

# El Paso Community College

## Syllabus

### Part II

## Official Course Description

<b>SUBJECT AREA</b>	<u>Nursing</u>						
<b>COURSE RUBRIC AND NUMBER</b>	<u>RNSG 2221</u>						
<b>COURSE TITLE</b>	<u>Professional Nursing: Leadership and Management</u>						
<b>COURSE CREDIT HOURS</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;">2</td> <td style="text-align: center; width: 33%;">2</td> <td style="text-align: center; width: 33%;">: 0</td> </tr> <tr> <td style="text-align: center;">Credits</td> <td style="text-align: center;">Lec</td> <td style="text-align: center;">Lab</td> </tr> </table>	2	2	: 0	Credits	Lec	Lab
2	2	: 0					
Credits	Lec	Lab					

### I. Catalog Description

Explores leadership and management principles applicable to the role of the professional nurse. Includes application of knowledge, judgment, skills, and professional values within a legal\ethical framework.

NOTE: Students must successfully complete RNSG 1343 and RNSG 2162 to take\stay enrolled in this course. A grade of 'C' or better is required in this course to take the next course. **Prerequisites: RNSG 2201 and RNSG 2262 and RNSG 2308 and RNSG 2263 or RNSG 1262 and RNSG 1327 and RNSG 1347 and RNSG 1144. Corequisites: RNSG 2130 and RNSG 2261. (2:0).**

### II. Course Objectives

Upon satisfactory completion of this course, the student will be able to apply the critical thinking process in the performance of the following objectives

#### A. Unit I. Provider of Patient-Centered Care

1. Describe how to best apply critical thinking, problem solving, and decision making in order to prioritize, plan, implement, and evaluate culturally sensitive nursing care that focuses on the needs and preferences for multiple patients and families. **(SLO#1) (DACUM Chart 1.10, 7.9, 7.12)**
2. Describe the application of clinical technology and the use of nursing informatics in the delivery of safe patient care. **(SLO#5)**
3. Examine the use of Standards of Practice, Standards of Professional Performance, and institutional policies and procedures for the delivery of safe nursing care for multiple patients and families. **(SLO#4)**
4. Evaluate how to best implement the steps of the teaching learning process in staff education. **(SLO#2) (DACUM Chart 2.2, 7.21)**
5. Explore effective strategies to enhance nurse-physician communication/collaboration, collaboration and communication with other members of the interdisciplinary health team, and conflict management. **(SLO#3) (DACUM Chart 3.1, 7.3, 7.5, 7.8, 7.12, 7.13, 7.14, 7.16, 7.17, 7.20, 7.21, 7.22)**

#### B. Unit II. Member of the Health Care Team

1. Examine the healthcare system environment for nursing leadership and management. **(SLO#6)**
2. Discuss the qualities and behaviors that contribute to effective leadership to include responsibilities of leaders. **(SLO#6)**
3. Analyze the qualities, behaviors, and responsibilities that contribute to effective management to include responsibilities of the manager. **(SLO#4)**

4. Examine how effective leaders and managers apply leadership and management theories and principles in working with culturally diverse members of the health care team. **(SLO#3)**
5. Describe the impact of managed care on consumers and health care providers **(SLO#6)**

**C. Unit III. Member of the Profession**

1. Discuss federal, state, or local laws, rules, and regulations affecting nursing practice to include workplace safety. **(SLO#4) (DACUM Chart 11.8, 11.9, 11.10)**
2. Describe standards and guidelines from professional organizations and their impact on nursing practice. **(SLO#4) (DACUM Chart 11.7-11.10)**
3. Debate ethical/legal issues related to patient's rights and nurse's rights based on evidence supported in the literature and Nursing Code of Ethics. **(SLO#4) (DACUM Chart 11.3, 11.13, 11.15)**
4. Discuss the nurse's responsibility related to self-evaluation processes and continuing competence to improve individual nursing practice. **(SLO#1)**

**D: Unit IV. Patient Safety Advocate**

1. Discuss the nurse's responsibility related to mandatory reporting requirements of the Texas Nursing Practice Act. **(SLO#3) (DACUM Chart 3.18, 10.3, 11.6)**
2. Relate the Joint Commission's 2013 Patient Safety Goals to the nurse's role as patient safety advocate. **(SLO#4) (DACUM Chart 2.5, 3.1, 5.2, 10.3)**
3. Discuss the history of quality and safety within the U.S. health care system. **(SLO#3)**
4. **Recognize the need for the patient who is undergoing experimental treatment has appropriate consent and reviewed by Institutional Research Board (IRB). (DACUM Chart 3.15, 11.6)**

