**RAMAPO COLLEGE OF NEW JERSEY**

**School of Theoretical and Applied Science**

**Nursing Programs**

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| **Course Information**  NURS 460, Clinical Management, 4 cr  Fall 2014  **Thursday 5:00 to 8:15 pm**  . | **Instructor Information**  Julia A. Fitzgerald PhD, RN, CNE  Assistant Professor  ASB 407  Telephone, 201-684-7707  Nursing Office: [usimpkin@ramapo.edu](mailto:usimpkin@ramapo.edu)  ASB 420  Office Hours: Monday 10:30-12:30  Tuesday 10-12  Other hours by appointment  Email: jfitzge3@ramapo.edu  Valley Students: *Office hours at 4:00 pm Thursday, please email in advance so we can arrange a meeting time and place* |

**Course Description**

The focus of this course is the professional nurse’s leadership and management role within health care systems. The multifaceted aspects of the role of the nurse as leader and manager are explored in depth, with emphasis on the role of the nurse as leader and manager of patient care.

**Student Learning Outcomes**

Learning Outcomes: In this course students will:

**Knowledge**

Synthesize and apply selected nursing theories with a broad base of knowledge from basic sciences, the arts and humanities to manage care for groups of patients.

**Evidence based research and practice**

Identify current evidence for the management of patient centered care

Initiate inquiry to address system wide clinical management issues

**Information Management**

Utilize current information systems to evaluate outcomes of clinical management. Critically analyze the available patient and practice data for the management of patient care

**Social Advocacy**

Use basic concepts of leadership and management, including knowledge of internal and external organization influences in the delivery of care to groups of patients.

**Role Function**

Demonstrate clinical judgment in the delegation of and management of nursing care to a group of patients.

Function collaboratively with other members of the health team to provide continuity of health care.

Determine the need for, and use appropriately, consultants for clinical problem solving.

**Texts, Readings, Materials:**

Yoder-Wise, P. (2011). *Leading and Managing in Nursing*, 5th ed. St. Louis: Elsevier Mosby.

Other readings will be posted on Moodle.

**Course Requirements:**

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| **Paper 1** | **35%** | **Paper on Safety**  **This is a writing intensive course. Students will be allowed to revise the first paper and resubmit the paper to achieve a higher grade. Students can also submit a draft of part of the paper two weeks prior to the deadline. Please note that if a revised paper is submitted, the highest grade the student can receive on the paper is a 90.** |
| **Exams** | **60%** | There will be four scheduled exams on reading assignments.  *As per the handbook, missed exams will be made up during the final exam period*. |
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| **CEC** | **5%** | **CEC Assignment** |

**Paper 1: National Safety Goals:**

Review the National Safety Goals. Explore a problem/source of error in nursing medical care such as wrong site surgery, catheter infections, medication errors, or falls. Explore the literature related to this topic. The literature can be general or specific to a practice area or population.

Examples: Reducing Falls in the Elderly

Preventing indwelling catheter infections

Research the question/practice in the Nursing Literature (Cochrane, CINAHL). Write a five to eight page paper related to the safety issue and submit on MOODLE. The paper should be double-spaced, typewritten and in APA format. The student should have a minimum of five research or evidence based articles related to topic. The articles also need to address how the nursing profession (staff nurse, manager, or educator) can contribute to improved outcomes/safety.

Post a one to two page summary of the topic, identify the safety goal and identify best practices. Post this summary to the Discussion Board in MOODLE for your classmates.

The Grading Rubric for this assignment can be found on the next page.

