

RNSG 2221

COURSE NAME: Professional Nursing- Leadership/Management

Fall 2015

Faculty Information

Name: Mary Kipple
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Office: 226B

Office Hours	
Campus Office Hours:	Monday noon-5pm Wednesday noon-5pm
Online Office Hours	Monday noon-5pm

About Your Instructor:

My name is Mary Kipple. I have been a registered nurse since 1979. I have worked various places and shifts throughout my career. I have taught leadership and management for 6 years.

Preferred Method of Communication:

My preferred method of communication is by cell. MY cellphone number is 432-528-4328. You may call or text. Please do not call after 9pm or before 6a. thank you

Expectations for Engagement for Instructor:

As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will

- provide my contact information at the beginning of the syllabus;
- respond to all messages within 24 hours if received Monday through Thursday, and within 48 hours if received Friday through Saturdays. I am not online Sundays;
- notify students of any extended times that I will be unavailable and provide them with alternative contact information (for me or for my supervisor) in case of during the time I am unavailable.

As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will

- provide clear information about grading policies and assignment requirements in the course syllabus, and
- communicate any changes to assignments and/or to the course calendar to students as quickly as possible.

As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will

- post grades for discussion postings within one week of the discussion thread closing.
- provide grades for assignments within 2 weeks of the due date.

Textbook Information and Required Hardware/Software

Textbook(s):

Benner, P.E., Malloch, K, & Sheets, V. (Eds.). (2010). *Nursing Pathways for Patient Safety*. St. Louis, MO: Mosby/Elsevier.

[ISBN-13: 978-0323065177]

LaCharity, L.A., Kumagai, C.K., & and Bartz, B., (2014). *Prioritization, delegation, and assignment: Practice exercises for the NCLEX examination* (3rd ed.). St. Louis, MO: Mosby/Elsevier.

[ISBN-13: 978-0323113434]

Marquis, B.L., & Huston, C.J., (2014). *Leadership roles and management functions in nursing: Theory and application* (8th ed.) Philadelphia, PA: Lippincott, Williams, & Wilkins.

[ISBN-13: 978-1451192810]

Hardware:

Computer, speakers, internet access, earbuds.

Software:

Microsoft, Java, Adobe Reader, Quick Time & Silverlight

Computer Browsers:

- Mac users should use Firefox
- PC users may use any browser except IE10

Websites:

You will access course materials for this course by logging into **Blackboard** at

<https://blackboard.odessa.edu/webapps/login/>.

<https://www.atitesting.com>;

<http://qsen.org>;

, IHI.org-open school. Must register

Students, if you have problems logging onto Blackboard, please call the Student Success Center at 335-6673 for assistance.

Campus Computer Labs

Information About the Course

Course Description:

Exploration of leadership and management principles applicable to the roles of the professional nurse. Includes application of knowledge, judgment, skills and professional values within a legal/ethical framework. This course lends itself to a blocked approach. Emphasis will be on leadership and management of care skills needed for the entry level nurse generalist, including delegation and supervision, quality improvement, case management, conflict management, and lifelong learning.

Course Prerequisites:

Traditional: *RNSG 1513, 1360, 1193, 1301, 1441, 1261, 2213, 2161, 1443, 1262, 1412, 2263*

Co-requisite Courses:

Traditional: RNSG 2331, 1263

Course Topics:

Staff Education (Advocacy) Legal issues/Infection control/evaluation performance.
 Assign/Delegation/Supervision, Organize workload, Case management, Intervene appropriately when there is a breach in confidentiality, Collaborate with Interdisciplinary Team, Continuity of care/Home safety/self-care, Priority of care, Ethical Practice, Breach of HIPAA, Transcribe/take orders in simulation, QI participation, Accident/Error/Injury Prevention (rm. assignment/verify orders), Medication reconciliation

Grading

All course work is required. All aspect of course work must be submitted in order to successfully pass this course. Course grades are based on unit exams, comprehensive final, class activities, and the online discussion forums.

However, the combined average of all unit exams and the comprehensive final exam must be 75 or higher in order to pass RNSG 2221.

<i>Exams</i>	<i>Weighted Value</i>
unit 1 exam	20%
unit 2 exam	20%
Comprehensive Final Exam	30%
TOTAL	70%

<i>Graded Items</i>	<i>Weighted Value</i>
Class Activities	5%
ATI	10%
Other assignments	15%
TOTAL	30%

Grading Scale:

"A" = 90-100
 "B" = 80-89
 "C" = 75-79
 "D" = 60-74.99
 "F" = 0-59

Student Course Participation

As a student, I understand that I am responsible for keeping up with the course. To help with this, I will

- identify alternative computer and internet access in case my primary computer crashes or my internet service is unavailable;
- recognize that the college provides free Wi-Fi and computer labs during regular campus hours to help me with accessing my course; and,
- understand that my instructor does not have to accept my technical issues as a legitimate reason for late or missing work if my equipment or service is unreliable.

As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to

- getting “kicked off” of the system during tests or quizzes;
- having trouble submitting assignments; and
- dealing with a traumatic personal event.

As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will

- seek out help from my instructor and/or from tutors;
- ask questions if I don't understand; and
- access my course several times during the week to keep up with assignments and announcements.

As a student, I understand that I will have the opportunity to provide feedback on my experience in this course through an end-of-course Student Evaluation of Instruction (SEI).

Course Policies

Disclaimer

This syllabus is tentative and subject to change in any part at the discretion of the instructor. Any changes will be in accordance with Odessa College policies. Students will be notified of changes, if any, in timely manner.

