Registered Nursing (LPN to RN Ladder) Program

**NUR 252**
**Nursing Role – Leadership/Management/Ethical and Legal Issues**

Course Syllabus

*Developed by*
SOUTH SEATTLE COMMUNITY COLLEGE

*Funded by the Seattle Community-Based Health Care Training Partnership Project*

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COLLEGE MISSION: South Seattle Community College is a constantly evolving educational community dedicated to providing quality learning experiences which prepare students to meet their goals for life and work.

The College values and promotes a close involvement with the community and strong partnerships with business, labor and industry.

The College commits to meeting the diverse needs of students by providing:

- College transfer programs and technical and professional programs which prepare students to succeed in their careers and further their education.
- Responsive technical and professional training programs developed in collaboration with business, labor and industry.
- Student-centered and community centered programs and services which value diversity, support learning, and promote student success.
- Lifelong learning opportunities for the cultural, social, professional and personal development of the members of our communities.

NURSING PROGRAM PHILOSOPHY:

Congruent with the South Seattle Community College mission and student learning objectives, the philosophy of nursing education is one of commitment to lifelong learning and the provision of safe, compassionate, quality nursing care to individuals, families, and communities.

The graduate will be trained to work independently and alongside other healthcare professionals in multiple healthcare settings.

The RN is committed to: the promotion and restoration of health, the prevention of illness in individuals, families, groups and communities, safe, competent and compassionate nursing care for all across the life span.

Nursing is a science and an art whose main concern involves the life processes that positively affect the health status and integrity of persons, families and communities. These life processes involve physiological, psychological, sociological and spiritual life components. A focus on the interaction of these components delineates nursing science and art. Nurses value and respect diversity and provide culturally sensitive and competent care.
**Purpose**

The purpose of the SSCC evening and weekend LPN to RN Ladder Program is to prepare graduate nurses who have increased knowledge, critical thinking and decision-making skills to provide safe, competent and compassionate care to individuals in multiple care settings. It also serves to expand and enhance the educational and career ladder opportunities in nursing, and to provide a pathway within South Seattle Community College and the Seattle Community College District. Special emphasis is placed on ethnic minority students and students with emerging English. English as a Second Language programs are incorporated into the curriculum throughout the program. The graduate nurse will be prepared to sit for the National Council for Licensure Examination for Registered Nurses Exam.

**NURSING PROGRAM EDUCATIONAL OUTCOMES**

1. Utilize knowledge, critical thinking and decision making through the nursing process of assessment, analysis, planning, implementation and evaluation to meet the complex needs of the client/family, in a variety of settings.

2. Utilize theory and clinical practice to ensure critical thinking; clinical expertise and human caring that treat all clients/families with respect and dignity.

3. Apply knowledge of the concepts of health and illness, client medications, treatments and diagnosis and self-care concepts to maintain and restore the highest level of wellness of the client/family throughout the life cycle.

4. Assess health and incorporate principles and methods of health promotion and education to facilitate informed decision-making, achieve positive outcomes, and support self-care activities. Provide effective client/family education and evaluate response to teaching.

5. Provide safe and competent care utilizing advanced knowledge, skills, informational technology and resources in an interactive process to promote effective communication between clients/families from various socio-cultural and linguistic backgrounds, and members of the health care team.

6. Assess family systems/dynamics and collaborates and shares planning, decision-making, problem solving and goal setting to meet clients’ complex needs.

7. Demonstrate professional standards regarding cultural, ethical, legal and professional nursing values.

8. Demonstrate awareness of own capabilities and limitations and actively seek learning opportunities for continued growth.

9. Function as a registered nurse within various health care settings recognizing management and leadership qualities, accountability, decision-making tools, and ethical and legal basis for practice.

