



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Nursing Division

COURSE: NUR 2200: Management Concepts in Nursing

Date: FALL 2019

Credit Hours: 2

Prerequisite(s): Completion of the first year of the Nursing Curriculum or Licensure as a Licensed Practical Nurse.

Delivery Method: **Lecture** **2 Contact Hours (1 contact = 1 credit hour)**
 Seminar **0 Contact Hours (1 contact = 1 credit hour)**
 Lab **0 Contact Hours (2-3 contact = 1 credit hour)**
 Clinical **0 Contact Hours (3 contact = 1 credit hour)**
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>:

CATALOG DESCRIPTION:

This course introduces the Associate Degree nursing student to the basic knowledge related to managing client care as required by the profession of Nursing. Key concepts to be included are: leadership, client care management, time management, health care economics, supervision, delegation, conflict resolution, quality and safety in nursing, and transition from student to professional practice.

GENERAL EDUCATION GOALS ADDRESSED

[See last page for Course Competency/Assessment Methods Matrix.]

Upon completion of the course, the student will be able:

[Choose up to three goals that will be formally assessed in this course.]

- To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- To communicate successfully, both orally and in writing, to a variety of audiences.
- To construct a critical awareness of and appreciate diversity.
- To understand and use technology effectively and to understand its impact on the individual and society.
- To develop interpersonal capacity.
- To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

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

1. Describe the role of the nurse in managing care of the client within a health care organization.
 - 1.1 Explain the difference between nursing management and nursing leadership.
 - 1.2 Relate leadership and management theory to nursing leadership and management activities.
 - 1.3 Differentiate among the five functions of management and essential activities related to each function.
 - 1.4 Integrate principles of patient-centered care and customer service in professional nursing practice.
 - 1.5 Implement effective team-building skills as an essential component of nursing practice.
 - 1.6 Discuss implications of leadership and management challenges of the twenty-first century.
2. Identify the principles of effective and efficient time management.
 - 2.1 Understand the unique demands of complex health care environments in today's fast-paced world of high technology and communication transfer and its effects on personal time management.
 - 2.2 Understand the relationship between personal performance and time management.
 - 2.3 Understand one's time management preferences and style.
 - 2.4 Create an action plan to manage procrastination, distraction, and anxiety.
 - 2.5 Describe how individual learning and communication styles interact with the ability to manage time effectively.
 - 2.6 Adopt into daily practice a time management strategy plan unique to one's own style to ensure high-level personal performance in work and home life.

3. Compare and contrast trends in health care structure, economics, and resource allocation.
 - 3.1 Understand the basic terminology of budgeting in the health care industry.
 - 3.2 Explain aspects of monitoring financial performance against an operational budget.
 - 3.3 Understand the overall role of nursing in a health care organization's budget process.

4. Establish techniques used in identifying and resolving conflict in the professional setting.
 - 4.1 Outline factors that can influence the communication process.
 - 4.2 Apply positive communication techniques in diverse situations.
 - 4.3 Recognize negative communication techniques.
 - 4.4 Evaluate conflicting verbal and nonverbal communication cues.
 - 4.5 Examine constructive methods of communicating in conflict situations.

5. Rationalize steps to effective and safe delegation to others in the professional setting.
 - 5.1 Evaluate the impact of changes in the current health care system on nurse staffing patterns and responsibilities.
 - 5.2 Outline six topic areas that the professional nurse should consider when making delegation decisions.
 - 5.3 List nine essential requirements for safe and effective delegation.
 - 5.4 Incorporate principles of delegation and supervision in professional nursing practice to ensure safe and legal patient care.

6. Research, identify, and discuss Quality and Safety Education in Nursing (QSEN) Standards.
 - 6.1 Describe driving forces for quality and safety competency in nursing.
 - 6.2 Define the six core quality competencies integrated into nursing curricula to prepare nurses for working in systems focused on quality.
 - 6.3 Base nursing care delivery on the knowledge, skills, and attitudes that define the six core competencies.
 - 6.4 Evaluate the role of nurses in improving health care quality

7. Identify and develop implementation strategies for successful and effective transition into practice.
 - 7.1 Compare and contrast the phases of reality shock.
 - 7.2 Differentiate between the novice nurse and the expert professional nurse.
 - 7.3 Design strategies to ease the transition from novice to professional nurse.
 - 7.4 Differentiate between compassion fatigue and burnout.
 - 7.5 Develop an action plan for the transition from student to professional nurse.
 - 7.6 Review the interview process to evaluate potential employment opportunities.
 - 7.7 Prepare an effective résumé and nursing portfolio.
 - 7.8 Compare and contrast various professional nursing employment opportunities.
 - 7.9 Explain the purpose of the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

- 7.10 Evaluate various methods of preparation for the NCLEX-RN.
- 7.11 Create a personal plan for preparing for the NCLEX-RN.
- 7.12 Analyze the relationship between the nursing process and patient needs as they relate to NCLEX-RN test items.
- 7.13 Compare and contrast various review courses designed to aid in preparation for the NCLEX-RN.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
To apply analytical and problem solving skills to personal, social, and professional issues and situations.	6. Research, identify, and discuss Quality and Safety Education in Nursing (QSEN) Standards
Second Goal	
To recognize what it means to act ethically and responsibly as an individual and as a member of society.	7. Identify and develop implementation strategies for successful and effective transition into practice.

COURSE TOPICS AND CONTENT REQUIREMENTS:

- Nursing Leadership and Management
- Budgeting Basics for Nurses
- Effective Communication and Conflict Resolution
- Effective Delegation and Supervision
- Staffing and Nursing Care Delivery Models
- Quality Improvement and Patient Safety
- Quality and Safety Education in Nursing (QSEN)
- Career Planning
- Preparing for the NCLEX
- Making the Transition from Student to Nurse

INSTRUCTIONAL METHODS:

- Lecture and discussion in both a face-to-face, as well as web-enhanced blended format
- Group discussion and projects in both a face-to-face, as well as web-enhanced blended format
- In-class Activities
- Simulation
- Case Studies
- Assigned readings
- Written assignments
- Collaborative Team Assignments
- Quizzes and Exams

INSTRUCTIONAL MATERIALS:

Required texts:

Cherry, B. & Jacob, S. (2017) *Contemporary nursing: Issues, trends, & management* (7th ed). St. Louis, MO. Mosby.

IVCC Stylebook (can be found online)

Blackboard Materials

Handouts

Internet Resources

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

Grading Policies:

The student must meet the objectives of the course to pass.

80% (No rounding):

Test questions may be generated from any component of this course.

A= 93-100

B= 86-92

C= 80-85

D= 70-79

F= 69 and below.

Final grade will be determined by:

Quizzes	20%
Midterm, Final Exam, & Annotated Bibliography	35%
Participation in In-Class Activities	20%
Discussion Questions (3 posts/discussion), Critical Appraisal & Resume & Cover Letter Assignment	25%

Course Competency/Assessment Methods Matrix

(Dept/# Course Name)	Assessment Options																																				
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment					
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.		Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D										
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