

**COURSE SYLLABUS**  
Southeast MO State University

Department of Nursing  
Title of Course: Transitions

Course No. NS491  
Revision: \_\_\_\_\_  
New:   X  

I. Catalog Description and Credit Hours:

Application of knowledgeable caring in roles of manager/leader, collaborator, care provider, member of the profession, transitioning into practice, licensure. (5 credit hours; 3 theory, 2 clinical)

II. Prerequisite(s): Second semester senior standing in the BSN program.  
All 300-level NS courses, NS487, NS488, NS489

Co-requisites: NS492, NS498, NS499

III. Course Objectives:

A. Communicate effectively with other health team members to coordinate safe effective nursing care for a group of clients.

B. Analyze leader, managerial, and follower behaviors and practices that promote / hinder effective teamwork in professional nursing practice.

B. Demonstrate critical and creative thinking with other health team members to coordinate safe, effective care for a group of clients.

C. Apply leadership/ management theory in coordinating care for a group of clients.

D. Use the nursing process to assess, plan, implement and evaluate safe nursing care for a group of clients in an acute care setting.

E. Use effective beginning level leadership skills to assist health team members to identify and improve an area of client care based on current literature.

F. Apply ethical principles and standards of care in coordinating care for a group of clients and in leading other health team members.

G. Apply leadership and management theory to improve client care based on evidence-based nursing practices.

H. Use effective teaching / learning principles with a group of health team members to improve client care.

I. Examine professional interdisciplinary practices that promote a partnership with the client and knowledgeable caring.

J. Discuss care coordination activities in relation to costs, access, and quality.

K. Compare a variety of nursing care delivery models in relation to access, cost, quality, advantages and disadvantages.

III. Expectations of Students

- A. Collaborate with other health team members to coordinate/provide care for a group of patients in an acute care setting.
- B. Develop written weekly learning objectives with faculty to apply theoretical content to acute care practice setting. Objectives may vary but must include
  - Coordination on nursing care for a group of clients with charge nurse.
  - Completion of structured unit budgeting assignment with nurse manager
  - Completion of structured unit staffing assignment with nurse manager.
  - Observe a case manager's role and complete interview assignment.
- C. Present a client case study in post conference using specific guidelines to facilitate peer discussion of the client's medical diagnoses, nursing diagnoses, nursing care and outcomes. The student will lead the discussion with guidance and input from the clinical instructor.
- D. Collaborate with nursing staff to identify area for quality improvement in an acute care setting, review the most current literature on this area, discuss possible solutions with staff, and recommend a plan of action to unit nurses, nurse manger , and director of nurses.
- E. Develop a short teaching-learning presentation on literature findings to the nursing staff.
- F. Illustrate the outcomes of the project at a professional poster presentation to health team members and peers from their assigned acute care facility.
- G. Fulfill all requirements as outlined in the BSN Student Handbook.
- H. Civility:  
 "Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property. In their academic activities, students are expected to maintain high standards of honesty and integrity and abide by the University's Policy on Academic Honesty. Alleged violations of the Code of Student Conduct are adjudicated in accordance with the established procedures of the judicial system."
- I. ADA:  
 "Any student who believes that they may need an academic accommodation based on the impact of a disability should contact the instructor to arrange an appointment to discuss their individual needs. Instructors rely on Disability Support Services for assistance in verifying the need for academic accommodations and developing accommodation strategies. Students who have not already registered with Disability Support Services as a student with a disability will be encouraged to do so." In other words, accommodations do not have to be given unless the disability is verified by Disability Support Services (Contact office at ext. 2273)