**E: Unit V. Assignments**

1. Kaplan (2015/2016). Write a two-page description of the NCLEX-RN Exam to include the Exam Blueprint (chapter 1).
2. Kaplan 2015/2016 Chapter 2: General and Computer Adaptive Test Strategies. Write a detailed outline of the content in Chapter 2 (not to exceed three pages in length). Include in the outline content from each of the bold sections.
3. Kaplan 2015/2016) Chapter 3: NCLEX-RN Exam Strategies. Review each area in detail and write a two-page summary (typed and double spaced) of the most important points learned in each section.
4. Kaplan 2015/2016 Chapter 4: Safe and Effective Care Environment: Management of Care. Outline the information and include in your class notes and submit a copy to the instructor (three-page outline).
5. Kaplan 2015/2016 Chapter 5: Safe and Effective Care Environment: Safety and Infection Control. Outline the information and submit to the instructor on the date specified. The outline must be three pages in length and double spaced.
6. Prepare a professional resume to include a cover letter. Select an appropriate format from the literature, or use the example in Tappen.

**III. THECB Learning Outcomes (WECM)**

1. Analyze the roles of the professional nurse within a health care delivery system.
2. Apply principles of leadership and management utilizing a systematic problem-solving process and critical thinking skills to plan care for patients and their families.
3. Examine the factors impacting nursing and healthcare.

#### IV. Evaluation

The following methods of evaluations are utilized: quizzes, unit exams, issue paper, professional visits, comprehensive final examination, assignments, and the ATI Leadership Proctored exam.

There are drug calculations on each unit exam and on the Final Examination. (See the procedure for Drug Calculation in the Nursing Student Handbook)

Mastery of drug calculations must be demonstrated by earning a score of 85% or higher on the pre-clinical math calculation assessment examination.

The proctored ATI Assessment for the course is the RN Leadership Assessment. This test will be scheduled at the end of the first three weeks of class. Prior to taking the proctored assessment, the student must score at least an 85% on the practice Leadership Assessment and complete a written focus review on the first attempt. The first practice test will be scheduled by the Instructor, however retake practice assessments may be taken on any computer at any time and may be taken until the student scores at least an 85% (although 24 hours must pass prior to retesting). The student must submit the written focus review along with a score of 85% on the practice test in order to be allowed to take the Proctored ATI RN Leadership Examination. The Instructor will individualize assignments according to the student's lowest score on the practice assessment. Students are required to take the proctored assessment on the scheduled date and time. Students will receive an "Incomplete" in the course if the Proctored Assessment is not taken at the scheduled time. "Incomplete" grades will be resolved according to College Policy.

Students must create an account at the ATI website ([www.atitesting.com](http://www.atitesting.com)) at the beginning of the semester and keep a record of their user ID/password.

The Proctored ATI RN Leadership Assessment will count as an Exam Grade. The student will be given a score based on the level of achievement earned on the assessment.

Level III=	90
Level II=	85
Level I =	77
Below Level I =	69

The ATI Critical Thinking Exit Assessment will also be given. The scores will be compared to the student's score on the Critical Thinking Entrance Assessment administered in Foundations. It will not count as an exam nor will any points be awarded. It is a requirement in order to complete the course and will be given on the same date as the RN Leadership Assessment.

Useful ATI Resources: Students are strongly encouraged to utilize the following:

RN Leadership Nursing review modules  
 Remediation Templates  
 Practice RN leadership Assessments  
 Tutorials: Nurse Logic, Skills modules and Learning System RN

The assignments will be graded on a pass/fail basis and all assignments must be completed at a satisfactory level in order to pass the course. The Instructor reserves the right to require the student to re-do an assignment if the assignment does not meet the written criteria. All assignments must be typed, double-spaced and turned in on the date specified on the course calendar. Refer to the Nursing Program policy regarding late work.