For ALL CURRENT NURSING POLICIES please refer to the CURRENT nursing student handbook. ALL policies and standards are in effect for RNSG 2221.

Original Effort

The work submitted for this course must be original work prepared by the student enrolled in this course. Efforts will be recognized and graded in terms of individual participation and in terms of ability to collaborate with other students in this course.

Digital Protocol

Cell phones must be placed on either *vibrate* or *silent* mode and are to be accessed in emergency cases only. The use of laptops or any other digital device is permitted in order to facilitate note-taking relative to instruction. Any written assignments will be submitted electronically on Blackboard. **The electronic recording of the time on Blackboard will be considered the time of assignment submission. Take necessary steps to ensure that your assignments are submitted on "Blackboard" time.** Back-up and/or additional copies of all assignments submitted is encouraged. **Computers/printers are available to OC students in the LRC (301-303); therefore, not having access to a computer due to technical issues (crash; corrupted files) will not be considered as an acceptable reason for not completing assignments.** If there is a loss of server connection with Odessa College due to maintenance, then an email will be sent to student with pertinent information and status reports. Assignments submitted electronically need to be **WORD documents (doc or docx).**

Attendance Policy: See student nursing handbook

Students are expected to attend class regularly. If the student is going to miss the class day, notification of the instructor one hour before the class starts is required. An assignment regarding the missed content will be given to the student to ensure that the content has been covered.

IF A STUDENT MISSES AN EXAM, THE STUDENT MUST CONTACT THE INSTRUCTOR ONE HOUR BEFORE THE MISSED EXAM. THE STUDENT THEN MUST CONTACT THE INSTRUCTOR WITHIN 2 DAYS OF THE MISSED EXAM TO SET UP MAKE-UP EXAM. Make up exams must be given within 5 days of the original exam unless other arrangements have been made with instructor. The make-up exam will be in other format than multiple choice

AVID

This course has been identified as a course by Career, Technical, and Workforce Education as one in which teaching and learning strategies adopted by AVID will be implemented. As a student in this course, you will be expected to develop an understanding of the strategies, to model the strategies, to maintain fidelity of implementation, and to examine how these strategies may impact your effectiveness as a professional in your chosen area of occupation, either through coursework or practicum experience as outlined by the course instructor.

Grade Inquiry Policy

It is the responsibility of the individual taking this course to maintain accurate track of assignment submissions and grades. There will be opportunities during the semester to meet with the instructor to discuss your academic progress. Contact the instructor to schedule an appointment. Class time will not be used for grade inquiries. All grades are final.

General Course Requirements

1. Attend class and participate.
2. Contribute and cooperate with civility.
3. **Submit assignments on time.**

Assignments must be taken to the nursing office and signed in. Work that is late will have 10 points deducted for each day late, this includes week-ends.

Incomplete Policy

An 'Incomplete' grade may be given only if:

1. The student has passed all completed work
2. If he/she has completed a minimum of 75% of the required coursework. A grade of an "I" will only be assigned when the conditions for completions have been discussed and agreed upon by the instructor and the student.

Course Schedule

(Tentative and Subject to Change)

<i>Lesson Plans</i>				
<i>RNSG 2221: Leadership and Management</i>				
Module	Topics / Student Learning Outcomes	Related COLOs	Learning Activities / Assignments	Assessment Methods
Module 1	<p><u>Class (2 hours)/online (2 hours)</u></p> <p>(Decision-Making)</p> <p>Learning Outcomes: By the end of the Module, the students will be able to—</p> <ol style="list-style-type: none"> 1. Compare and contrast decision- 	1, 5	<p><u>Before class:</u></p> <ul style="list-style-type: none"> • Read Marquis and Huston: pp. 2-28; 32-35; • Complete Learning Exercise 1.7 on p. 26-27. Be prepared to discuss in class. • Read Benner: pp.1-27 <p><u>Online:</u></p> <ul style="list-style-type: none"> • Look up management versus leadership online. Find 3 <u>reputable</u> articles or videos on the subject. Then engage in the discussion forum for this Module. • Respond to Discussion Forum questions as directed online. Responses to questions are due before Module 2 class on Sept. 3 by 6pm. • IHI.org assignment Leadership 101 due by Sept. 3 by 6pm. <p><u>After class:</u></p>	<p>Reflection activity (paragraph on own learning goals to be <u>brought to first class</u>)</p> <p><u>Post</u> responses to Discussion Forum questions</p> <p>Bring certificat</p>

