

Program Title: NURS 228

Program Co-ordinator: Lynn Drury, RN, MSN

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Expected Learning Outcomes:

1. Use Maslow's Hierarchy in conjunction with the nursing process to analyze, evaluate and delegate care throughout all care modalities.
2. Discuss quality issues related to health care and identify safety issues impacting both patient care and employee safety in the workplace.
3. Identify the professional nurse's role in organizing a multidisciplinary approach to continuity of care.
4. Identify and integrate ethical, legal, and professional standards into one's practice.
5. Recognize the impact of diverse cultures, spirituality, values, and belief systems in the delivery of health care to clients and managing team assignments.
6. Recognize therapeutic vs. non-therapeutic behaviors associated with communication techniques and analyze the effectiveness of self- verbal communications skills.
7. Collaborate with the health care team and client in order to plan, implement and evaluate therapeutic interventions.
8. Integrate concepts of resource management to provide comprehensive and cost effective care.
9. Recognize educational leadership opportunities that promote clinical competency in caring for clients and promote personal development.
10. Identify leadership styles and traits that contribute to effective patient care management, promote teamwork and inspire excellence.

Assessment:

1. Achieve an average of 75% or greater on exams/assignments. Successfully complete case studies, and watch the three delegations videos.
2. Achieve an average of 75% or greater on exams/assignments. Identify quality and safety issues that impact nursing practice, and patient care via class discussions and role play.
3. Achieve an average of 75% or greater on exams/assignments. Participate in groups discussion based on critical thinking questions from the text involving continuity of care.
4. Achieve an average of 75% or greater on exams/assignments. Investigate the Nurses' Code of Ethics, The Maryland Nurses Practice Act, and ANA Standards

to understand the implications on nursing practice and what the “scope of practice” is for practicing nurses.

5. Achieve an average of 75% or greater on exams/assignments. Investigate various cultures, spirituality, values and belief systems and their impact on nursing care. Complete a self-values assessment. Define Leininger’s cultural nursing theory. Discuss various cultural beliefs and rituals.
6. Achieve an average of 75% or greater on exams/assignments. Discuss therapeutic communication (verbal and non-verbal). Engage in role play.
7. Achieve an average of 75% or greater on exams/assignments. Discuss collaboration within the health care team. Engage in a mock interview and resume’ workshop.
8. Achieve an average of 75% or greater on exams /assignments. Identify the need for resource management and how provide cost effective care. Review nursing unit budget.
9. Achieve 75% or greater on exams/assignments. Discuss professional and professional development, and educational opportunities available to working nurses.
10. Achieve 75% or greater on exams/assignments. Identify various leadership styles and traits, and the differences between leadership and management.

#### Validation:

1. NURS 228 has two unit exams, and one final exam, four quizzes, a current nursing leader group presentation, and a resume’/portfolio assignment. It is a 2 credit course, and must be passed with a 75% or greater for progression in the nursing program. Delegation videos are used along with class discussion and case studies to meet student learning outcomes.
2. The Cherry & Jacobs (2011) text is used with the ATI leadership text to identify quality and safety issues to be discussed.
3. The professional nurse’s role is examined and how it relates to a multidisciplinary approach to patient care.
4. The current nursing practice standards are used as a presentation tool to present ethical, legal and professional standards of care.
5. Self- examination of values and beliefs take place using a critical thinking exercise from the text (page 393), and consider various workplace conflicts when discussing ethics and legal practices. Nurse theorist, Madeline Leininger’s, cultural theory is introduced.
6. Effective communication and team building are explored using case studies and in-class group activities.
7. Therapeutic interventions are discussed. Collaboration with the health team is also explored, and how to become a part of the health care team. A

- resume' workshop is conducted that includes a "mock" interview, and review of a current resume'.
8. Economics of healthcare are examined with an emphasis on resource management and how to be cost effective, yet still maintain quality care. Budgets are explored.
  9. Current educational opportunities are explored, with actual registration for seminars distributed. Website information is also used for a "look up" of current opportunities.
  10. Leadership and management traits are explored via case studies and U-tube clips.

#### Results:

1. There were 26 students in the first 7 ½ week class, one student did not meet the 75% requirement on exams to progress in the program. That one student repeated the course the second 7 ½ weeks, making the class size 17 students. The second 7 ½ week class were all successful in passing with the required 75%. In addition, case studies were successfully completed and the delegation videos were used, but are terribly out of date.
2. Quality and safety issues were discussed per the ATI textbook information, and the students successfully engaged in role play, which enhanced their learning, and made learning entertaining.
3. Examples of continuity in care from the student's Cap stone experienced were discussed in connection with the elements noted in the textbook and their ATI leadership book.
4. Legal, ethic, culture and spirituality were topics of lengthy discussions based on current trends seen in nursing (i.e. bioethics; futile care). In addition, students were not familiar with the "Scope of nursing practice" in the state of Maryland. Much time was spent reviewing standards of practice, and the various documents they need to be aware of that help to define practice (i.e. Code of Ethics).
5. Doing their own values clarification was a useful teaching tool to help them understand their own bias. In addition, the students explored nursing theory, including Madeline Leininger, who speaks to culture care. The students engaged in a group nursing leader project, which presented in class. Each group achieved 75% or greater on their presentation.
6. Communication worksheet and case studies were presented for the therapeutic communication content. The students continue to struggle with what is a therapeutic statement, but were able to pass exam questions on the topic at 75% or greater.

7. All students achieved 75% or greater on their resumes after participating in the Resume' workshop. Student's verbal feedback indicated that this project was one of the most helpful at this time in the program. Many are ready to start looking for employment, and now have a working resume' to use.
8. Cost effectiveness was examined via the use of a case study looking at a nursing unit, and how they were able to maintain all their FTE's by making supply changes, and keeping the budget under what was allocated.
9. Students were able to use computers to seek out educational opportunities. Current offerings, with a registration sheet, were passed out. Excellent discussion took place regarding networking. Two students actually attended a free seminar at Western Maryland Hospital on Futile Care on April 24<sup>th</sup>.
10. A panel discussion with former HCC graduates came to the last class and discussed transitioning to their first year as a nurse, and what taking NCLEX-RN is like. In addition, they also spoke about their various managers and leaders and what they looked for in those roles.

Follow Up: ATI practice exams were made available to the students throughout their coursework. All exams were discussed in class, post exam, so those that did not do well could hear the rationales and learn from their mistakes. At this time the remediation specialist does not meet with the leadership students, therefore, extra help is given to those who contact the course co-ordinator.

Budget Justifications: NURS 228 has a 2011 textbook. The textbook is simple, easy reading, and combined with the ATI leadership book, the necessary material (based on the new NCLEX blueprint) is covered. New videos for the course would be nice. Unsure of the costs, but would like to explore for next year.

Submitted: May 6, 2013

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