10. Describe the dynamic aspects of health care delivery in America and the professional role of the registered nurse in the health care delivery system.
South Seattle Community College Student Learning Outcomes

SSCC is committed to the following seven student learning outcomes for every student graduating with a certificate or degree:

1. Communication
   1. Read and listen actively to learn and communicate
   2. Speak and write effectively for personal, academic and career purposes

2. Computation
   1. Use arithmetic and other basic mathematical operations as required by the program of study.
   2. Apply quantitative skills for personal, academic and career purposes
   3. Identify, interpret and utilize higher level mathematical and cognitive skills

3. Human Relations
   1. Use social interactive skills to work in groups effectively
   2. Recognize diversity of cultural influences and values

4. Critical Thinking and Problem-Solving
   1. Think critically in evaluating information, solving problems, and making decisions

5. Technology
   1. Select and use appropriate technology tools for personal, academic and career tasks

6. Personal Responsibility
   1. Be motivated and able to continue learning and adapt to change
   2. Values one’s own skills, abilities, ideas and art
   3. Take pride in one’s work
   4. Manage personal health and safety

7. Information Literacy
   1. Access and evaluate information from a variety of sources and contexts, including technology
   2. Use information to achieve personal, academic and career goals, as well as to participate in a democratic society

COURSE DESCRIPTION: Introduction to theoretical foundations of leadership in nursing. The course emphasizes leadership theory, change theory, motivational theory, conflict management, problem-solving processes, and group dynamics. It also addresses principles of time management and delegation. This course is also designed to assist the student to further understand the role of a Registered Nurse in health care, in the community and in other health organizations. The history of nursing is reviewed and current healthcare, nursing and job market trends are explored. Students will work with case studies involving legal and ethical nursing issues. Other aspects of the law included in this course are Washington State Nurse Practice laws, licensing laws, uniform disciplinary and OBRA regulations. This course will introduce the student to various aspects of healthcare systems, including funding, organization and function. Prerequisite:
Successful completion of First Quarter of LPN to RN Ladder Program. Co-requisite: NUR 255 and NUR 257.

**COURSE OBJECTIVES:**
1. Apply principles of conflict management in the clinical setting.
2. Demonstrate problem solving skills in clinic setting.
3. Apply principles of time management and delegation in clinic setting.
4. Identify and discuss leadership styles used in clinic setting.
5. Identify and discuss the influence of group dynamics in the clinic setting.
6. Identify and discuss principles of change theory.
7. Identify and discuss principles of motivational theory.
8. Identify and discuss past and current nursing trends.
9. Compare and contrast the legal and ethical issues in the care of the client and their families.
10. Identify and discuss other healthcare system.

**FACULTY:**

Marti Rickel, RN, MSN  
Office:  
Office Phone:  
Cell Phone: 512-565-2468  
E-mail:  
Office Hours:

**CLASS TIMES:**  
Tuesdays 9:00 am – 12 Noon

**REQUIRED TEXTBOOK:**


**Students Subject to Provisions of the Americans with Disabilities Act:**  
Any student who feels she/he may need an accommodation based on the impact of a disability should contact the instructor privately to discuss your specific need. You should also contact the Disability Support Services offices at 206-763-5137 in room RS12 in the Robert Smith Building to coordinate reasonable accommodations for students with documented disabilities.

**Expectations of students:**

1. **Attendance:** You are expected to attend every class as scheduled and to be on time. If you miss a class, communicate with other students to get missed information. Instructor does not provide make up notes.
2. **Reading:** You are expected to read your textbook assignments before you come to class. You may also be required to read additional journal articles on various topics and these should also be read before coming to class. Quizzes are based on the reading and given at the beginning of class.

3. **Participation:** You are expected to actively participate in class discussions and activities. This includes asking questions and sharing experiences relevant to the topic being discussed.

4. **Quizzes, Projects, and Exams:** You are expected to be present in class each time that a quiz or exam is given and a project is turned in. Quizzes and exams are taken on the day listed on the schedule and projects are due on the day listed on the schedule. If you have extraordinary life circumstances, you can discuss arrangements for early quiz or exam taking with the instructor.