	<p>making and problem solving.</p> <p>2. Discuss the nursing implications of clinical reasoning and critical thinking.</p> <p>3. Assess one's own decision-making characteristics.</p> <p>4. Differentiate decision-making</p>	<ul style="list-style-type: none"> • Review class notes and bring any questions to next class or post online for peers to discuss. • Complete any online activities for Module 1. 	<p>e of completion of IHI.org. L101.</p>
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	<p>style s inclu ding laiss ez- faire, auto crati c, and dem ocrat ic.</p> <p>5. Disc uss the diffe renc e betw een lead ershi p and man age ment</p> <p>6. Dete rmin e the role of the prof essio nal nurs e as lead er, man ager, and</p>		
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	<p>coor dinat or of care.</p> <p>7. Disc uss the NCS BN pract ice brea kdo wn initia tive.</p> <p>8. Appl y clini cal reas onin g to simu lated lead ershi p scen arios .</p> <p>9. Bre ak dow n the Taxo nom y of Erro r, Root Caus e Anal ysis and</p>		
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	<p>Practice Responsibility (TE RCAP) data used to improve patient safety.</p> <p>Topics:</p> <ul style="list-style-type: none">• Decision Making<ul style="list-style-type: none">• ○○		
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	<ul style="list-style-type: none">○• Problem Solving• Critical Thinking• Clinical Reasoning• Leadership• Management• NCS BN Practice Breakdown		
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	<ul style="list-style-type: none"> • I i s s n c s t i c c i s c o n n e r t t e r u a l A c t i t y l H H C A H • H e r e c e p t u a l A c t i t y • H e r e c e p t u a l A c t i t y 		
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Module 2	<p><u>Class (2 hours)/online (2 hours)</u></p> <p><u>(Legal/Ethical)</u></p> <p>Learning Outcomes: By the end of the Module, the students will be able to—</p> <ol style="list-style-type: none"> 1. Compare and contrast various frameworks for ethical decision making. 2. Apply principles of ethical reasoning to simulated scenarios 	<p>1, 2, 8</p>	<p><u>Before class:</u></p> <ul style="list-style-type: none"> • Read Marquis and Huston: pp.70-90; 94-114 <p><u>Online:</u></p> <ul style="list-style-type: none"> • Read the following article on Nurse Practice Acts: https://www.ncsbn.org/What_Every_Nurse_Needs_to_Know.pdf • Use the NCSBN tool kit to find your state nurse practice act and review. Pay special attention to the licensure requirements, renewal information, practice by license holder and prohibited practices. https://www.ncsbn.org/npa.htm • Look up the ANA Code of Ethics and review. http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf • Respond to Discussion Forum questions as directed online. Responses to questions are due before Module 3 class on Sept. 10 by 6pm. • IHI.org assignment PS 101, 102. <p><u>After class:</u></p> <ul style="list-style-type: none"> • Review class notes and bring any questions to next class or post online for peers to discuss. • Complete any online activities for Module 2. 	<p><u>Post responses to Discussion Forum questions</u></p> <p>Bring certificates for IHI.org PS 101, 102 due by Sept. 10 by 6pm.</p>
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	<p>arios</p> <p>3. Disti ngui sh betw een ethic al and legal decis ion- maki ng.</p> <p>4. Disc uss the Ame rican Nurs es Asso ciati on Cod e of Ethi cs and Inter preti ve State ment s.</p> <p>5. Diff erent iate the elem ents of prof essio nal</p>		
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	<p>negligence.</p> <p>6. Discuss the impact of HIPAA on confidentiality.</p> <p>7. Compare and contrast professional and institutional licensure.</p> <p>8. Apply leadership roles legal and ethical simulated scenarios.</p> <p>9. Apply man</p>		
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	<p>agement functions to legal and ethical scenarios .</p> <p>Topics:</p> <ul style="list-style-type: none">• Ethical Frameworks <ul style="list-style-type: none">• ○ <ul style="list-style-type: none">○		
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	<ul style="list-style-type: none">○ ○ • Ethical Principles • ○ ○		
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	<ul style="list-style-type: none">○ ○ ○ • Ethical Dilemmas• Ethical Reasoning• ANA Code of		
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	<p>Ethics</p> <ul style="list-style-type: none"> • Legal vs. Ethical • Legislative Issues • Informed Consent • HIPAA • Professional negligence 			
<p>Module 3</p>	<p>Class (2 hours)/online (2 hours) (Advocacy)</p> <p>Learning Outcomes: By the end of the Module, the students will be able to—</p> <ol style="list-style-type: none"> 1. Identify and discuss the nursing 	<p>1, 7, 8</p>	<p><u>Before class:</u></p> <ul style="list-style-type: none"> • Read Marquis and Huston: pp.117-132 • Benner: pp. 138-149; <p><u>Online:</u></p> <ul style="list-style-type: none"> • Read the following article on whistleblowing. http://www.nursingworld.org/DocumentVault/Ethics/Whistleblowers-.pdf • Respond to Discussion Forum questions as directed online. Responses to questions are due before Module 4 class on Sept. 17 by 6pm. • IHI.org assignment: PS 105 and 106 <p><u>After class:</u></p> <ul style="list-style-type: none"> • Review class notes and bring any questions to next class or post online for peers to discuss. 	<p>Exam One</p> <p>Think/Pair/Share Activity Answers (submit in class:)</p> <p><u>Post</u> responses to Discussion Forum questions</p> <p>Bring certificates for</p>

