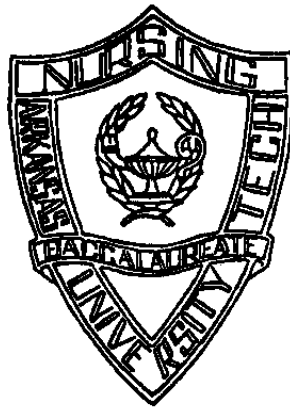


ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING



NUR 4606

THEORIES AND CONCEPTS

IN NURSING IV

Fall 2009

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STATEMENT OF UNDERSTANDING

I have read and understand the syllabus for the course NUR 4606. I understand the requirements for this course and grading procedures.

STUDENT SIGNATURE

DATE

ARKANSAS TECH UNIVERSITY
Department of Nursing

Course: NUR 4606

Course Title: Theories and Concepts in Nursing IV

Credit Hours: Six (6) Hours

Contact Hours: Six (6) Hours per week Monday & Wednesday 8:30-11:30

Placement: Spring Semester Senior Year

Faculty:

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Faculty office hours are posted on Bulletin Boards.

Course Description:

The course focuses on the principles and concepts relevant to the promotion and support of health, and the restoration of wellness for clients of all ages in a variety of health care settings with particular attention to the health care of populations. Theories and principles of leadership, management and change are explored in relationship to the emerging roles of the professional nurse. The content includes analysis and evaluation methods and systems of health care delivery. Activities during the semester facilitate transition from the role of student to professional nurse.

Learning Resources:

Retain all texts from previous nursing courses.

Required Textbooks:

Huber, D (2006). Leadership and Nursing Care Management, (3rd Ed.). Philadelphia, PA: Saunders Elsevier.

Maurer, F. & Smith, M. (2009). Community health nursing: Theory and practice, (4th ed.). Philadelphia, PA: W. B. Saunders.

Aiken, T. D. (2004). Legal, Ethical and Political Issues in Nursing, (2nd ed.). Philadelphia, PA: F.A. Davis.

American Nurses Association (2001). Nursing: Code of Ethics for Nurses with Interpretive Statements. Silver Springs, MD: Nursebooks.org. (or see Appendix D in NUR 2023 syllabus).

American Nurses Association (2004). Nursing: Scope and Standards of Practice. Washington, D.C.: Nursebooks.org. (or see Appendix D in NUR 2023 syllabus).

Recommended Textbook:

Hansten, R. & Washburn, M. (1998). Clinical delegation skills: A handbook for professional practice, (2nd ed.). Gaithersburg, MD: Aspen.

Auto-tutorial materials are available in the student learning lab.

Bibliography

Utilize the library and resource room for additional learning materials. Computerized Cumulative Indexes to Nursing and Allied Health Literature (CINAHL) and the Internet are very useful.

Students are to utilize refereed journals and Internet resources. Examples of appropriate Internet sites include government sites (US, state, local), National healthcare provider sites (ANA, APHA, NLN, etc.) or sites referenced in nursing texts. **The use of other resources for papers/projects must be faculty approved.**

Justification/Rationale for the Course

By the completion of this course the student will progress toward program goals/outcomes 1, 2, 3, and 4.

This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals, families and communities.

Course Objectives:

Upon completion of this course, the student will:

1. Incorporate the professional nursing roles into nursing practice.
2. Formulate comprehensive (holistic) nursing care delivered in primary (promotive) prevention, secondary (restorative) prevention and tertiary prevention.
3. Analyze the components of the nursing management process in the delivery of health care to all ages in a variety of settings.
4. Analyze the nature of community/public health nursing practice.
5. Explore holistic man as he influences the families, group's and community's health behaviors.

6. Analyze the components of the nursing process in meeting the health care needs of an aggregate/ population.
7. Analyze the health care trends that influence the expanding and emerging role of the nurse.
8. Explore concepts and issues in professional nursing practice.
9. Utilize and communicate research findings that support the development of nursing theory and practice relevant to community health, management and leadership.
10. Analyze care to determine if legal, ethical, and standards of care are met.