5. **Exams:**
   a. Any missed examinations will be reduced for lateness by 10%; i.e., the highest grade you can achieve is 90%. Make up exams will have different questions or alternate format than the original exam and must be scheduled in advance.
   b. **ATI standardized examinations will be used as graded exams at the end of this course in addition to traditional written final exams.**
   c. ATI examinations are proctored computer examinations that simulate NCLEX testing and are meant to measure your competency in each specialty area. The ATI exams are scored by proficiency level (i.e. from best to worst performance: Proficiency level 3, 2, 1, and below level 1). **Students must score within Proficiency Level 2 or above to receive 100% on the exams.** Any score below Proficiency Level 2 will be calculated by dividing the student’s score by the lowest possible Proficiency Level 2 score.
   d. For example, if the Proficiency Level 2 score range was 63-72%, a student scoring in Proficiency Level 1 at 53% would receive 53/63 = 84%
   e. The results are immediately viewable on the computer after the student has completed the exam including score, national and class percentile rank, and proficiency level.
   f. At NO time during any exam may a student use a cell phone as a calculator. Non-graphing calculators may be acceptable for use on some exams.

6. **Grading and Evaluation:**

   Theory requires a 78% (2.0) to pass. Lab and Clinical sections will receive a pass/fail and not be averaged into the grade. However a 78% must be achieved in these areas as well and will be determined by adding the points for each of the projects, skills, or clinical performance areas.

   If at any time you are below 78% you will be placed on warning and given a **Learning Agreement** (see Section F 5 of student handbook) to be signed by you and the instructor with your plan for remediation. The intent of the Learning Agreement is to let you know how you are progressing.
and allow you time to remedy the situation. You may choose to write a comment in the “comments” section.

Due to our agreements with clinical sites and our ethical responsibility to ensure patient safety in the clinical setting, **if at any time your theory grade falls below 78% you will not be permitted to go to clinical.** There are no clinical make-up days and **students will receive a 0 for any clinical days missed** for this reason.

**If you find that you are having difficulty at any time, please contact the instructors for an appointment for additional tutoring.**

**THEORY GRADE:** Must have a cumulative **78% (2.0) or above to pass the course**

- 5 Quizzes @ 100 points each 500 pts
- Group Project @ 100 points 100 pts
- ATI Leadership at 100 points 100 pts
- Mid-Term Exam @ 100 pts 100 pts
- Final Exam @ 200 points 200 pts

Total possible 1000 pts

If you have an issue with the material on quizzes or exams, you may put your concern in writing and email it to the instructor. If you believe another answer is correct, please include the page number from the book where you got your information or other source with your rationale. You may not approach the instructor on the day of the quiz/exam, but please email your concern in writing as soon as possible, no later than the beginning of the following class period. If changes are made, you will be informed during the following class. No grade changes will be made if submissions are not made in writing.

Students will be responsible for knowing the status of their grade by keeping track of weekly homework, quiz, and exam scores on the grade keeper provided.

**If, at any time, your grade falls below 78%, YOU are responsible for approaching the instructor to establish a Learning Agreement.**
STUDENT CONDUCT

1. Each student is responsible for his/her own learning and personal integrity in the learning process. Cheating is defined as giving or receiving inappropriate assistance from another person such as giving and/or receiving answers to test questions. It will be considered cheating if you talk to another student with a quiz or exam in your hand. Plagiarism is failing to give credit to sources in homework, care plans or other assignments (See Handbook Appendix). In other words, the work you do must be your own. Any student found to be plagiarizing or cheating on a quiz or exam will receive 0 points for the assignment and will be sent to the V.P. of Student Services who may place the student on probation or remove the student from the program.

2. Cell phones and pagers are required to be turned off during class time. Silent pagers may be used but returning the call must be done at break time. Personal calls and trips to the bathroom should be taken at the break time provided.