	<p>ng valu es centr al to advo cacy.</p> <p>2. Anal yze com mon nursi ng scen arios requi ring nurs e- patie nt advo cacy.</p> <p>3. Disc uss patie nt right s and the role of the nursi ng lead er.</p> <p>4. Diff erent iate betw een subo rdina te advo</p>	<ul style="list-style-type: none"> • Complete any online activities for Module 3. 	<p>IHI.org PS 105, 106 due by Sept. 17 by 6pm</p>
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	<p>cacy, work plac e advo cacy, and prof essio nal advo cacy.</p> <p>5. Desc ribe ways that nurs es can advo cate for the prof essio n of nursi ng.</p> <p>6. Asse ss evid ence relat ed to whis tlebl owin g withi n the nursi ng prof essio n.</p>		
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	<p>7. Discuss practice breakdown issues related to patient autonomy and professional boundaries.</p> <p>Topics:</p> <ul style="list-style-type: none">• Nursing Values and Advocacy<ul style="list-style-type: none">• ○○		
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	<ul style="list-style-type: none">○ ○ • Professional Advocacy• Whistleblowing• Patient Advocacy • ○	
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	<ul style="list-style-type: none">• Common areas requiring Nurse-Patient Advocacy<ul style="list-style-type: none">• ○			
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	<ul style="list-style-type: none">○ • Nursing Role in Legislation• Practice Breakdown (NC SBN)		
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	<ul style="list-style-type: none"> • F a t t i e r t t A u t C r C r Y r C f e s s i C r s l l H C u n C s n i e s H C u n C s n • H r C f e s s i C r s l l H C u n C s n • H C u n C s n 		
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Module 4	<p><u>Class (2 hours)/online (2 hours)</u></p> <p>(Change and Time Mgmt)</p> <p>Learning Outcomes: By the end of the Module, the students will be able to—</p> <ol style="list-style-type: none"> 1. Identify the stages of change. 2. Assess personal attitudes toward 	<p>1, 8</p> <p><u>Before class:</u></p> <ul style="list-style-type: none"> • Read Marquis and Huston: pp. 162-176; pp. 181-197 • Complete Time Management Assignment. (p. 194, Exercise 9.5) Be sure to complete the time inventory as well as the reflection process. Submit in class. One page time inventory. Max. One page reflection <p><u>Online:</u></p> <ul style="list-style-type: none"> • Respond to Discussion Forum questions as directed online. Responses to questions are due before Module 5 class on Sept.24 by 6pm. • IHI.org assignment QI 101. <p><u>After class:</u></p> <ul style="list-style-type: none"> • Complete any online activities for Module 4. • Review class notes and bring any questions to next class or post online for peers to discuss. 	<p>Time Management Assignment (Submit in class).</p> <p><u>Post</u> responses to Discussion Forum questions</p> <p>Bring IHI.org certificate QI 101 by Sept. 24 by 6pm.</p>

	<p>rds chan ge.</p> <p>3. Disc uss chan ge strat egies to incre ase chan ge com plian ce and decr ease resis tanc e.</p> <p>4. Diff erent iate betw een plan ned chan ge and chan ge by drift.</p> <p>5. Disc uss time man age ment at the pers</p>		
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	<p>onal level , unit level , and orga nizat ional level</p> <p>·</p> <p>6. Asse ss pers onal time man age ment</p> <p>·</p> <p>7. Disc uss the impa ct (bot h posit ive and nega tive) of tech nolo gy with relati on to time man age ment</p> <p>·</p> <p>8. Appl y conc</p>		
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	<p>epts of prior itizat ion to man age time.</p> <p>Topics:</p> <ul style="list-style-type: none">• Stag es of Cha nge• ○○○		
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	<ul style="list-style-type: none">• Promoting change (Change Agents)<ul style="list-style-type: none">•<ul style="list-style-type: none">○ ○			
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	<ul style="list-style-type: none">○ • Personal attitude regarding change• Planned Change• Change by drift• Time Management		
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	<ul style="list-style-type: none"> • J e c c r i c l c s y • H r i c r i t i z s t i c r i c c r i s s t i r i c r i l i r e • H r i c c r i s s t i r i c r i l i r e • H r i c c r i s s t i r i c r i l i r e 		
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Module 5	<p>Class (2 hours)/online (2 hours)</p> <p>(Communication/Delegation)</p> <p>Learning Outcomes: By the end of the Module, the students will be able to—</p> <ol style="list-style-type: none"> 1. Consider appropriate communication modes for specific situations. 2. Discuss the communication 	3, 4	<p><u>Before class:</u></p> <ul style="list-style-type: none"> • Read Marquis and Huston: pp. 436-460; pp. 466-482; pp. 487-499 • Benner: pp. 47-57 <p><u>Online:</u></p> <ul style="list-style-type: none"> • Read the following article: http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Vol152010/No2May2010/Mindful-Communication-and-Delegation.html • Texas Board of Nursing Delegation Resource Packet: https://www.bon.texas.gov/practice_delegation_resource_packet.asp • Review the reading from Benner regarding the impact of documentation. Write a short summary to address how variability in documentation can affect patient outcomes. Submit online by Oct. 1 by 6pm. daily grade • Using the articles above and the text, respond to Discussion Forum questions as directed online. Responses to questions are due before Module 6 class on Oct. 1 by 6pm. <p><u>After class:</u></p> <ul style="list-style-type: none"> • Review class notes and bring any questions to next class or post online for peers to discuss. • Complete any online activities for Module 5. 	<p><u>Post</u> responses to Discussion Forum questions</p> <p><u>Submit in Blackboard</u> Documentation summary by Oct. 1 by 6pm.</p>

	<p> cation process including verbal and non- verbal elements. 3. Analyze communication concepts related to confidentiality. 4. Discuss conflict resolution using principles of leadership and management. </p>			
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	<p>5. Use group dynamics to foster discussion in the online forum.</p> <p>6. Distinguish opportunities as well as challenges to the communication process related to technology.</p> <p>7. Discuss strategies for effective</p>		
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	<p>tive delegation.</p> <p>8. Determine whether delegation is appropriate in simulated leadership scenarios.</p> <p>9. Discuss the role of the RN when determining tasks for delegation.</p> <p>10. Apply the five rights of dele</p>		
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	<p>gation from the NCS BN to simulated leadership scenarios.</p> <p>11. Discuss the impact of nursing documentation to practice breakdown.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Organizational Communication • Interpersonal Communication 		
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	<p>catio n</p> <ul style="list-style-type: none"> • Grou p Com muni catio n <p>• ○</p> <p>○</p>			
	<ul style="list-style-type: none"> • Com muni catio n 			

	<p>Process</p> <ul style="list-style-type: none">•○○○		
	<ul style="list-style-type: none">• Impact of social media		