IV. Course Content:

<b>CONTENT</b>
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<p><b><u>I-II . Concepts/ Skills for Coordination of Patient Care</u></b>  (6 hours)</p>	<p>Time Management Skills</p> <p>Priority Setting Model to use in Patient Care Coordination/Provision.</p> <p>Effective Delegation: National Council of State Board of Nursing Guidelines, ANA guidelines, Nurse Practice Act, Standards of Care</p> <p>Application of Hersey and Blanchard’s Leadership Model for effective delegation</p> <p>Nursing Care Delivery Models: Functional, Primary, Team, Case Management Advantages / Disadvantages Cost effectiveness Care Maps/Clinical Care Care Pathways Care Maps</p> <p>Nurse’s Role as Case Manager</p> <p>Case Studies: Delegation and priority setting for client assignments</p>
<p><b><u>III.- IV Leading Others / Collaborating with Other Health Team Members:</u></b>  (6 hours)</p>	<p>Team Building / Development: Stages of Group Development</p> <p>Characteristics of an Effective Team</p> <p>Collaboration with a diversity of health care workers (alternate &amp; generational issues)</p> <p>Effective (Assertive) communication skills with health team members Effective Group Problem Solving Strategies in the coordination of patient care Collegial Partnerships: Using Your Power Effectively / Empowering Others Evaluation of other Health Team Members Becoming Part of Change: Effective Change Strategies</p> <p>Exercises: Using a Assertive skills with a variety of health team members in multiple situations</p>
<p><b><u>V-VI. Application of the Teaching Learning Process with other Health Team Members: Identifying problems, Solving Problems, teaching new information.</u></b>  (6 hours)</p>	<p>Assessment of group learning needs/ styles/ preferences/ barriers Planning for small education presentation Selecting effective teaching methods Evaluation of learning Evaluation of presenter</p> <p>Leading Patient Care Conferences</p>
<p><b><u>VII.-VIII Conflict Resolution Strategies</u></b></p>	<p>Assessment and Development of Effective Conflict</p>

<p><b>(6 hours)</b></p>	<p>Resolution Strategies Working with difficult people and scarce resources Chemical Dependent Peer Assistance Processes Dealing with violence in nursing workplace settings Practice in Unionized Environments</p>
<p><b>IX-X Leading Health Team Members</b>  <b>(6 hours)</b></p>	<p>Assessing effective/ineffective leadership characteristics Developing effective follow-ship behaviors Leading others Leadership / Follow-ship Ethics Overview of leadership theories with focus on current theories applicable to nursing</p>
<p><b><u>XI-XII Managing Resources:</u></b>  <b>(3 hours)</b></p>	<p>Staffing / Scheduling Issues Managing Costs and Budgets: Cost-conscious nursing practices  Ethics of managing resources</p>
<p><b><u>XIII- XIV Quality Clinical Practice Issues:</u></b>  <b>(6 hours)</b></p>	<p>Managing the Quality of your Own Practice: Performance Improvement Total Quality Management Customer Perceptions / Satisfaction Continuous Quality Improvement (Processes, Outcomes, quality indicators) Cost Effectiveness</p>
<p><b><u>XV-XVI Transitions to Professional Practice and Career Management</u></b>  <b>(6 hours)</b></p>	<p>Coping with Stages of Reality Shock Prevention of burn-out as new graduate Interviewing and Development of Professional Resume / Portfolio Staff Recruitment and Retention Strategies: Practices and Ethics Employment Selection: Magnet Indicators for Collaborative / Autonomous Practice Mentor-ships / Sponsorships Continuing Education Accountability and Opportunities Involvement in Nursing Professional Organizations: Selection / Benefits Why Politics? The Role of Nurses in Health Care Policy “Celebrating Moments of Professional Excellence”</p>

Total 45 theory hours

VI. Textbooks(s) and/or Other Required Materials:

**Rental:**

Yoder-Wise, P.S. (2007) Leading and Managing in Nursing, 4th edition. C.V. Mosby: St. Louis

Sullivan, E. (2004). *Becoming Influential*. New Jersey: Pearson Prentice Hall  
NS-490 Course Packet on Line

**Purchase:**

Acute Care Nursing Text Book Approved by Course Instructor

VII. Basis for Student Evaluation:

A. Satisfactory fulfillment of course objectives.

B. Theory:

(1) Presentation of patient case study .....	100 points
(2) Two Semester Exams.....	200 points
(3) Final Exam.....	100 points
(4) Attendance and Participation .....	<u>100 points</u>

**TOTAL POINTS ..500 points**

C. Clinical practice: Pass/Fail  
Total of 90 hours

The grading scale for the Department of Nursing is:

92% - 100% .....	A
83% - 91% .....	B
*75% - 82% .....	C
66% - 74.9% .....	D
0% - 65% .....	F

\*75% is the absolute minimum “C”; grades of 74.5-74.9 will **not** be rounded up to 75.

75% refers to 75% of **total points** possible in the course, which includes tests, quizzes, and additional graded assignments.