A nursing course in the management of client care with emphasis on the exploration of leadership and management principles applicable to the role of the professional nurse as provider of care, coordinator of care, client/family advocate, and member of a profession. Study of laws and regulations related to the provision of effective and safe quality care for clients and families. Topics will include, but not be limited to, the Texas Nursing Practice Act, professional organizations, healthcare legislation, and healthcare organizations. Course will include applicable and appropriate DEC competencies.
COURSE EXPECTATIONS CONTRACTUAL AGREEMENT
RNSG 2121 - MANAGEMENT OF CLINET CARE

I ______________________________ have read the syllabus and fully understand the expectations of me as a student in this course. I understand that failure to meet any one of the expected behaviors in the syllabus with particular emphasis on the section related to Evaluation can result in my attaining an unsatisfactory grade in this course. Lack of appropriate attendance may result in my being dropped from this course or attaining an unsatisfactory grade.

Notice of Instructor’s right to modify the syllabus: The instructor reserves the right to modify this Syllabus and will notify the class of any changes during class/Eagle OnLine.

My signature below signifies my willingness to comply with the course requirements.

Signature: ______________________________
Date: __________________

In addition to the course expectations, I agree to neither give nor receive any information about test questions or content in this course. I fully understand and accept that the consequence of the aforementioned behavior will result in my being expelled from the Associate Degree Nursing Program.

NOTICE: Students who repeat a course three or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. Please ask your instructor/counselor about opportunities for tutoring/other assistance prior to considering course withdrawal, or if you are not receiving passing grades.

Signature: ______________________________________________
Date: ___________________________________
Learning Outcomes:
Upon the completion of the course the student should be able to:
1. Utilize critical thinking skills in providing nursing care to the client.
2. Apply and analyze the complexity of principles of management and leadership utilizing a systematic problem-solving process and critical thinking skills to plan and apply care for clients and families.
3. Examine health care delivery within a collaborative, ethical, and legal framework.
5. Collaborate with others in the management of human and material resources, with accountability and responsibility for providing quality care to clients and families.
6. Apply the Standards of Practice and the Unprofessional Conduct Rule by analyzing case studies to measure client outcomes.
7. Describe and apply the process and nurse’s rights for Peer Review, Safe Harbor and Texas Peer Assistance for RNs.
8. Describe the registered nurses’ role and responsibility in reporting incidents and relate the differences in minor and reportable offenses.

II. PRE-REQUISITES: RNSG 1301, RNSG 1413, RNSG 1360, RNSG 1115, RNSG 1441, RNSG 2360, RNSG 1105, RNSG 2213, RNSG 2263, RNSG 1412, RNSG 1247.

III. CO-REQUISITES: RNSG 1343, 2361

IV. METHODS OF ACCOMPLISHING LEARNING OUTCOMES

1. Classroom instruction
   A. Lecture / discussion groups
   B. Individual and Group Presentations
   C. Case Studies

2. Independent study of assigned topics
   A. Written assignments/exercises
   B. Individual and Group Assignments
   C. TBON Project Paper (Safe Harbor/Peer Review)
   D. Professional Resume and Letter of Intent
   E. www.mynursingkit.com
V. EVALUATION

A. THEORY

1. Projects are required for RNSG 2121. The guidelines and grading sheets for each of these items will be listed on the RNSG 2121 website. **Note: All projects must be typed and presented in 12 Font Times Roman format only.**

(a.) **Written Projects:** Responses will be submitted as a professional paper with appropriate references from the current Texas Nurse Practice Act to support your answer as well as current clinical standards of practice. The current Texas Nurse Practice Act to be used as a reference should be obtained from the current Texas Nurse Practice Act 2011 published pamphlet. Papers that contain only the rules and regulations without rationale(s) of how they apply to the case will receive a zero for each occurrence. The paper **MUST** be presented and written in a professional manner. The paper and references **MUST** follow APA format. The paper **MUST** be typed and printed in black (No script or special fonts) on white paper or they will not be accepted, and you will receive a zero for your grade. Pages within the paper **MUST** contain page numbers and be in sequential order. A grading sheet **MUST** also be submitted with your paper. The paper **MUST** contain both an introduction and a conclusion. **The project paper MUST be submitted at the beginning of class on the date due or it will be considered late and five points a day inclusive of weekends will be deducted from your grade.** (Refer to Grading Sheet Criteria for Project Paper for additional rules/regulations). **NOTE:** **Project papers are to be done on a Team Basis (Eight to ten people make a Team); any paper(s) that contain identical wording/paraphrasing with any other written materials will be given a grade of zero. Minimum of four (4) references per project paper from different sources. Project papers will be a maximum of 4 typed (12 font) pages, exclusive of the cover sheet and the reference page.**

2. Two (2) exams, a mid-term (50 questions), and a final consisting of (50) questions will be given in RNSG 2121. All exams will be composed of objective, multiple-choice questions will be given. The final examination will be comprehensive and may consist of questions related to any topic covered in the course.

3. The percentages for each item that makes up your grade follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Project#1 (Resume/Letter of Intent)</td>
<td>10%</td>
</tr>
<tr>
<td>Project #2 (Peer Review/Safe Harbor)</td>
<td>20%</td>
</tr>
<tr>
<td>Class/Group Participation/Assignments</td>
<td>20%</td>
</tr>
</tbody>
</table>

A = 90 - 100  
B = 80 - 89  
C = 75 - 79  
D = 60 - 74  
F = below 60

In order to pass the theory component of a course with a RNSG prefix, a minimum grade of “C” must be achieved
VI. ATTENDANCE
Students may be administratively withdrawn from this course after more than 4 hours of absence accumulated before the last official date of withdrawal. All Cell Phones MUST be in the OFF mode while in the classroom. Late arrival admission to the class once the class has begun is up to the discretion of the instructor. Please note that during test times, once the examination has started late arrivals will not be allowed to enter the test area and will be required to take a make-up examination during the Final Week. Individuals exiting a exam before completing the exam will not be allowed to return to the exam area and will be expected to take a make-up examination. All make-up exams will be taken the week before or the week of the Final Examination.

VIII. REQUIRED TEXTBOOKS/READINGS:
Nursing Practice Act, Nursing Peer Review, Nurse Licensure Compact, & Advanced Practice Registered Nurse Compact, (2011 hard back edition) (available at UT Bookstore)
Access to Textbook companion website at www.mynursingkit.com

IX. POLICIES
All students must adhere to HCCS policies as delineated in the HCCS and ADN handbooks.

X. SPECIAL NEEDS: COMPLIANCE WITH AMERICAN WITH DISABILITIES ACT (ADA)
Any student with a documented disability (e.g. physical, learning, psychiatric, visual, hearing, etc.) who needs to arrange reasonable accommodations must contact the Disability Services Office at their respective college at the beginning of each semester. Faculty is authorized to provide only the accommodations requested by the Disability Support Services Office. If a student has a disability or needs instructional accommodation due to a disability, please meet with the instructor at the beginning of the course. Documentation must be provided at this time with an official letter of accommodation; documentation submitted after the first week of class may not allow for accommodations for the student. The information in this publication will be made available in large print, taped or computer based format upon request. Students with special needs should refer to the procedure identified in the HCCS Student Handbook. The procedure may be started with a phone call to the Disabilities Counselor at 713.718.7631.
XI. ADN HANDBOOK
Students are responsible for reading the Associate Degree Nursing Program Student Handbook. The student will fill out the acknowledgment form and give to the lead instructor within 7 days of the first day of class.

XII. ACADEMIC INFORMATION
Students are responsible for reading the Current Edition of the Houston Community College System Student Handbook to be certain that they understand HCCS policies/procedures including the Scholastic Dishonesty Policy as well as Refunds and Withdrawals from a course.

XIII. REMEDIATION
If a student needs remediation, an appointment may be arranged by contacting an instructor in person. Should you not be able to keep the appointment expectations are that you will notify the instructor at least 24 hours before the assigned appointment.

Remediation will be available to any student enrolled in RNSG 1247 who expresses the need for this service. It is expected that the student will make an appointment at least one week ahead of time and come to the session prepared. Student responsibilities include bringing textbook, questions or topics for discussion and are to follow through with all instructor made assignments to facilitate their learning. Successful remediation necessitates an active role for both students and faculty. Students are also encouraged to seek out the ADN counselor as well as seek assistance from the Academic Center for Success.

A student seeking a review of any examination, except for the final which is not reviewed, must have attended the electronic examination review offered immediately after the examination. Review of specific questions after the mid-term examination must be requested within one week after the examination. The learner is expected to come to the review session having re-read the materials contained within the examination with specific concerns related to the materials under concern.

XIV. TESTING PROTOCOLS
To insure quality education and equality to all students in the Associate Degree Nursing Program, the following special conditions will apply during testing situations.

1. The instructor controls the options of seating arrangement, movement, leaving the room, and stopping an exam for violation of scholastic dishonesty.

2. Infractions of scholastic dishonesty will be grounds for dismissal from the program.

3. Examination review may be done immediately after the examination. In respect for your peers who have not yet completed the examination, the student is expected to remain quietly in the test session after they have finished the exam, not talk, take notes, or attempt to use their cell phones. Cell phones with a photo lens are not allowed in the test or review session.
4. Should the student be unable to attend a test session they must so advise the instructor in writing. Any missed examination will be made up either the week before or the week of the final exam. The date, location, and time will be placed on the RNSG 2121 web site. The make-up examination may be an essay, multiple choice questions or a combination of the two, the style of the make-up examination will be determined by the instructor(s). Students who miss the Final examination are subject to receive an Incomplete in the course.

Once the test has begun, no student will be allowed to enter the testing site, and will have to take a make-up examination the week before or the week of their Final examination. This applies to all students enrolled in the course.
XV. COURSE OUTLINE

Module 1: Leadership

Module 2: Overview of Organizations & Management

Module 3: Financial Management

Module 4: Management of Human Resources
XVI. SCANS - AREA OF COMPETENCY
The U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS) to enter the workplace has determined that a total of 43 competencies must be addressed and a method(s) of determining competency listed. The following are assigned to RNSG 1247:

**Maximize Resource Allocations:**

**#1. Allocate Time**
Obtains data regarding goal-related activities, regarding the development and use of staffing requirements related to the patient's level of illness and the nurse's level of competence related to patient outcomes.

   a. Case assignments, projects   b. Mid-term/Final examination   c. Class/group assignments

**#2. Allocates Human Resources:**
Accurately assess level of skill of a variety of professional and non-professional health care workers assigned to care for patients needing nursing care management. Applies State Board of Nursing criteria to identify appropriate tasks for professional and non-professional health care workers in patient care related activities.

   a. Case assignments, projects   b. Mid-term/Final examination   c. Class/group assignments

**Employ Interpersonal Skills:**

**#3. Exercises Leadership**
Analyze and identify the relationship between the health care clinician, nurse manager, established standards of care for patients, delegation criteria, health care organizations, and legal/ethical implications related to clinical decisions in a variety of health care settings.

   a. Class/group exercise(s)   b. Mid-term/Final examination   c. Class/group assignments

**#4. Negotiate Conflict Resolution**
Determine which of the five optional approaches to conflict is the most appropriate approach in hypothetical and real patient care clinical situations that require clinical-decision making by a professional nurse.

   a. Mid-term/Final examination   b. Class exercises   c. graded written assignments

**#5. Respect Cultural Diversity**
Compare and contrast values and beliefs about illness that affect management of nursing care interventions involving patients from specific cultures.

   a. Class exercise   b. Mid-term/Final examination   c. Class/group assignments

**Use System Concepts:**

**#6. Applies System Knowledge**
Evaluates three types of computerized information technologies used in the application of nursing clinical/ethical/professional situations related to clinical decision concepts, and selects the most appropriate system or systems for the assigned task.

   a. Mid-Term/Final examination   b. Class exercises assignments   c. graded written assignments

**#7. Improves Systems**
Identify the changes that have taken place in healthcare organizations in the past five years related to professional nursing, standards of care, and evidence based nursing.

   a. Mid-term/Final examination   b. Class exercises assignments   c. Case studies

**#8. Use Writing Proficiency**
Use correct grammar, sentence construction, and spelling in preparing written work.

   a. Written projects   b. Case Studies
XVII LEARNING OUTCOMES AND COURSE CONTENT

Module 1: Leadership

Learning Outcomes:

At the completion of this unit the student will have been provided with the learning activities to:

1.1 Identify major leadership theories, and traits most associated with leadership.
1.2 Differentiate leadership theory from leadership development.
1.3 Analyze the process model of leadership.
1.4 Analyze the relationship between the behavioral/situational framework and leadership.
1.5 Identify traits most associated with leadership.
1.6 Analyze the Seven Lessons of Leadership and how they apply to nursing leadership

Learning Activities:
1. Classroom lecture, discussion
2. Student participation Group presentations/assignments.
3. Media Links; Case Studies, Research Articles

Method of Evaluation:
1. Mid-term, Final Examinations; Pop-Quizzes, group discussions/assignments/presentations

References:
1. Grohar-Murray: Chapter 2
Module II: Overview of Organizations and Management

Learning Outcomes:

At the completion of this unit the student will have been provided the learning activities to:

2.1 Analyze the key differences between General Systems Theory and classical Theory.
2.2 Identify the key differences among the concepts of centralized, decentralized, and team approach to managing people.
2.3 Explain subsystems of an organization.
2.4 Diagnose different types of power as observed in a health care setting.
2.5 Analyze at least three properties of an organization.
2.6 Identify at least five key characteristics of effective nurse managers.
2.7 Apply the management assessment tool to a health care setting issue.
2.8 Discuss the strengths and weakness of different systems of nursing care delivery.
2.9 Analyze how nursing management work differs from general management in industry.
2.10 Identify the key focus of performance improvement and three clinical outcome measures.
2.11 Discuss trends in quality improvement.
2.12 Outline two models of performance improvement; list and discuss three drivers of quality.
2.13 Identify three clinical outcome measures.
2.14 Identify major patient safety goals.
2.15 Describe four nursing outcomes specific to desired specialty.

Learning Activities:
1. Classroom lecture and discussion
2. Student participation, Group assignments/presentations.
3. Media Links, Case studies, Research articles

Method of Evaluation:
1. Mid-term, Final examinations, class/group presentations/assignments/discussion

Reference:
1. Motacki: Chapter 10
2. Grohar-Murray: Chapter 6
Module III: Financial Management

Learning Outcomes:

At the completion of this unit the student will have been provided with the learning activities to:

3.1 Identify the purpose of a budget.
3.2 List the steps in the budgetary process.
3.3 Differentiate types of budgets, and identify the advantages/dis-advantages of various budgets.
3.4 Evaluate the components of the actual budget; describe the key elements of budget preparation.
3.5 Identify the responsibilities of the nurse manager in budget preparation.

Learning Activities:
1. Classroom lecture, discussion,
2. Student Participation/Presentation, Group assignments/presentations
3. Media Links, case studies, research articles

Method of Evaluation:
1. Multiple choice items on Mid-term, Final examination, Group assignments/presentations.

Reference:
1. Motacki: Chapter 14
2. Grohar-Murray: Chapters 16
Module IV: Management of Human Resources

Learning Outcomes

At the completion of this unit the student will have been provided the learning activities to:

4.1 Describe the performance appraisal system; identify criteria used to evaluate staff.
4.2 Analyze the role of preceptor in nurse orientation.
4.3 Describe the process of an objective evaluation and the elements of the performance appraisal system.
4.5 Analyze the progression of nursing clinical competence.
4.6 Review the annual mandatory competencies for patient care staff.
4.7 Compare and contrast the roles of manager and staff in performance appraisal.
4.8 Discuss the role of the manager; identify the different management levels in nursing.
4.9 Discuss the importance of a resume in the employment process.
4.10 Differentiate between workplace safety and patient care safety.
4.11 Compare and contrast lateral and vertical violence; differentiate between abuse and assault.
4.12 Identify, discuss, and outline legal issues concerning workplace violence.
4.13 Discuss potential safety hazards in the workplace.
4.14 Identify interventions designed to deal with workplace violence.
4.15 Discuss the role of the nurse and nurse manager in dealing with impaired colleagues.
4.16 Explain the role of the employee assistance program.
4.17 Explain, discuss, and outline the staffing process.
4.18 Examine, discuss, outline, staffing methodologies; staffing needs; different types of assignment systems.
4.19 Describe management’s role in the staffing program.
4.20 Compare and contrast the difference between centralized and decentralized staffing.
4.21 Differentiate between the various types of staffing patterns.
4.22 Identify the difference between supervising and evaluating the work of others.
4.23 Explain the importance of supervising and leading groups, task forces, and patient care conferences.
4.24 Examine basic principles of time management.
4.25 Explore time-management strategies, and identify, discuss, and outline barriers.
4.26 Identify the difference between supervising and evaluating the work of others. Review the importance of supervising, leading groups, leading teams, task forces, and patient care conference.

Learning Activities:
1. Classroom lecture and discussion
2. Student participation, Group assignments/presentations
3. Media Links, case studies, research articles

Method of Evaluation:
1. Mid-term, Final examination, Group Presentations/Assignments, case studies

Reference:
1. Motacki: Chapters 15, 16, 17, 19, 20
2. Grohar-Murray: Chapter 11