	<ul style="list-style-type: none"> • Delegation • NCS BN: 5 Rights of Delegation • NCS BN Practice Breakdown: Clearly communicating patient data and clinical assessments 			
Module 6	<p><u>Class (2 hours)/online (2 hours)</u></p> <p>(QI)</p> <p>Learning Outcomes: By the end of the Module, the</p>	2, 5, 7	<p><u>Before class:</u></p> <ul style="list-style-type: none"> • Read Marquis and Huston: pp.542-567; pp. 204-228 • Benner: pp. 30-45; pp. 107-116 • Read the following article and be prepared to discuss: http://nursingworld.org/psjustculture <p><u>Online:</u></p>	<p>Exam Two</p> <p><u>Post</u> responses to Discussion Forum questions</p>

<p>students will be able to—</p> <ol style="list-style-type: none"> 1. Discuss the rationale for quality control and patient safety standards. 2. Describe the role of various organizations (JC, CMS, ANA, AHA, AHQR) in establishing standards of 	<ul style="list-style-type: none"> • Read the following article and submit a one-page reflection. Address the following: How is quality improvement driving change in healthcare reform? http://www.nursingworld.org/Quality-Improvement-on-Patient-Outcomes.html (2 points) • Respond to Discussion Forum questions as directed online. Responses to questions are due before Module 7 class on Oct. 5 by midnight. <p><u>After class:</u></p> <ul style="list-style-type: none"> • Review class notes and bring any questions to next class or post online for peers to discuss. • Complete any online activities for Module 6. 	<p><u>Submit in Blackboard Article Reflection by Oct. 1 by 6pm.</u></p>
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	<p>pract ice.</p> <p>3. Appl y Just Cult ure conc epts to simu lated lead ershi p scen arios</p> <p>4. Disc uss quali ty meas urem ent as an orga nizat ional man date.</p> <p>5. Com pare and contr ast core meas ures and natio nal patie nt safet y</p>		
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	<p>goals.</p> <p>6. Evaluate the impact of prevention on patient safety and quality.</p> <p>7. Discuss the role of the professional nurse as it relates to quality control and improvement.</p> <p>8. Describe key components</p>		
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	<p>of the Patient Protection and Affordable Care Act (PPACA).</p> <p>9. Discuss how health care cost and fiscal demands led to health care reform in the U.S.</p> <p>10. Discuss the role of the professional</p>		
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	<p>nurs e regar ding fisca l plan ning and healt hear e refor m.</p> <p>Topics:</p> <ul style="list-style-type: none">• Qual ity Cont rol•<ul style="list-style-type: none">○○○		
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	<ul style="list-style-type: none">○• Standardized nursing language• Quality Improvement• ○○○		
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	<ul style="list-style-type: none"> • Medical Errors • NCS BN Practice Breakdown: Medication Errors • ○ • NCS BN Practice Breakdown: Prevention • Balancing Cost 		
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	<p>and Quality</p> <ul style="list-style-type: none"> • PPA CA • Fiscal Planning 			
<p>Module 7</p>	<p><u>Class (2 hours)/online (2 hours)</u></p> <p>(Org Structure, Power and Climate)</p> <p>Learning Outcomes: By the end of the Module, the students will be able to—</p> <ol style="list-style-type: none"> 1. Describe how the structure of an organization facilitates or impedes communication 	<p>2, 7</p>	<p><u>Before class:</u></p> <ul style="list-style-type: none"> • Read Marquis and Huston: pp. 260-283; pp. 287-306; pp. 414-430 • Bring to class an index card with this following info: What is the greatest motivator in your life at this time? Has it always been your strongest motivator? Submit in class. <p><u>During class:</u></p> <p>ATI predictor exam</p> <p><u>Online:</u></p> <ul style="list-style-type: none"> • Respond to Discussion Forum questions as directed online. Responses to questions are due before Module 8 class on Oct.12. <p><u>After class:</u></p> <ul style="list-style-type: none"> • Review class notes and bring any questions to next class or post online for peers to discuss. • Complete any online activities for Module 7. 	<p>Submit index card assignment in class Oct. 8 by 6pm.</p> <p><u>Post</u> responses to Discussion Forum questions</p>

	<p>n, flexi bilit y, and job satis facti on.</p> <p>2. Com pare and contr ast form al and infor mal orga nizat ional struc ture.</p> <p>3. Appl y the conc epts of auth ority , resp onsi bilit y, and acco unta bilit y in simu lated lead ershi p</p>		
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	<p>scenarios</p> <p>4. Assess one's own personal power profile.</p> <p>5. Differentiate among types of power within an organization.</p> <p>6. Discuss the impact of power dynamics at a personal, professional, and organizational</p>		
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	<p>ional level</p> <p>7. Differentiate between intrinsic and extrinsic motivation.</p> <p>8. Discuss the impact of a motivating work environment.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Organizational Structure • ○ 		
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	<ul style="list-style-type: none"> • Organizational Decision-Making • Organizational Culture • Shared Governance • Organizational Power • Political Power • Personal Power • Motivation 		
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Module 8	<p><u>Class (2 hours)/online (2 hours)</u></p> <p>Lifelong Learning/Prof growth</p> <p>Learning Outcomes: By the end of the Module, the students will be able to—</p> <ol style="list-style-type: none"> 1. Differentiate among stages of a career. 	1, 6, 8	<p><u>Before class:</u></p> <ul style="list-style-type: none"> • Read Marquis and Huston: pp. 235-256; pp. 311-330 <p><u>During class:</u></p> <p><u>Turn in remediation for ATI predictor.</u></p> <p><u>Leadership tutorial</u></p> <p><u>Online:</u></p> <p>(1) If the final is given in class, supplement the reading of the material with online content. This would replace the activities listed above. A few ideas for online incorporation:</p> <ul style="list-style-type: none"> • Short video on shared governance principles: https://www.youtube.com/watch?v=4qOuPkQNUWU • Have students' complete Learning exercise 14.6 on their own and email questions or post to a question board in the online forum. 	<p>Final Exam</p> <p><u>Post responses to Discussion Forum questions</u></p> <p><u>Submit Course Evaluation</u></p>