**Due Date: October 16, 2014**

**Assignment 1: Safety**

**GRADING RUBRIC**: Detailed rubric is on the following page.

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| This paper is designed to provide the student with the opportunity to explore a National Safety Goal and explore how safety could be improved in the clinical setting. | | | | | | **%** | |
| Review of the National Safety Goals 2012. Choose one safety goal to explore in this assignment.   * What is the scope of the problem? (How many infections/falls occur nationwide) * What are some factors associated with the problem/event? Explore individual /staff as well as organizational factors. * What are some policies procedures/practices that can reduce or prevent the problem /error? * Literature support for the procedures/practices. | | | | | | **40%** | |
| Application to clinical   * What is the current policy regarding the procedure or prevention strategy where you work? * Are any of the strategies in the literature in use at your place of employment? * Has the current strategy been effective? * Discuss why or why not * Multiple strategies may be explored. | | | | | | **20%** | |
| Designing a plan to improve safety:  After examining the literature and current clinical practice, discuss the following:   * How could computer technology/ better communication/ use of check lists prevent or improve safety? * What changes would you suggest/ implement if you were in charge? * Is there evidence that these strategies work? (Support with evidence) | | | | | | **20%** | |
| Evaluation   * What would be the barriers to change? * Who would be involved in the change process? * Use a leadership theory to describe how you would promote adoption of the change. * How would you measure the change/outcome? | | | | | | **15%** | |
| APA Format | | | | | | 5% | |
| Total | | | | | | **100** | |
| CATEGORY | **5** | **4** | **3** | **2** | |
| **National Safety Goal 2012**  **(Score X 2)** | Relevant goal is identified & documented.  Scope of the problem (impact on patient, family, system and financially is discussed thoroughly. | Relevant goal is identified & documented.  Scope of the problem is discussed for 3/4 factors. | Relevant goal is identified & documented.  Scope of the problem is discussed for 2/4 factors. | Relevant goal is identified & documented.  Limited information on the scope of the problem | |
| **Factors associated with occurrence**  **(Score X 2)** | Factors associated with the event are discussed:  Individual, organizational, and staff. | Two out of three factors are discussed. | One out of three factors are discussed. | Limited or unclear discussion. | |
| **Prevention Policies**  **(Score X 4)** | Five or more articles are used to identify practices/policies for prevention. | Four or more articles are used to identify practices/policies for prevention. | Three or more articles are used to identify practices/policies for prevention. | Two or less  articles are used to identify practices/policies for prevention | |
| **Application to Clinical**  **(Score X 2)** | Review of current clinical policy with Safety Goals.  All strategies identified and compared with the literature. | Review of current clinical policy with Safety Goals.  85% strategies identified and compared with the literature. | Review of current clinical policy with Safety Goals.  70% strategies identified and compared with the literature. | Review of current clinical policy with Safety Goals.  50% strategies identified and compared with the literature. | |
| **Current strategies**  **(Score X 2)** | Excellent discussion of current strategies and their effectiveness and barriers to implementation  /enforcement of policies. | Limited discussion of current strategies and their effectiveness or barriers to implementation/  Enforcement of policies. | Limited discussion of current strategies and limited discussion of their effectiveness or barriers to implementation/  enforcement of policies. | Either discussion of current strategies or effectiveness or barriers is missing from the paper. | |
| **Design to improve safety**  **(Score X 4)** | Critical analysis of current standards and literature is evidenced.  Student identifies two or more ways to improve safety.  through communication, technology or use of check lists. | Critical analysis of current standards and literature is evidenced.  Student identifies one or more ways to improve safety through communication, technology or use of check lists.. | Analysis of current standards and literature is present.  Identification of ways to improve safety through communication, technology or use of check lists is unclear or poorly written. | Minimal evidence of analysis or limited literature is present.  No clear plan to improve safety. | |
| **Evaluation**  **(Score X 3)** | Excellent application of leadership theory and identification of possible barriers to proposed plan to improve safety. | Good application of leadership theory and identification of possible barriers to proposed plan to improve safety. | Leadership theory is discussed but not applied well to plan to improve safety. Minimal discussion of possible barriers. | Minimal or missing discussion of leadership theory and or possible barriers. | |
| **APA/**  **Mechanics 5** | APA, capitalization and punctuation are correct throughout the paper. | There is 1 error in APA, capitalization or punctuation. | There are 2 errors in APA capitalization or punctuation. | There are more than 2 errors in APA, capitalization or punctuation. | |

Class Assignment

Grading Rubric for Evidence-based Practice (Detailed Rubric Is on the following page)

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| **CRITERIA** | **%** |
| Review of the practice issue that will be the topic of this evidence-based practice paper.   * Describe the nursing practice issue. * What is the scope of this patient care issue? * What is the impact on healthcare organizations, patients and families   Include impact on health , functional status and economics. | **30%** |
| Identify the current evidence related to nursing care/practice issue.   * What are national guidelines/benchmarks/standards related to this area of nursing practice? * What information did you learn from the search of the literature that would improve health outcomes? | **30%** |
| Evaluation   * What is currently being implemented in your work environment? * Is there a need to change practice/policy/procedure to implement outcomes? * Describe the level of evidence that suggests the need for change. * If changes were made how would you measure the effectiveness of change. | **30%** |
| Patient Empowerment   * How would you empower patients and families to improve patient outcomes? | **5%** |
| APA Format | **5%** |
| Total | **100%** |

