Setting.
7. Care of the patient with spinal cord injuries.
8. Assessment of the Neurological System.
10. Treatment for intracranial disorders.
11. Nursing care of patient with Cerebrovascular Disorders.
12. Nursing care of patient with Degenerative It Neurological Disorders.
15. Nursing care of patient with Seizure Disorders.
16. Peripheral and cranial nerves.
17. Disorders of eyes.
18. Nursing care of patient with Musculoskeletal Disorders.

Lab Content:
Students practice skills associated with the concurrent didactic material. The type of skills include the
following:
Leadership skills, planning and prioritizing patient care assignments, neurological assessment and nursing interventions, nursing interventions for patients with seizure disorders, completion of a certificate for the National Institute of Health Stroke Assessment, and musculoskeletal assessment and nursing interventions.

7. REPRESENTATIVE METHODS OF INSTRUCTION:
Typical methods of instruction may include:
A. Lecture
B. Activity
C. Discussion
D. Guest Speakers
E. Other (Specify): In Theory class: Lecture is the primary format with various reading assignments. Through group work, students present topics researched and using evidence based practice information at health fairs. Online tests are presented at the beginning of each class to assess students learning from prepared assignments. In the clinical setting: Students prepare a plan to provide priority based care to a group of patients. Each student is required to complete a leadership practicum, perform a specified advanced assessment on a select patient and complete a resume prior to graduation. Guest speakers enhance the theory content with sharing their varied personal experiences; in work or in terms of dealing with a particular disorder/disease process. Guest speakers, who are nursing professionals, attend the final class and speak with the students in a small group format about the varied career opportunities available to the registered nurse professional/new graduate.

8. REPRESENTATIVE ASSIGNMENTS
Representative assignments in this course may include, but are not limited to the following:
Writing Assignments:
Students write care plans weekly and a preparation plan for a leadership assignment. They also submit an APA style paper that discusses their experience as a leader.
Students submit a group paper that reflect preparation (including information technology), execution of and analysis for a community teaching project. In addition students are required to submit a designated number of simulated electronic health records over the duration of this course.
Students submit a Resume and cover letter for review and critique by a peer and their clinical instructor.

Reading Assignments:
Weekly assigned readings for the required texts and online material.

Other Outside Assignments:
Health Fair - community teaching activity.

9. REPRESENTATIVE METHODS OF EVALUATION
Representative methods of evaluation may include:
A. Class Performance
B. Exams/Tests
C. Group Projects
D. Papers
E. Projects
F. Research Projects
G. Simulation
H. Written examination
I. Clinical evaluation tool; students must pass all double starred criterion and 96% of single starred criterion. There are 3 exams; multiple choice and fill-in. The written assignment for Theory class is in group paper format. Health Fair presentation poster boards are evaluated on site. Students complete a visually recorded session using simulation technology. WRITING ASSIGNMENTS/PROFICIENCY DEMONSTRATION:
Written assignments must follow APA format and use correct grammar, spelling and punctuation (guidelines available in Student Handbook). Completed projects must demonstrate the use and evaluation of evidenced based research through the application of information technology. Simulated electronic health record documentation is a graded assignment and students must meet a minimum level of competency in order to pass the required objective.

10. REPRESENTATIVE TEXT(S):
Possible textbooks include:
C. ATI. Advanced Medical-Surgical Nursing, RN Content Mastery Series Review Module, 8th ed. ATI, 2010
E. ATI. Fundamentals, RN Content Mastery Series Review Module, 8th ed. ATI, 2013

Possible software includes:
   A. Pharmacology Made Easy, ATI, 3.0 ed.
Other:
   A. Nurse Kit # 4
   B. Nursing 242 Syllabus, College of San Mateo.

**Origination Date:** April 2016
**Curriculum Committee Approval Date:** May 2016
**Effective Term:** Fall 2016
**Course Originator:** Janis Wisherop