## A Grading Criteria

Quizzes (2)	15%
Examinations (3) including the Leadership RN Proctored Assessment)	35%
Issue Paper	22%
Final Comprehensive Examination	26%
Professional Visits	2%
Total	100%

Assignments Pass/Fail

## B. Issue Paper

The issue paper provides an excellent opportunity to debate the pros and cons of a current issue in Nursing/Health Care. The student will select from a variety of topics provided by the instructor. No changes will be permitted once the student has selected a topic unless permission is given by the instructor.

The student may prepare a written paper that must be a minimum of five (5) pages and no more than ten (10) pages in length. The staff at the RG Writing Center and the librarians at RG are available to assist students with the paper.

## C. Professional Visits

1 visit = 100% (2 points)  
0 visits = 0

Students must complete one professional visit for credit toward the course grade. In order to receive credit, all professional visits must be completed by the last day of the third week of class. In addition, students must make professional visits as a group; no individual visits will be allowed.

## D. Grading Scale

The Grading Scale throughout the nursing program is:

90 – 100 = A  
80 – 89 = B  
78 – 79 = C  
70 – 77 = D  
0 – 69 = F

Final course grades will not be rounded to the closest whole number. A 78% is required to pass the course without rounding. 77.5 will be recorded as 77.5 and not rounded to 78%.

## E. Remediation

Students having difficulty in the course will be counseled and assistance provided. Students may be referred to the open lab for assistance with previous skills.

**V. Disability Statement (Americans with Disabilities Act [ADA])**

EPCC offers a variety of services to persons with documented sensory, mental, physical, or temporary disabling conditions to promote success in classes. If you have a disability and believe you may need services, you are encouraged to contact the Center for Students with Disabilities to discuss your needs with a counselor. All discussions and documentation are kept confidential. Offices located: VV Rm C-112 (831-2426); TM Rm 1400 (831-5808); RG Rm B-201 (831-4198); NWC Rm M-54 (831-8815); and MDP Rm A-125 (831-7024).

**VI. 6 Drop Rule**

Students who began attending Texas public institutions of higher education for the first time during the Fall 2007 semester or later are subject to a 6-Drop limit for all undergraduate classes. Developmental, ESL, Dual Credit and Early College High School classes are exempt from this rule. All students should consult with their instructor before dropping a class. Academic assistance is available. Students are encouraged to see Counseling Services if dropping because exemptions may apply. Refer to the EPCC catalog and website for additional information.

**Student Learning Outcomes**

**EL PASO COMMUNITY COLLEGE**

**STUDENT LEARNING OUTCOMES: ASSOCIATE DEGREE NURSING**

Student Learning Outcomes – SLO’s
1. Demonstrate a commitment to participating in activities that promote the growth, development, and practice of professional nursing while valuing the need for lifelong learning.
2. Integrate teaching-learning principles by developing, presenting, evaluating, and modifying teaching plans to meet the needs of patients and their families.
3. Utilize clinical judgment, communication skills, and a systematic process when advocating for safe caring and compassionate, patient-centered care of culturally diverse patients and their families across the lifespan in a variety of health care settings.
4. Assume accountability for the quality of patient-centered nursing care provided to patients and their families within the legal scope of nursing practice consistent with ethical principles and professional values and standards.
5. Provide evidence-based nursing care that promotes safety for the patient, family, and their environment while utilizing current technologies and nursing informatics.
6. Collaborate and coordinate with patients, their families, and the interdisciplinary/multidisciplinary health care team to implement best practices and to address health promotion and disease prevention, health maintenance, and health restoration based on the individual’s perception of his/her health needs.

Revisions to SLO’s Fall 2011  
 6-7-12  
 Sept. 2014

Name of Student: \_\_\_\_\_  
 Topic: \_\_\_\_\_

Date: \_\_\_\_\_

**GRADING CRITERIA FOR WRITTEN ISSUE**

**IMAGINATIVE THINKING: THINKING WIDE...INTRODUCTION (12 pts)**

- |    |   |           |
|----|---|-----------|
| 1. | Offers an illustrative example or image and uses it effectively to illuminate the issue clearly. States the issue and its relevance | <u>12</u> |
| 2. | Offers an example or image and adequately relates it to the issue/clearly states the issue and its relevance                        | <u>8</u>  |
| 3. | Offers an example or image and partially relates it to the issue and/or issue and its relevance are unclear or incorrect            | <u>4</u>  |