Assessment (Evaluation) Methods:

1. Grading Scale:

A = 90-100
B = 80-89
C = 75-79
D = 68-74.99
F = 67 and below

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program. There will be no rounding of grades except on final grades. All tests and other assignments will be carried to the hundredth place. **Grades of 75 or less will not be rounded.**

Students must complete 4 unit exams and quizzes with an average grade of 75% or better to successfully complete the course.

In order to successfully complete the course, Students must:

- Complete 4 unit exams and quizzes with an average of 75% or better.
- Complete all online (Blackboard) Legal/Ethical modules by the due date.
- Complete the online FEMA training.

Students achieving less than a "C" in theories will automatically fail the accompanying practicum.

3. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility for removal of the "incomplete" grade according to Arkansas Tech University's catalog requirements.
4. Examinations will be taken at designated times. If a student cannot take the examination at the regularly scheduled time, it is his/her responsibility to contact the instructor as soon as possible to make appropriate arrangements to make up the examination. Make-up examinations may be essay or objective in nature at the discretion of the instructor. Make-up exams should be scheduled immediately after the student's first day back to class following the absence.
5. All required assignments are due by 4:00 p.m. on the due date (4:01 is late). **The grade for late work will be lowered one letter grade for each late day past the due date.**

6. Course Grade:

Written Examinations (4) x 19% - 76%	
Comprehensive Final Exam 15%	
Quizzes/Preparation 5%	
ATI Community.....2%	
ATI Leadership.....2%	
On-line FEMA Training.....	Pass/Fail (required for completion of NUR 4606)
Legal/Ethical On-line Modules.....	Pass/Fail (required for completion of NUR 4606)
	100%

Any Module 1-4 that is not completed by the due date will be required to be completed in full prior to receiving a final grade in theories. The penalty for late completion is a 6 page APA format paper discussing the topic of that particular discussion/study area, this is also due before the final grade is released. Please make sure your work is turned in on time on Blackboard.

Professional Activities: A maximum of two percentage points may be accumulated and added to the final course average of one student selected course in Level IV. Refer to the ATU Department of Nursing Student Handbook for specific criteria.

Conduct of the Course:

Policies:

Class Attendance:

1. Regular class attendance is considered essential if students are to receive maximum benefit from the course. It is the student's responsibility to meet all classes as scheduled and on time. Control of class attendance is vested in the faculty. If a consistent pattern of absences from class develops, the situation will be addressed by the faculty. Please refer to the tardy and attendance policy in the Student Handbook for detailed information.
2. Only officially invited guests are to attend nursing classes.
3. Planned learning experiences outside the classrooms are an integral part of the nursing course. These experiences will be announced at least three (3) weeks in advance, and all students are expected to participate.

Dress and Behavior:

1. The nursing student is expected to dress appropriately while attending class. Dress will be addressed in the lecture on professionalism.
2. Smoking is not allowed in any classroom.
3. Students are reminded of the honesty policy that they have signed and are expected to:
 - a. Present written work that is theirs alone.
 - b. Correctly document any materials from a textbook, pamphlet, journal, etc. that is used for an assignment. Use APA format.
 - c. Use only authorized devices or materials for an examination with no copying from other student's papers.

Plagiarism is defined as stealing and presenting, as one's own, ideas or words of another, or not documenting material correctly.

Course Content:

- I. The Practice of Community Health Nursing
 - A. Role and Context of Community Health Nursing Practice
 - B. Principles of Health Promotion, Screening and Referral, and Health Teaching
 - C. Economic, Legal and Political Context of Community Health Nursing
 - D. Family as Client
 - E. Community as Client
 - 1. Community Assessment
 - 2. Health Education
 - F. Epidemiological Model: Communicable Diseases and other Health Problems
 - G. Community Health Settings
 - 1. School Health
 - 2. Home Health
 - 3. Rural Health
 - 4. a. Disaster Management, Bioterrorism
 - b. Environmental safety and occupational health
- II. Long-term Community Health Problems
 - A. Populations/groups at risk for violence and addictions
 - B. Vulnerable populations: Homeless, adolescents, children, and elderly
 - C. Multi-problem Families
 - D. Special Populations: Rehabilitation Clients
- III. Professionalism
 - A. Ethical, Legal and Professional Issues
 - B. Interviews and Resumes
- IV. Nursing Management and Leadership
 - A. Introduction to Management and Leadership
 - B. Planning Phase
 - C. Organizing Phase
 - D. Directing Phase
 - E. Evaluating Phase