	<p>2. Discuss the professional expectations and responsibility associated with lifelong learning.</p> <p>3. Differentiate between managed care and population based health care management.</p> <p>4. Discuss the</p>	<p>(2) Online Discussion Forum is the same for both online exam or in-class exam.</p> <ul style="list-style-type: none"> • Respond to Discussion Forum questions as directed online. Responses to questions are due before the end of the course on Oct. 12 by midnight. <p><u>After class:</u></p> <ul style="list-style-type: none"> • Complete any online activities for Module 8. • Complete course evaluation 	
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	<p>role of the case manager in disease management programs .</p> <p>5. Compare and contrast patient care delivery systems: total patient care, functional nursing, modular nursing, primary nursing, and case man</p>		
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	<p>agement</p> <p>6. Discuss how the role of the professional nurse is expanding to include efficiency expertise.</p> <p>Topics:</p> <ul style="list-style-type: none"> • Professional Growth • ○ 			
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	<ul style="list-style-type: none">• Lifelong learning<ul style="list-style-type: none">• ○○			
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	<ul style="list-style-type: none">• Patient care organization			
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	<ul style="list-style-type: none"> • Case Management 			
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Core Objectives (COs)

Description of Core Objectives (CO's)

Given the rapid evolution of necessary knowledge and skills and the need to take into account global, national, state, and local cultures, the core curriculum must ensure that students will develop the essential knowledge and skills they need to be successful in college, in a career, in their communities, and in life. Therefore, with the assistance of the Undergraduate Education Advisory Committee, the Coordinating Board has approved guidelines for a core curriculum for all undergraduate students in Texas.

Through the application and assessment of objectives within the institution's core curriculum, students will gain a foundation of knowledge of human cultures and the physical and natural world; develop principles of personal and social responsibility for living in a diverse world; and advance intellectual and practical skills that are essential for all learning. Appropriate Odessa College faculty periodically evaluates all of the courses listed in the descriptions on the following pages of this catalog and keys them to Odessa College's Institutional Core Objectives (ICOs), as defined by the Texas Higher Education Coordinating Board (THECB). (Source: *Odessa College Catalog of Courses 2012-2013, page 73*)

Odessa College's Core Objectives (COs):

1. *Critical Thinking Skills (CT)* - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. *Communication Skills (COM)* - to include effective development, interpretation and expression of ideas through written, oral and visual communication
3. *Empirical and Quantitative Skills (EQS)* - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. *Teamwork (TW)* - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. *Social Responsibility (SR)* - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. *Personal Responsibility (PR)* - to include the ability to connect choices, actions and consequences to ethical decision-making

Course Objectives :

WECM End-of-Course Outcomes: Explain the roles of the professional nurse in caring for patients and families experiencing mental health problems; use therapeutic communication; utilizes critical thinking skills and a systematic problem-solving process for providing care to patients and families experiencing mental health problems.

LEARNING OUTCOMES:

1. Explain the role of the professional nurse as leader, coordinator, and manager of patient care.
2. Analyze the impact of health care regulations and finance on nursing practice.
3. Evaluate strategies for conflict management in health care settings.
4. Apply the five rights of delegation and supervision in simulated learning experiences.
5. Evaluate the quality improvement process to achieve positive clinical outcomes.
6. Discuss the importance of lifelong learning and development for professional nurses.
7. Evaluate the role of the nurse and the nursing profession in impacting legislation and health policy.
8. Evaluate the nurse’s role in professional, legal, and ethical accountability

Learning Outcomes

Student learning outcomes

Outcome	ICO
Evaluate the quality improvement process to achieve positive clinical outcomes.	<i>Critical Thinking Skills</i> - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
Evaluate strategies for conflict management in health care settings	<i>Communication Skills</i> - to include effective development, interpretation and expression of ideas through written, oral and visual communication
Analyze the impact of health care regulations and finance on nursing practice.	<i>Empirical and Quantitative Skills</i> - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
Explain the role of the professional nurse as leader,	<i>Teamwork</i> - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

coordinator, and manager of patient care	
Discuss the importance of lifelong learning and development for professional nurses.	<i>Personal Responsibility</i> - to include the ability to connect choices, actions and consequences to ethical decision-making
Evaluate the role of the nurse and the nursing profession in impacting legislation and health policy.	<i>Social Responsibility</i> - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Odessa College Policies

Tuition Discounts

The ***“First Course is Free”*** discount waives standard tuition and fees for the first 3 credit hours taken at Odessa College. The discount applies to high school graduates taking their first class at Odessa College as well as transfer students taking their first class at Odessa College.

The ***“Academic Progress Discount”*** provides a 10% tuition discount upon completion of 30 credit hours until reaching 45 credit hours. It provides a 20% discount upon completion of 45 credit hours until reaching 60 credit hours. Student must maintain a 2.0 GPA to remain eligible for the discount.

Academic Policies

Note that the OC Student Handbook states (page 32) that “[i]n cases of academic dishonesty, the instructor has the authority to impose appropriate scholastic penalties. Complaints or appeals of disciplinary sanctions may be filed in accordance with the college due process procedure. Copies of the college due process procedure are available in the office of The Director of Student Life (CC104).”