**FACTUAL THINKING: THINKING CLEAR...OUTLINE AND CURRENT STATUS (19 pts)**

- |    |   |           |
|----|---|-----------|
| 1. | Outline reflective of paper's content and ordering of that content/thesis statement or question included                                      | <u>1</u>  |
| 2. | Outline does not reflect totality of paper's content and/or paper does not follow outline ordering and/or thesis statement or question absent | <u>0</u>  |
| 3. | Clearly states the most important relevant current status   | <u>18</u> |
| 4. | Accurately reports majority of relevant current status  | <u>14</u> |
| 5. | Reports some current status, but parts are inaccurate or jumbled or incomplete  | <u>10</u> |
| 6. | Substantial degree of current status is absent  | <u>6</u>  |

**RATIONAL THINKING: THINKING STRAIGHT...PROS AND CONS (32 pts)**

- |    |  |           |
|----|--|-----------|
| 1. | Accurately identifies and rigorously evaluates and defends arguments                             | <u>32</u> |
| 2. | Identifies majority of relevant arguments and adequately evaluates and defends them              | <u>26</u> |
| 3. | Arguments are partially identified, evaluated, and defended or not evaluated and defended at all | <u>20</u> |
| 4. | Substantial arguments are absent, and those present lack adequate evaluation and defense         | <u>14</u> |

**EVALUATIVE THINKING: THINKING DEEP...CONCLUSION (10 pts)**

- |    |  |           |
|----|--|-----------|
| 1. | Presents a full picture of personal stand on the issue that is supported and convincing                    | <u>10</u> |
| 2. | Identifies stand on the issue and supports that stand to a minimal degree in a partially convincing manner | <u>6</u>  |
| 3. | Fails to take a firm stand on the issue and/or stand is marginally supported                               | <u>2</u>  |

**COMPOSITION AND REFERENCES (27 pts)**

- |     |   |           |
|-----|---|-----------|
| 1.  | No fewer than 8 references, 4 of which are at least 2 years current/all references cited on reference list are cited in paper's body/all references cited in paper's body appear on reference list/reference list and in-text citations follow APA format/sources are properly cited throughout paper's body. References must include professional journal articles. Additional resources include government documents and books. | <u>10</u> |
| 2.  | No fewer than 8 references, 4 of which are at least 2 years current/all references cited on reference list are cited in paper's body. All references cited in paper's body appear on reference list/reference list and/or in-text citations do not fully follow APA format. Inadequate source citations present throughout paper's body.  | <u>7</u>  |
| 3.  | No fewer than 8 references, 4 of which are at least 2 years current. Some references cited on reference list are not cited in paper's body and/or some references cited in paper's body do not appear on reference list. Reference list and in-text citations do not follow APA format and/or inadequate source citations present throughout paper's body.  | <u>4</u>  |
| 4.  | Less than 8 references or less than 4 of the listed references are 2 years current (on reference list).   | <u>0</u>  |
| 5.  | Paper is structured according to APA format (outline, page numbering, headings, title page).  | <u>1</u>  |
| 6.  | Paper not consistently structured according to APA format (outline, page numbering, headings, title page).  | <u>0</u>  |
| 7.  | Paper is typewritten, double-spaced, corrections are neatly made, and is 5 to 10 pages in length  | <u>5</u>  |
| 8.  | Paper is typewritten but without a neat appearance and is less than 5 pages in length   | <u>3</u>  |
| 9.  | Paper is not typewritten  | <u>0</u>  |
| 10. | Ideas flow well as a result of sentence structure, punctuation, and word usage  | <u>6</u>  |
| 11. | Sentence structure, punctuation, and word usage negatively impact paper's readability   | <u>3</u>  |
| 12. | Sentence structure, punctuation, and word usage <u>significantly</u> impact paper's readability in a negative way   | <u>0</u>  |
| 13. | No misspelled words   | <u>5</u>  |
| 14. | No more than three misspelled words   | <u>3</u>  |
| 15. | No more than five misspelled words  | <u>1</u>  |

TOTAL SCORE = \_\_\_\_\_



INSTRUCTOR COMMENTS:

STUDENT'S COMMENTS:

DATE: \_\_\_\_\_

SCORE: \_\_\_\_\_

Name of Student: \_\_\_\_\_  
 Topic: \_\_\_\_\_

Date: \_\_\_\_\_

**GRADING CRITERIA FOR ORAL ISSUE PRESENTATION**

**IMAGINATIVE THINKING: THINKING WIDE...INTRODUCTION AND LEARNING OBJECTIVES (12 pts)**

- |    |  |           |
|----|--|-----------|
| 1. | Introduction is creative, relevant to issue, and captures learner's attention/clearly states issue and its relevance/ learning objectives are comprehensive and measurable and stress presentation's major content | <u>12</u> |
| 2. | Introduction is adequate but lacks creativity/clearly states issue and its relevance/learning objectives are measurable but not comprehensive  | <u>8</u>  |
| 3. | Introduction is of poor quality and does not stimulate interest and/or issue stated but relevance unclear and/or learning objectives neither fully measurable nor comprehensive                                    | <u>4</u>  |

**FACTUAL THINKING: THINKING CLEAR...CURRENT STATUS (18 pts)**

- |    |  |           |
|----|--|-----------|
| 1. | Clearly states the most important relevant current status                      | <u>18</u> |
| 2. | Accurately reports majority of relevant current status                         | <u>14</u> |
| 3. | Reports some current status, but parts are inaccurate or jumbled or incomplete | <u>10</u> |
| 4. | Substantial degree of current status is absent                                 | <u>6</u>  |

**RATIONAL THINKING: THINKING STRAIGHT...PROS AND CONS (32 pts)**

- |    |  |           |
|----|--|-----------|
| 1. | Accurately identifies and rigorously evaluates and defends arguments                             | <u>32</u> |
| 2. | Identifies majority of relevant arguments and adequately evaluates and defends them              | <u>26</u> |
| 3. | Arguments are partially identified, evaluated, and defended or not evaluated and defended at all | <u>20</u> |
| 4. | Substantial arguments are absent and those present lack adequate evaluation and defense          | <u>14</u> |

**EVALUATIVE THINKING: THINKING DEEP...CONCLUSION (10 pts)**

- |    |  |           |
|----|--|-----------|
| 1. | Presents a full picture of personal stand on the issue that is supported and convincing                    | <u>10</u> |
| 2. | Identifies stand on the issue and supports that stand to a minimal degree in a partially convincing manner | <u>6</u>  |
| 3. | Fails to take a firm stand on the issue  | <u>2</u>  |

**APPROACH AND REFERENCES (28 pts)**

- |     |  |          |
|-----|--|----------|
| 1.  | No fewer than 8 references, 4 of which are at least 2 years current/reference list follows APA format/ distributes copy of reference list to learners        | <u>8</u> |
| 2.  | No fewer than 8 references, 4 of which are at least 2 years current/reference list does not follow APA format/distributes copy of reference list to learners | <u>4</u> |
| 3.  | Less than 8 references, or less than 4 of the listed references are 2 years current or copy of reference list not distributed to learners                    | <u>0</u> |
| 4.  | Presenter speaks clearly and appropriately/ good eye contact/able to respond readily to questions/presents calm demeanor                                     | <u>2</u> |
| 5.  | Presenter speaks either too rapidly or too slowly/limited eye contact/unable to respond readily to questions/overtly anxious                                 | <u>1</u> |
| 6.  | <u>Reads</u> majority of presentation to the learners  | <u>0</u> |
| 7.  | Actively involves the learners throughout the presentation   | <u>8</u> |
| 8.  | Provides for adequate learner involvement during some aspects of the presentation  | <u>4</u> |
| 9.  | Only teaching strategy employed is lecture   | <u>1</u> |
| 10. | Teaching aids are appropriate, useful, and "pleasing" to the eye   | <u>4</u> |
| 11. | Limited use of teaching aids, which lack creativity and structural correctness   | <u>1</u> |
| 12. | No teaching aids used  | <u>0</u> |
| 13. | Learners are evaluated creatively and according to the stated learning objectives  | <u>6</u> |
| 14. | Learners are evaluated according to the stated learning objectives   | <u>3</u> |
| 15. | Learners not evaluated   | <u>0</u> |

TOTAL SCORE = \_\_\_\_\_

INSTRUCTOR COMMENTS:

STUDENT'S COMMENTS/SIGNATURE:

DATE: