

Capital Area School of Practical Nursing

Leadership Course Syllabus

Course Information

Time: 12:30-4:00pm

Theory Contact Hours: 105

Instructor Information

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Classroom performance and student responsibilities

All policies are to be followed as outlined in the CASPN student handbook.

Assignments and Point Distribution

Assignments, tests, and point distribution per faculty and will be distributed with each course calendar.

Textbook

Nursing Leadership and Management. 7th edition., Assessment Technologies Institute, 2016

Knecht, Patricia. Success in Practical/Vocational Nursing. 8th ed., Elsevier. 2017

Course Description

This course facilitates the transition of the student to the role of an LPN. Emphasis is placed on issues related to nursing and health care as well as skills necessary to provide care to multiple patients and assign tasks to other LPNs and unlicensed personnel. Concepts related to leadership and management are presented as well as career development options that enhance career mobility. Standards of practice and the importance of practicing according to state regulations and statutes are examined.

Course Objectives

1. Describe the steps of a focused health assessment on patients across the lifespan with experiencing common health problems with predictable outcomes in diverse settings.
2. Examine the role of the nurse as a team member, leader and advocate within the health care organization while providing patient-centered care for a variety of patients.
3. Integrate knowledge of pharmacology, pathophysiology, and nutrition, as well as evidence based practice, to the care of patients across the lifespan in a variety of settings.
4. Describe the relationship of effective verbal and nonverbal communication, group process, and teamwork to the LPN's role as a member of the health care team.
5. Apply information technology and evidence-based resources as a framework used to support clinical decision making and resolve patient care issues.
6. Reinforce health education based upon identified needs of diverse patient populations.
7. Identify organizational, time management, and priority-setting skills when providing care to diverse patients and when assigning and supervising unlicensed assistive personnel in various settings.
8. Analyze collaborative resources to promote patient safety and the delivery of quality care in various settings.
9. Integrate legal, ethical, and professional standards within the scope of practice when managing the care of patients, families, and groups in various settings.
10. Examine educational opportunities for LPNs that promote career mobility and lifelong learning.

Content Units

Health Care Issues

Unit Objectives

1. Discuss the etiology of the current nursing shortage, factors that affect its variability, and predict its course over the next decade.
2. Review financial reimbursement systems currently in place and examine cost containment measures that can be taken to control costs.
3. Examine system stressors such as chronic illness, technologically complex care, and poor patient outcomes and the effect they have on the provision and cost of health care.
4. Examine the current Healthy People document and its implications for the health care needs of society.
5. Review seminal documents such as IOM reports, National Patient Safety Goals, National Health Care Initiatives and other related documents in light of their recommendations for changes in the current health care system.
6. Discuss the challenges the health care industry faces in providing accessible, equitable care to U.S. citizens.
7. Explain how “parity” legislation protects the health care consumer.

Content Unit

Organizational Issues

Unit Objectives

1. Review the organizational chart of a health care organization and discuss its impact on the division of labor.
2. Examine the organizational chart in relation to its implications for organizational power, decision making, and professional control.
3. Identify the various levels of nursing management (upper, middle, lower) and their relationship to the management of a nursing unit.
4. Compare and contrast nursing care delivery models and their relationship to the roles of healthcare team members.
5. Examine the scope of practice in relation to the roles of RNs, LPN/LVNs and unlicensed personnel.
6. Discuss the responsibility of the nurse in reporting unprofessional behavior such as suspected substance abuse by employees, workplace violence, and sexual harassment.

Content Unit

Employment Issues

Unit Objectives

1. Discuss how a nursing shortage impacts the education and practice of nurses.
2. Identify the staff nurse’s responsibility related to rejecting unsafe assignments.
3. Review organizational resources available and proper solicitation of these resources when issues related to safe, ethical, and legal nursing practice arise.

Content Unit

Transition Issues

Unit Objectives

1. Describe the regulatory authority of state boards of nursing.
2. Determine how a state’s nurse practice act drives nursing practice and determines its legal parameters.
3. Describe the process for obtaining employment.
4. Explore the process of transitioning to the role of new graduate and licensed nurse.
5. Discuss anticipated challenges related to the role of the new graduate.
6. Examine the process for obtaining licensure and requirements for renewal such as continuing education.

7. List the national organizations that are available to LPNs/LVNs as well as specialty organizations that support specialized practice.

Content Unit

Ethical Issues

Unit Objectives

1. Integrate a code of ethics into practice when directly or indirectly providing patient care.
2. Develop awareness of personal values and the potential impact they have on patient care.
3. Identify regulatory acts and policies that protect a patient's right to confidentiality, informed consent, freedom from restraint, and self-determination.
4. Examine the relationship between the nurse as patient advocate and patient rights.
5. Explore the nursing challenges in assisting patients and their families as they deal with end of life issues.
6. Identify the role of the nurse in establishing and maintaining a "do not resuscitate" (DNR) or "allow natural death" (AND) status for a patient.
7. Discuss the legal and ethical implications of individual and societal access to genetic information.

Content Unit

Legal Issues

Unit Objectives

1. Examine the five elements of liability that constitute negligence.
2. Compare and contrast the torts of false imprisonment, assault, battery, and defamation.
3. Review HIPAA regulations and their relationship to proper maintenance of medical records and patient information.
4. Examine the role of institutional policies and procedures in establishing and guiding that institution's standards for patient care.
5. Identify the role of health care providers in obtaining informed consent.
6. Explore the purpose of incident reports as well as proper handling and disposition of these reports.
7. Identify the responsibility of the nurse in relation to mandatory reporting.

Content Unit

Leadership vs. Management

Unit Objectives

1. Compare and contrast the concepts of leadership and management.
2. Examine the difference between formal and informal leaders.
3. Review descriptions of various leadership styles and subsequent roles assumed by leaders.
4. Discuss the affiliation between leadership style and the employer and employee relationship.

Content Unit

Power and influence

Unit Objectives

1. Review the definitions for power and influence.
2. Discuss appropriate and inappropriate uses of power and influence.
3. Explore the feelings of powerlessness and empowerment by nurses and characteristics of work environments that contribute to each.
4. Discuss power-based strategies that LPNs/LVNs can employ.

Content Unit

Group process and team building

Unit Objectives

1. Compare and contrast the definitions of groups and teams.
2. Examine the four stages of group development and various roles enacted by group members.
3. Practice group process skills needed to be an effective group leader.
4. Explore the concept of teamwork and its relationship to productivity and job satisfaction.
5. Determine team building strategies that foster cooperative teamwork.
6. Discuss the purpose of interdisciplinary teams and the role of the LPN/LVN.

Content Unit

Communication and Conflict Management

Unit Objectives

1. Determine communication skills/strategies needed when interacting with patients and families
2. Determine communication skills/strategies needed when interacting with subordinates and peers
3. Explore the use of proper channels of communication for managing practice and patient related issues in an organization.
4. Compare and contrast between assertive, passive, aggressive, and passive-aggressive communication
5. Examine various types of conflict and conflict management strategies.

Content Unit

Decision Making and Problem Solving

Unit Objectives

1. Compare and contrast the definitions of decision making and problem solving.
2. Discuss the relationship of decision making and problem solving to clinical judgment.
3. Apply the steps of the decision making process to a patient care issue.
4. Examine the role of group decision making and brainstorming when attempting to resolve practice or patient care related issues.

Content Unit

Managing Time and Stress

Unit Objectives

1. Determine time savers and time wasters that support or interfere with good time management.
2. Discuss frameworks that can be used to help determine care related priorities.
3. Review guidelines for appropriate and effective delegation.
4. Examine personal use of organizational skills when providing patient care.
5. Discuss the various causes of occupational stress in nursing and strategies that can be used to minimize its effects.
6. Predict how role conflict and ambiguity can adversely affect a nurse's practice and job satisfaction.
7. List the causes and characteristics of burnout and strategies that can be used to reduce the likelihood of its development.

Content Unit

Change

Unit Objectives

1. Define organization change.
2. Compare and contrast planned and unplanned change.
3. Examine Lewin's change theory, its various stages, and the role played by driving and restraining forces.

4. Discuss the role of the nurse as change agent.
5. List strategies that can be used to facilitate institutional change.

Content Unit

Quality Improvement

Unit Objectives

1. Define quality improvement and its role in health care today.
2. Determine the focus of quality improvement and how it relates to safe, quality patient care and institutional accreditation.
3. Review the role of JCAHO in establishing institutional standards and accrediting institutions who meet those standards.
4. Examine the role of the nurse in identifying and resolving patient care issues through the quality improvement process.
5. Discuss the role of the risk management department in identifying work place threats and working to ensure the safety of patients, their families, and staff.

Content Unit

Career Development

Unit Objectives

1. Examine the path nurses take when transitioning from a novice nurse to an expert nurse.
2. Appreciate the role that preceptors and mentors have in assisting new graduates in becoming competent in their practice and socialized into their new role.
3. Discuss how lifelong learning is necessary to maintain practice that is current and protects the welfare of patients.
4. Review certifications and their requirements available to nurses who work in specialized areas.
5. Examine various career paths that can promote career advancement through degree completion.

Content Unit

Computer Information Systems

Unit Objectives

1. Define health care informatics.
2. Discuss strategies for transforming information into practice.
3. Discuss methods for validating that information found on the Internet is accurate, reliable, and free from error.
4. Examine the use of electronic records for promoting quality improvement.
5. Determine the value of using a personal digital assistant (PDA) for accessing healthcare and practice related information in a mobile format.

NOTE

This syllabus is not a contract between the instructor and student enrolled. Content is subject to change. Students will be given notice of changes made in content, policies, or grading as they may occur.