

Department:

Nursing: LPN to RN Completion Program

Course Description:

This course facilitates the transition of the student to the role of a leadership nurse. Emphasis is placed on contemporary issues and management concepts, as well as quality improvement, conflict management, error mitigation, resource management, and leadership with a focus on prioritization and delegation. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Students are given the opportunity to conduct a needs assessment of a community, identify an issue, and develop a change project that they present back to the community and their peers.

Course Competencies:

Upon completion of the course, the student should be able to:

1. Examine the organizational structure of healthcare systems.
2. Compare leadership styles and theories.
3. Demonstrate principles of group process and teamwork to achieve desired outcomes.
4. Delegate tasks within the legal parameters of that entity's scope of practice.
5. Evaluate quality improvement strategies using client outcome data and improve health care services.
6. Design a plan to obtain personal and career goals.

Course Content:

- A. Organizational Structure and Governance
 1. Examine the mission statement and related philosophy and goals of an institution.
 2. Compare and contrast various levels of management.
 3. Investigate the role of the stakeholders of an organization.
 4. Discuss the implication of unions representing nursing in a collective bargaining capacity.
 5. Apply systems theory to a health care organization.
- B. Leadership
 1. Compare and contrast the concepts of management and leadership.
 2. Analyze leadership theories and styles.
 3. Differentiate between the various types of power.
 4. Discuss power-based strategies that RNs can employ.
 5. Investigate the concept of influence and its relationship to the control and balance of power.
 6. Differentiate between internal and external motivating factors and their impact on creating a motivating work environment.
 7. Leadership
 8. Motivational theories

9. Delegation
- C. Group Process and Teamwork
 1. Compare and contrast various methods of organizing human resources for the provision of client care.
 2. Analyze the role of the case manager and his or her relationship with the coordination of client care in meeting established goals of the institution and external entities.
 3. Investigate the concept of professional socialization and the role of mentors/preceptors in facilitating this process.
 4. Examine the stages of group process and the various roles of group members.
 5. Analyze team-building strategies that can be used to enhance collaboration and cooperation between team members.
 6. Examine the role of group decision making and brainstorming when attempting to resolve practice or client care related issues.
 7. Compare and contrast between assertive, passive, aggressive, and passive-aggressive communication.
 8. Examine various types of conflict and conflict management strategies.
 9. Analyze the implications of generational differences on the development of effective teams that maximize each individual's strengths.
 10. Conflict management strategies
 11. Teamwork
 12. Group process
- D. Staff Development
 1. Differentiate between the focus and goals of orientation, in-service, and staff development.
 2. Analyze strategies that address the socialization and educational needs of culturally and ethnically diverse nurses.
 3. Examine the underlying philosophy of adult learning theory and instructional strategies specific to this theory.
 4. Ascertain the sequence of steps that should be followed when planning an educational program and evaluate its outcomes.
 5. Use literature to maintain practice that is based on current evidence.
 6. Staff development
- E. Quality Improvement
 1. Analyze the concept of quality improvement in relation to the provision of safe, high quality client care.
 2. Investigate the cyclical nature of quality improvement.
 3. Investigate the role of quality improvement in relation to external constituents (Joint Commission, Prospective Payment Systems, Professional Standards Review Organizations).
 4. Examine the role of institutional and professional standards as well as evidence based practice when establishing best practices.
 5. Differentiate between process, outcome, and structure audits.
 6. Ascertain the role of the staff nurse in the quality improvement process.
 7. Analyze selected change theories and their application to institutional change.
 8. Analyze selected change strategies and their relationship to the change process.
 9. Examine the process and implications of planned and unplanned change on staff and institutional integrity.
 10. Complete an evidence based project will focus on the quality improvement process.
 11. Quality improvement and safety.
- F. Personal Development and NCLEX Prep
 1. Analyze personal career goals and additional education or certification needed to

- achieve these goals.
2. Examine the path nurses take when transitioning from a novice nurse to an expert nurse.
 3. Evaluate the role that preceptors and mentors have in assisting new graduates in becoming competent in their practice and socialized into their new role.
 4. Discuss how lifelong learning is necessary to maintain practice that is current and protects the welfare of clients.
 5. Research certifications available to nurses who work in specialized areas and the additional education and practice required to obtain these certifications.
 6. Analyze the various causes of occupational stress in nursing and personal strategies that can be used to minimize its effects.
 7. Debate the causes and characteristics of burnout and measures that can be taken to reduce the likelihood of its development.
 8. Complete the NCLEX registration process.
 9. Practice test-taking strategies using test items from selected resources.
 10. Develop and Implement a remediation plan based on identified areas of weakness.
- G. Career Building
1. Analyze current trends in the employment of nurses.
 2. Develop a professional career plan that outlines short- and long-term educational and certification goals.
 3. Develop a plan on how to maintain competence in nursing after graduation.
 4. Create a resume', cover letter and portfolio.
 5. Participate in a mock interview.

Learning Assessments:

Competencies will be evaluated by individual and group projects, exams, papers, article reviews, and research assignments.

Instructional Materials:

ATI: Comprehensive Testing and Review Package for RNs: Skills Modules, Nurse Logic 2.0, Pharmacology Made Easy 2.0, Dosage and Calculations 2.0, EHR Tutor

Textbook: Murray, E. (2017). *Nursing Leadership and Management Tools for Patient Safety and Quality*. Philadelphia: F.A. Davis. ISBN-13: 978-0803630215

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).