For more information on your rights and responsibilities as a student at Odessa College, please refer to the following: *The 411 of OC: Student Handbook 2012-2013*; *Student Rights & Responsibilities* <http://www.odessa.edu/dept/studenthandbook/handbook.pdf>

Scholastic Dishonesty

Scholastic dishonesty shall constitute a violation of these rules and regulations and is punishable as prescribed by board policies. Scholastic dishonesty shall include, but not be limited to, cheating on a test, plagiarism and collusion.

"Cheating on a test" shall include:

- Copying from another student's test paper
- Using test materials not authorized by the person administering the test.
- Collaborating with or seeking aid from another student during a test without permission from the test administrator.
- Knowingly using, buying, selling, stealing or soliciting, in whole or in part, the contents of an unadministered test.

- The unauthorized transporting or removal, in whole or in part, of the contents of the unadministered test.
- Substituting for another student, or permitting another student to substitute for one's self, to take a test.
- Bribing another person to obtain an unadministered test or information about an unadministered test.
- "Plagiarism" shall be defined as the appropriating, buying, receiving as a gift, or obtaining by any means another's work and the unacknowledged submission or incorporation of it in one's own written work.
- "Collusion" shall be defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. (Source: *Odessa College Student Handbook 2012-2013, page 29-30*)

Special Populations/Disability Services/Learning Assistance

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please feel free to contact me to discuss your concerns. You may also call the Office of Disability services at 432-335-6861 to request assistance and accommodations.

Odessa College affirms that it will provide access to programs, services and activities to qualified individuals with known disabilities as required by **Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990 (ADA)**, unless doing so poses an undue hardship or fundamentally alters the nature of the program or activity. Disabilities may include hearing, mobility or visual impairments as well as hidden disabilities such as chronic medical conditions (arthritis, cancer, diabetes, heart disease, kidney disorders, lupus, seizure disorders, etc.), learning disabilities or psychiatric or emotional disabilities. A student who comes to Odessa College with diagnosed disabilities which may interfere with learning may receive accommodations when the student requests them and submits proper documentation of the diagnosis. A Request for Accommodations form and guidelines for beginning the request process are available in the OC Help Center or on the Odessa College web site at <http://www.odessa.edu/dept/counseling/disabilities/index.htm>. The college strives to provide a complete and appropriate range of services for students with disabilities such as assistance with testing, registration, information on adaptive and assistive equipment, tutoring, assistance with access and accommodations for the classroom where appropriate. For information regarding services, students with disabilities should contact the Office of Disability Services in the OC Help Center located in Room 204 of the Student Union Building or call 432-335-6433. (Source: *Odessa College Catalog of Courses 2012-2013, page 52*)

Dropping a Course or Withdrawing from College

Students wishing to drop a non-developmental course may do so online using WebAdvisor, at the Wrangler Express, or Registrar's Office. A student wishing to drop a developmental course or withdraw from college should obtain a drop or withdrawal form from the Wrangler Express or the Registrar's Office. Students are encouraged to consult with instructors prior to dropping a class. Students may not completely withdraw from the college by use of the Web. Students must drop a class or withdraw from college before the official withdrawal date stated in the class schedule. Students who are part of the Armed Forces Reserves may withdraw with a full refund if the withdrawal is due to their being ordered into active duty. A copy of the student's orders must be presented to the Registrar's Office at the time of the withdrawal. For details, please contact the Office of the Registrar. **No longer attending class does not automatically constitute withdrawal from that class, nor does a student's notification to an instructor that the student wishes to be dropped. Failure of a student to complete the drop/withdrawal process will result in a grade of "F."** (Source: *Odessa College Catalog of Courses 2012-2013, page 36*)

Student Support Services and Technical Support

Blackboard Support

I can't log into my Blackboard Course, who do I contact?

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. The SSC can provide you with your Blackboard login name. If you are not sure what your password is, they can reset your password.

I'm having a problem in my Blackboard Course, who do I contact?

For any problem that you have in your online course, always contact your Instructor first. Refer to the Instructor's Contact Information area of the Syllabus for their preferred method of contact and the expected response time.

Additional Blackboard Help Resources:

Service	Assistance Provided	Available
Blackboard Help for Students	Website with a searchable list of topics on how to navigate and use Blackboard for online courses.	Online Click here.
Blackboard On Demand Learning Center for Students	This website provides an extensive list of short tutorial videos for student activities performed in Blackboard.	Online Click here.
Blackboard Collaborate: First Time Users	If you have never used Blackboard Collaborate before, this website provides a system requirements check, configuration instructions, and training and resources area.	Online Click here.
Blackboard Collaborate: Essentials for Participants	This website provides essential information for Participants of Collaborate sessions. Any Collaborate user, whether first-time or experienced, would benefit from reviewing the information here.	Online Click here.

Student E-mail Support

How do I set up, access, or update my Odessa College Student E-mail account?

Go to this website and follow the directions on the page: <http://www.odessa.edu/gmail/>.

I can't access my student email! I forgot my password!

Contact the Student Success Center: 432-335-6673 or online at https://www.odessa.edu/dept/ssc/helpdesk_form.htm. They can provide you with assistance in accessing your student email (created by OC) and can also assist with resetting your student email password. Make sure to have your student ID number available!

Your Blackboard login name is associated with your OC created student email account. All Correspondence for this course will be submitted using your Odessa College student email address.

Support for Students with Disabilities
How do I contact the Office of Special Populations?