Teacher Roles: Demonstrator, evaluator, facilitator, resource person, and supporter.

Student Roles: Advocate, care-giver, collaborator, communicator, learner, manager, researcher, and teacher.

Teaching/Learning Strategies: Lectures and discussions, group activities, role playing, guest speakers, films, and resource utilization.

Orientation and Introduction to NUR 4606 Theories and Concepts IV

<i>OBJECTIVES</i>
Upon completion of this focus, the student should: <ol style="list-style-type: none">1. Review the philosophy, conceptual framework, mission, program outcomes, curriculum schema, and objectives as they relate to the course.2. Survey the requirements of the course according to the course syllabus.3. Clear any misconceptions relating to the conduct and scope of the course.
<i>LEARNING ACTIVITIES</i>
Group discussion

UNIT I - The Practice of Community Health Nursing
FOCUS A: The Role and Context of Community Health Nursing Practice

OBJECTIVES

Upon completion of this focus, the student should:

1. Compare the ANA definition and APHA definition of community health nursing (CHN).
2. Examine the distinguishing features of community health nursing.
3. Utilize systems theory, nursing theory and public health theory to determine the nature and focus of CHN.
4. Explore the major concepts in CHN (i.e., primary healthcare, social justice and equity, partnership, globalization, cultural competence, self-efficacy, population-focus).
5. Analyze the roles and responsibilities of the community health nurse.
6. Discuss expected competencies of baccalaureate prepared community health nurses. How can the nurse incorporate CHN into practice regardless of practice setting?
7. Utilize the Standards of Community Health Nursing Practice to analyze promotive, restorative and supportive care to individuals, families, groups and communities.
8. Correlate care settings to the context and concepts of CHN.
9. Connect the historical development of CHN to today's health issues.
10. Elaborate on factors influencing CHN in the 21st Century.
11. Discuss how cultural differences influence cultural assessment, planning, and intervention with individuals, families, and communities.
12. Identify nursing interventions that are most effective when working in culturally appropriate ways with diverse communities.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 1, 2, 10.

ANA Standards of Community Health Nursing Practice.

Review ANA Code for Nurses.

Healthy People 2010

Explore Following Websites:

www.dhhs.gov; www.apha.org; www.cdc.gov; web.health.gov; www.census.gov; www.osha.gov.

CORE COMPETENCIES

NLNAC supports the PEW Health Commission *Competencies for 2006* and the *21 Competencies For The Twenty-First Century* as the bases for preparing the practitioner of the future to meet society's evolving health care needs. NLNAC asks each nursing program to interpret these skills and competencies in the content, context, function, and structure of their program. This will allow every nursing program to assure the public and nurses in training, of the faculty's awareness and responsiveness, to current and evolving health care needs of society.

Practitioners for 2007 should:

- Care for community's health (population-based health and the skills associated with it)
 - have broad understanding of determinants of health (i.e., environment, socioeconomic conditions, behavior, genetics)
 - be able to work with others in the community to integrate a range of services and activities that promote, protect, and improve health
 - take as the unit of analysis the whole population (apply the concepts and tools of epidemiology to a variety to contexts ranging from individual patient encounters to the management of complex systems).
 - apply knowledge of the new sciences
 - advocate for public policy that promotes and protects the health of the public
- Expand access to effective care
 - participate in efforts to insure access to health care of individuals, families, and communities, and to improve the public's health.
- Provide evidence-based, clinically competent, contemporary care
 - possess up-to-date clinical skills to control costs and improve quality; and incorporate the psycho-social-behavioral perspective into a full range of clinical practice competencies. This orientation shapes how institutions think about population values within entire systems of care.
 - demonstrate critical thinking; reflection, and problem solving skills
- Understand the role and emphasize primary care
 - be willing and able to function in new health care settings and interdisciplinary team arrangements designed to meet the health needs of the public
 - participate in coordinated care
 - work effectively as interdisciplinary team members in organized settings that emphasize high quality, cost-effective, integrated services (i.e., primary care, acuter care, chronic, long-term degenerative debilitating disease management, rehabilitative care, assistive living support); and nursing case management
 - insure cost-effective, appropriate care and quality of care and health outcomes

