

College of San Mateo
Official Course Outline

1. **COURSE ID:** NURS 242 **TITLE:** Leadership/Management In Nursing
Units: 5.0 units **Hours/Semester:** 40.0-45.0 Lecture hours; 120.0-135.0 Lab hours; and 80.0-90.0 Homework 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. Work in partnership with patients, clients and caregivers; communicate effectively both verbally and in writing.
 2. Evaluate professional learning needs and take steps to meet them; completes the course requirements in preparation for program completion and career entry.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
THEORY OBJECTIVES
OPERATIONALIZE THE NURSING PROCESS TO PROMOTE HOMEOSTASIS In
 1. Apply the nursing process to multiple client care conditions and areas of management of care.
 2. Examine information gathered, in preparation for direct and indirect client care, and applies to a variety of care situations.
 3. Systematically organize information/data gathered and identifies priority needs according to direct and indirect care situations.
 4. Discuss the role and responsibilities the RN must possess in assessing clients with various neurological and orthopedic conditions.
 5. Apply assessment skills gained in the nursing program to advanced client care scenarios.
 6. Identify and resolves priority problems found in both direct and indirect care situations.
 7. Strategize to develop outcomes that are specific, measurable and applicable to unique client care scenarios.
 8. Determine relevant multidisciplinary interventions when considering client care problems.
 9. Appraise the effectiveness of nursing interventions used to improve client care outcomes
 10. Evaluate care provisions for clients with a variety of neurological and orthopedic conditions.**ASSUMES THE ROLE OF COMMUNICATOR In**
 1. Consider events where professional communication enhances positive leading and managing outcomes.
 2. Relate the concepts of delegation and supervision to direct and indirect client care situations.
 3. Differentiate communication techniques used to provide a safe and effective care environment**ASSUME ROLE AS A TEACHER**
 1. Discuss teaching strategies important in delivering effective care to a variety of clients with neurological and orthopedic conditions.
 2. Link concepts of teaching as they relate to leading and managing others.**ASSUME ROLE AS A LEADER/MANAGER/PROFESSIONAL**
 1. Discuss the role of the RN in leading and managing client care.
 2. Apply the principles of delegation to multiple care scenarios.
 3. Analyze the transition from student to new graduate RN.
 4. Review Ethical and Legal scope of practice as they relate to the role of the professional RN.

5. Coordinate an ethical analysis in simulation and through discussion.
6. Compare quality measures to ensure positive care outcomes.
7. Ensure evidence based practices are followed in all areas of the nursing process.

CLINICAL OBJECTIVES - See Attachments

6. COURSE CONTENT:

Lecture Content:

Leadership/Management: Safe and Effective Care Environment; Management of Care

1. Legal and Ethical Practices; Legal and Ethical Principles, Information Competency in Health care and Advanced Decision Making
2. Quality Improvement Using Evidence Based Practices within the Profession
3. Effective Communication Practices of the Registered Nurse; Conflict Resolution, Delegation and Supervision
4. Presentation of Self in Performance Improvement
5. Performance Improvement; Analysis of the Transition from Student to Professional Nurse
Physiological Integrity; Reduction of Risk Potential
 1. Basic Concepts, Laboratory and Diagnostics of the Neurological System
 2. Assessment of the Neurological System; Exam components, techniques, analysis of findings
 3. Assessing, Planning, Intervening and Evaluation; Providing Care for Patients experiencing Neurological Trauma
 4. Physiological and Psychosocial Adaptation in Traumatic Brain Injury
 5. Physiological and Psychosocial Adaptation in Spinal Cord Injury
 6. Pharmacological and Parenteral Therapies Related to Traumatic Neurological Injuries
 7. Assessing, Planning, Intervening and Evaluation; Providing Care for Patients experiencing Intracranial Disorders; Headaches and Brain Tumors
 8. Physiological and Psychosocial Adaptation in Intracranial Disorders
 9. Pharmacological and Parenteral Therapies and Interventions for Intracranial Disorders
 10. Medical/Surgical Interventions for Intracranial Disorders
 11. Assessing, Planning, Intervening and Evaluation; Providing Care for Patients experiencing Convulsive Disorders
 12. Physiological and Psychosocial Adaptation in Convulsive Disorders
 13. Addressing Basic Care and Comfort in Convulsive Disorders
 14. Pharmacological and Parenteral Therapies and Interventions for Convulsive Disorders
 15. Medical/Surgical Interventions for Convulsive Disorders
 16. Assessing, Planning, Intervening and Evaluation; Providing Care for Patients experiencing Cerebrovascular Disorders
 17. Physiological and Psychosocial Adaptation in Cerebrovascular Disorders
 18. Addressing Basic Care and Comfort in Convulsive Disorders
 19. Pharmacological and Parenteral Therapies and Interventions for Cerebrovascular Disorders
 20. Medical/Surgical Interventions for Cerebrovascular Disorders
 21. Assessing, Planning, Intervening and Evaluation; Providing Care for Patients experiencing Infectious and Inflammatory Disorders of the Neurological Systems
 22. Physiological and Psychosocial Adaptation Infectious and Inflammatory Disorders of the Neurological Systems
 23. Addressing Basic Care and Comfort in Infectious and Inflammatory Disorders
 24. Pharmacological and Parenteral Therapies for Infectious and Inflammatory Disorders of the Neurological Systems
 25. Assessing, Planning, Intervening and Evaluation; Providing Care for Patients experiencing Degenerative Disorders of the Neurological Systems
 26. Physiological and Psychosocial Adaptation Degenerative Disorders of the Neurological Systems
 27. Addressing Basic Care and Comfort in Degenerative Disorders
 28. Pharmacological and Parenteral Therapies for Degenerative Disorders of the Neurological Systems
 29. Assessing, Planning, Intervening and Evaluation; Providing Care for Patients experiencing Peripheral and Cranial Nerve Disorders of the Neurological Systems
 30. Physiological and Psychosocial Adaptation Peripheral and Cranial Nerve Disorders of the Neurological Systems
 31. Addressing Basic Care and Comfort in Peripheral and Cranial Nerve Disorders
 32. Pharmacological and Parenteral Therapies for Peripheral and Cranial Nerve Disorders of the Neurological Systems
 33. Assessing, Planning, Intervening and Evaluation; Providing Care for Patients experiencing Problems with

the Eyes; Trauma and Glaucoma

34. Physiological and Psychosocial Adaptation Problems with the Eyes; Trauma and Glaucoma
35. Addressing Basic Care and Comfort in Problems with the Eyes; Trauma and Glaucoma
36. Pharmacological and Parenteral Therapies for Problems with the Eyes; Trauma and Glaucoma
37. Physiological Integrity; Reduction of Risk Potential
38. Assessment; Physical, Laboratory and Diagnostics of the Musculoskeletal System
39. Musculoskeletal Disorders and Trauma
40. Pharmacological and Parenteral Therapies; Related to a variety of Musculoskeletal Disorders and Trauma
41. Interventions; Surgical and Non-surgical
42. Professional and Healthcare Trends - Preparing for the Career

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 simulated care plans and prepare 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:

- A. Ignatavicius, D., Workman, M. & Mishler, M.. *Medical-Surgical Nursing: A Nursing Process Approach.*, 9th ed. Philadelphia, PA: W.B. Saunders, 2017
- B. Zerwekh, J. & Claborn, J.. *Nursing Today: Transitions and Trends*, 9th ed. St. Louis, MO: Saunders, 2017

Other:

- A. Nursing 242 Syllabus, College of San Mateo.
- B. Nurse Kit # 4

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Course Originator: Shannon Spring