Main Number	432-335-6861
Campus Location	SUB 204N in the Student Union Building
Email	Becky Rivera-Weiss - brivera@odessa.edu
Website	To find out more about services provided by the Special Populations office, please visit: http://www.odessa.edu/dept/counseling/disabilities/index.htm

Learning Resources Center (LRC; Library)
MURRY H. FLY LIBRARY

Main Number	432-335-6640
Email	library@odessa.edu
Campus Location	1 st floor of the Learning Resources Center (LRC)
Website with Additional Help and Information	http://www.odessa.edu/dept/library Ask A Librarian: https://www.odessa.edu/dept/library/askalibrarian.htm

Equipment and Services Provided:

The Murry H. Fly Library, located in the Learning Resources Center, is a full-service academic library whose mission is to provide research and other educational resources to the Odessa College community.

Super Search, the library's centralized search engine, offers easy access locating materials in the library's collection. The following resources are available through the library.

- **Books, Videos, CDs** – 30,000+ books and 4,000+ media holdings
- **Ebooks** – 50,000+
- **Specialized databases** for current students – 60+
 *Remote access requires OC login
- **Magazines, newspapers, & scholarly journals**
- **Interlibrary loan services** of material from participating Texas libraries
- **Online Tutorials**
 *Tips for research strategies
- **Computers for online research, homework, and printing**
- **Selected textbooks** for short-term use in the library only
- **Photocopier and FAX service** – There is a charge associated with these services
- **VHS/DVDs** – in library use only

- **Quiet study rooms** for individual and group study
*Must check in at the main desk
- **Larger meeting rooms** – for events, educational workshops, and group computer use.
Reservations required

TUTORING SERVICES

Odessa College provides tutoring services to assist students in meeting their academic and career goals. The College strives to provide new and updated resources and services at no charge to OC students. Computers provide Internet access, Microsoft Office, and software resources to assist OC students in improving their reading, writing, and mathematical skills.

Appointments are preferred, but walk-ins are accepted as availability allows. Tutoring services are offered in a number of locations on and off campus. For more information or to make an appointment:

- **Student Success Center**, located in the Learning Resources Center, provides support for a variety of academic subjects as well as TSI test prep, AVID, study skills training, workshops, assistance with Blackboard, student email, OC portal, student orientation tours, and more.

Main Number	432-335-6878
Email	studentsuccesscenter@odessa.edu
Campus Location	1st floor of the Learning Resources Center (LRC)
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Chat Assistance	Click Here Subject to availability. <i>(If no one is currently available, call or email)</i>

- **Math Lab**, located on the second floor of the Wood Math and Science building, provides support for all math-related tutoring

Math Lab Main Number	432-335-6537
Email	mymathlab@odessa.edu
Campus Location	Wood Math and Science building, Room 201
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/math_lab.htm Provides support for all math related tutoring

- **Synapse Lab**, located on the third floor of the Wood Math and Science building, provides support for all science-related tutoring

Synapse Lab Main Number	Coming soon
Email	SynapseLab@odessa.edu
Campus Location	Wood Math and Science building, Room 308
Website with Additional Help and Information	http://www.odessa.edu/dept/biology/tutoring.htm Provides support for all science related tutoring

- **Writing Center**, located on the first floor of Wilkerson Hall, provides support for all writing-related tutoring

Writing Center Main Number	Coming soon
Email	writingcenter@odessa.edu
Campus Location	Wilkerson Hall, 106
Website with Additional Help and Information	Coming soon Provides support for writing related tutoring

- **Offsite tutoring services** are available in the Rodeo and Agriculture Graham Center located in Gardendale
- **Online tutoring** is available 24/7 through Upswing, which will start Fall II, a web-based, student-friendly service

Student Success Center (SSC) / AVID Center

How do I contact the Student Success Center?

Appointments are preferred, but walk-ins will be served as soon as possible.

Main Number	432-335-6673
Campus Location	1st floor of the Library
Website with Additional Help and Information	http://www.odessa.edu/dept/ssc/
Live Online Assistance / Chat	Click Here <i>(If no one is currently available, please put your email and question(s) in the appropriate areas of the form and hit 'send.' Your question(s) will be addressed as soon as an SSC staff member becomes available.)</i>

Equipment and Services Provided:

The purpose of the Odessa College Student Success Center is to provide assistance to students in meeting their academic and career goals. The SSC strives to continually provide new and updated resources that will empower all Odessa College students to succeed at OC and beyond.

Equipment/Services Available	Used For	Available
Tutoring by CRLA & Avid trained tutors	Understanding course work and motivation	On Campus and Online Click here for more information.
Student Information Seminars (SIS)	Demo email, Blackboard and SSC resources	On Campus and Online

		Click here for more information.
Study Skills	Tools needed to succeed	On Campus and Online Click here for more information.
Basic Technology	To navigate classes, email, etc.	On Campus and Online
Plato Web	Practice for TEAS test and basic math, science, etc.	On Campus and Online Click here for more information.
Project T.I.E.	Practice for GED/COMPASS	On Campus and Online Click here for more information.
Student Orientation/Tour	Show individual students where their classes will be. SIS presentation	On Campus
M.O.R.E. Mentoring Program	Networking, tips to navigate college life successfully	On Campus Click here for more information.
Smart thinking	Online tutoring service. Connect with an e-structor and interact with a live tutor.	Online Click here for more information.

Veterans Support

How do I contact the office for Veteran's Outreach?

Main Number	432-335-6833
Campus Location	204M (Help Center) in the Student Union Building
Email	Gloria Rangel - grangel@odessa.edu
Website	To find out more about services provided by the Veteran's Outreach office, please visit: http://www.odessa.edu/dept/counseling/veterans/index.htm