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**GRADING RUBRIC**

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| CATEGORY | **5** | **4** | **3** | **2** |
| **Evidence Based-Practice Project**  **(Score X 2)** | Relevant Nursing Practice Issue is identified & thoroughly documented from current, relevant peer reviewed journals or accreditation standards. (3 or more) | Relevant Nursing Practice Issue is identified & documented from two peer reviewed journals or accreditation standards. | Relevant Nursing Practice Issue is identified & documentation is unclear, from one resource or lacks support. | Relevant Nursing Practice Issue is identified & documented from an out of date or non-peer reviewed source. |
| **Review of Practice Issue**  **(Score X 4)** | Impact of the practice issue (impact on patient health, functional status, family, healthcare system and economics is thoroughly discussed with supporting facts. | Impact of the practice issue is discussed for 4/5 factors or not supported well if all factors are discussed. | Impact of the practice issue is discussed for 3/5 factors. | Limited information on the impact of the practice issue. |
| **Current evidence related to nursing care or practice.**  **(Score X 1)** | Current national guidelines, benchmarks and or standards related to nursing care or practice are discussed. | Only two out of three guidelines, benchmarks or standards related to nursing care or practice are discussed. | One out of three guidelines, benchmarks or standards related to nursing care or practice are discussed. | Limited or unclear discussion. |
| **Identification of best practices from the literature. (Score X 5)** | Five or more articles are used to identify or support evidence- based practices/policies to improve health outcomes. | Four articles are used to identify or support evidence- based practices/policies to improve health outcomes. | Three articles are used to identify or support evidence- based practices/policies to improve health outcomes. | Two  articles are used to identify or support evidence based practices/policies to improve health outcomes. |
| **Application to Clinical**  **(Score X 2)** | Review of current clinical policy or practices with evidence based strategies in your healthcare work environment. (For students not working in healthcare- review of practice policies). All strategies identified and compared with the literature. | Review of current clinical policy with evidence based strategies and practices.  85% strategies identified and compared with the literature. | Review of current clinical policy with evidence based strategies/practices.  70% strategies identified and compared with the literature. | Review of current clinical policy with evidence based strategies/practices.  50% strategies identified and compared with the literature. |
| **Need to Change Strategies**  **(Score X 2)** | Excellent discussion of current strategies and their effectiveness and barriers to implementation  /enforcement of policies. | Limited discussion of either current strategies and their effectiveness or barriers to implementation/  enforcement of policies. | Limited discussion of current strategies and limited discussion of their effectiveness or barriers to implementation/  enforcement of policies. | Either discussion of current strategies or effectiveness or barriers is missing from the paper. |
| **Identification of Level of Evidence**  **(Score X 1)** | Critical analysis of current evidence with correct identification of level of evidence. | Good analysis of current evidence with correct identification of level of evidence to support change. | Analysis of current evidence to support change is minimally discussed or identification of level of evidence to support change is incorrect. | No analysis of evidence and or incorrect identification of level of evidence to support change. |
| **Evaluation**  **(Score X 1)** | Excellent and well written plan to measure effectiveness of proposed change. | Good written plan to measure effectiveness of proposed change. | Fair written plan to measure effectiveness of proposed change. | Poorly written plan to measure effectiveness of proposed change. |
| **Patient Empowerment**  **(Score X 1)** | Student clearly identifies more than one way to empower patients to participate and advocate for themselves to improve health outcomes. | Student identifies one way to empower patients, that will improve health outcomes. | Student identifies ways to empower patients, but not improve health outcomes. | Student does not identify a way to empower patients to participate and advocate for themselves to improve health outcomes. |
| **APA/**  **Mechanics**  **(Score X 1)** | APA, capitalization and punctuation are correct throughout the paper. | There is 1 error in APA, capitalization or punctuation. | There are 2 errors in APA capitalization or punctuation. | There are more than 2 errors in APA, capitalization or punctuation. |

**Course Enrichment Component (For RN to BSN):** All courses include a minimum of five (5) hours of unmonitored appropriate experience outside of the classroom.

Students will attend one of the activities listed below and write a one to two page summary of how the activity enhanced their learning about leadership, safety, quality improvement, social advocacy, shared governance, management of care or evidence based practice. The paper will be graded and account for 5% of your course grade.

The following activities are suggested. The student could attend one of the following professional activities.

1. Quality improvement meeting at a Healthcare Facility
2. ANA or NJSNA program on Leadership, whether at a nursing convention or regional meeting.
3. Shared Governance meeting at a healthcare institution. This could include a policy, safety or practice committee.
4. Nursing Conference or Research Day related to research/evidence based practice.
5. A nursing in-service on a management topic such as leadership, quality, safety, evidence based practice, budgeting, staffing or delegation.
6. Attendance at a Mindfulness Event such as meditation or the art of breathing. The student will write a one to two page summary of how mindfulness practices can enhance self-care or patient care.

**Grading Policy**

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| **Grade** | **Range** |
| **A** | 95-100 |
| **A-** | 90-94 |
| **B+** | 87-89 |
| **B** | 84-86 |
| **B-** | 80-83 |
| **C+** | 75-79 |
| **F** | 74 and below |
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**Attendance Policy**

College policy states that students must notify faculty within the first three weeks of the semester if they anticipate missing any classes due to religious observance.

**Nursing Program Specific Policies**

For further Nursing Program specific policies, please read the current Nursing Handbook , which can be accessed at the following link; <http://www.ramapo.edu/nursing/handbooks/>

**Electronic Forms of Communication**

In accordance with College policy, your Ramapo College email address (@ramapo.edu) will be used to communicate with you about all course-related matters.

**Policy on Academic Integrity**

Students are expected to read and understand Ramapo College’s academic integrity policy, which can be found online in the *College Catalog*. Members of the Ramapo College community are expected to be honest and forthright in their academic endeavors. Students who violate this policy will be required to meet with the faculty member and/or will be referred to the Office of the Provost.

<http://www.ramapo.edu/academic-policies.html>

**Students with Disabilities**

If you need course adaptation or accommodations because of a disability that has been documented with the Office of Specialized Services, please make an appointment with me.

**Weekly Class Schedule Fall 2014**

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| **Week** | **Date** | **Topic** | **Readings/Websites** |
| **1** | 9/4 | Leadership vs. Management: Role of the Leader | **Chapters 1, 3** |
| **2** | 9/11 | Patient Safety  Quality and Risk  Safety in the Workplace | **Chapter 2, 20,**  National Center for Patient Safety[www.**patientsafety**.gov](http://www.patientsafety.gov)  National Patient Safety Foundation [www.npsf.org/](http://www.npsf.org/) |
| **3** | 9/18 | Role of the nurse manager in the delivery of care  Legal and ethical issues in Nursing Care  Decision Making | **Chapter 4, 5, 6** |
| **4** | 9/25  Exam | Strategic Planning, Goal Setting & Marketing  Leading Change, | **Chapter 16, 17** |
| **5** | 10/02 | Health Care Organizations  Understanding & Designing Organizational Structures  Cultural Diversity in Healthcare | **Chapters 7, 8, 9** |
| **6** | 10/09 | Evaluation of patient care (satisfaction):  -National Database of Nursing Quality Indicators  -HCAHPS initiative | **Chapter 22, 23**  **https://www.nursingquality.org/**  **http://www.hcahpsonline.org/home.aspx** |
| **7** | 10/16  Paper  Due | Communication for management of patient care  Team Building  Quality and Risk | **Chapter 17, 18,** |
| **8** | 10/23  Exam | Direct care nurses: how nurses make practice changes  Managing Quality and Risk | **Chapter 21, review 22** |
| **9** | 10/30 | Shared Governance  ANCC Magnet Status | **Chapter 19,**  **http://cms.nursecredentialing.org/Certification.aspx** |
| **10** | 11/07 | Delegation of health care  Role Transition | **Chapter 26, 27**  **NJSBON website**  **http://www.state.nj.us/lps/ca/nursing** |
| 11 | 11/14 | Selecting Developing & Evaluating Staff, Managing Personal/ Personnel Problems, Collective Action | **Chapter 15, 24** |
| **12** | 11/20  Exam | Power, Politics and Influence, Caring, Communicating and Managing With Technology | **Chapters 10, 11** |
|  |  | HAPPY THANKSGIVING | **No class this week.** |
| **13** | 12/4 | Conflict resolution  Personnel  Workplace Incivility | **Chapter 23, , 25** |
| **14** | 12/11  Exam | Managing Costs & Budgeting, Care Delivery Strategies, Staffing and Scheduling | **Chapter 12, 13, 14** |
| **15** | 12/18 | Self-Management,  Stress, Mindfulness  Managing Your Career  Online Course Evaluations | **Chapter 28-30**  **Articles as assigned** |