3. Students are expected to participate in an orderly manner. Students whose behaviors distract from the learning process will be asked to leave for the day and will count as an absence. This includes talking during class time, checking email and using the Internet without permission. Work missed must be obtained from someone in the class and if in the clinical the objectives missed must be accomplished during the quarter.

4. Students are expected to dress modestly and neatly and be well groomed both in the classroom and the lab (high heels, low neck lines, mini skirts and heavy perfume are inappropriate). Students are to dress professionally and abide by clinical site clothing requirements.

The instructor will give a Learning Agreement if deemed necessary to alert the student to the seriousness of their inappropriate behavior as well as for failure to perform academically. It is also a remediation process in which the student is able to verbalize and write their plans for future behaviors and learning. The signing of the document does not mean that you agree, only that you have read it. (See appendix: Learning Agreement) Misconduct without resolution will result in the student being referred for further disciplinary action by the Program Director, Executive Dean or VP for Student Services and may result in dismissal from the program.
**EXPECTATIONS OF THE INSTRUCTORS:**

The instructors and tutors will:

1. Come prepared for class and will arrive on time or early
2. Try not to deviate from the course schedule
3. Treat you with respect in classes, listen to you and provide you with information you need to achieve the knowledge, skill, and motivation to successfully complete the course.
4. Respect cultural differences

**Teaching Methods:**

1. Class Lecture (Power Point or Overhead)
2. Case Study Analysis
3. Role Playing
4. Videos
5. Games

(This is not an exhaustive list.)
### NUR 252 Class Schedule

Quizzes will happen at the beginning of the class period when listed.

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 1:00-4:00pm</td>
<td>1-8-08</td>
<td>Introduction &amp; Leadership Theory</td>
<td>Chapters 1 and 2</td>
<td>Discussion and in class activities</td>
</tr>
<tr>
<td>Week 2 9am-12Noon</td>
<td>1-15-08</td>
<td>Conflict Management and Problem Solving</td>
<td>Chapter 7</td>
<td>Quiz Divide into groups</td>
</tr>
<tr>
<td>Week 3 9-12</td>
<td>1-22-08</td>
<td>Work on Project</td>
<td></td>
<td>Independent Group Work</td>
</tr>
<tr>
<td>Week 4 9-12</td>
<td>1-29-08</td>
<td>Group Dynamics</td>
<td>Chapter 6</td>
<td>Projects due!</td>
</tr>
<tr>
<td>Week 5 9-12</td>
<td>2-5-08</td>
<td>Change Theory</td>
<td>Chapter 8</td>
<td>Quiz</td>
</tr>
<tr>
<td>Week 6 9-12</td>
<td>2-12-08</td>
<td>Delegation</td>
<td>Chapter 9</td>
<td>Mid-Term Exam (Content from Weeks 1-5)</td>
</tr>
<tr>
<td>Week 7 9-12</td>
<td>2-19-08</td>
<td>Motivational Theory and Time Management</td>
<td>Chapter 11</td>
<td>Quiz</td>
</tr>
<tr>
<td>Week 8 9-12</td>
<td>2-26-08</td>
<td>History of Nursing Trends</td>
<td>Chapter 15</td>
<td>Quiz</td>
</tr>
<tr>
<td>Week 9 9-12</td>
<td>3-4-08</td>
<td>Legal and Ethical Issues</td>
<td>Chapter 3 and 4</td>
<td>Discussion and in class activities</td>
</tr>
<tr>
<td>Week 10 9-12</td>
<td>3-11-08</td>
<td>Healthcare Systems</td>
<td>Chapter 10</td>
<td>Quiz</td>
</tr>
<tr>
<td>Week 11 9-12</td>
<td>3-18-08</td>
<td>Wrap-Up Final Exam (Last 2 hrs)</td>
<td></td>
<td>Final Exam (Content from Weeks 1-11)</td>
</tr>
</tbody>
</table>