- incorporate and balance cost and quality in making decisions.
- understand the development and use of managed systems of care as the principle mechanism for making health care more responsive to cost, consumer satisfaction and health outcomes
- Develop outcomes measurement to assure
 - Continuity of continuum of care (across sites, levels, and episodes of care)
 - Comprehensiveness of care
 - Active management of clinical quality
 - Accountability
 - Satisfaction (patient or family) (wants, demands, willingness to pay)
 - Health status (covered lives and defined populations)
 - Costs (predictability and savings in unit costs and resources consumption)
 - Management of interactions between and among the components of the integrated network of Services
 - Efficiency (i.e., wait for service)
- Insure care that balances individual, professional, system, and societal needs
- Practice prevention and wellness care
 - emphasize primary and secondary preventive strategies (i.e., occupational health, wellness centers, self care programs, and health education and health promotion programs)
- Involve patients and families in the decision making processes
 - expect patients, families, and communities to participate in decisions regarding their personal health, and in evaluating its quality and accessibility
 - practice relationship-entered care with individuals and families
- Promote healthy lifestyles
 - help individuals, families, and communities maintain and promote healthy behavior
- Assess and use communications and technology effectively and appropriately
 - understand and apply increasingly complex, costly technology appropriately
- Improve the health care system operations and accountability
 - understand the determinants and operations of the health care system from a broad, political, economic, social, and legal perspective
 - create strategic partnerships

- partner with communities in health care decisions
- Understand the role of the physical environment:
 - be prepared to assess, prevent, and negate the impact of environmental hazards on the health of the population
- Exhibit ethical behaviors in all professional activities
 - embrace a personal ethic of social responsibility and service.
 - provide counseling for patients in situations where ethical issue arise
 - participate in discussions of ethical issues in health care as they affect communities, society, and the health professions.
- Manage information
 - understand that the changes that are coming about are made possible in large measure by the explosion of information and communication technologies.
 - advances in data collection, storage, analysis, and distribution capacities will permit population management of health care in “real” time
 - powerful tools for linking and quickly analyzing large data sets will facilitate more systematic and intensive management
 - technology will lead to better access to information by consumers, enabling them to assume increasing levels of responsibility for their own health care
 - enhance the leadership to make transformation successful
 - develop informed leadership integrated across the various functions within nursing.
- Accommodate expanded accountability
 - be responsive to increasing levels of public, governmental, and third party participation in, and scrutiny of the shape and direction of the health care
 - refrain from resisting inevitable changes in health care.
 - practice leadership in the transformation to provide continuous improvement of the health care system
- Participate in a racially and culturally diverse society
 - appreciate the growing diversity of the population, and the need to understand health status and health care through differing cultural values
 - provide culturally sensitive care to a diverse society
- Continue to learn and to help others to learn
 - anticipate changes in health care, and respond by redefining, changing, and maintaining competencies throughout one’s practice life.

UNIT I - The Practice of Community Health Nursing
FOCUS B: Principles of Health Promotion, Screening and Referral, and Client Education

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Compare and contrast concepts of health promotion and disease prevention.
2. Identify the responsibilities of the community/public health nurse in promoting health and preventing illness in the community.
3. Discuss the Healthy People 2010 national health and disease prevention objectives for the U.S. and how they can be utilized by nurses.
4. Identify nursing diagnoses related to health promotion.
5. Explain the process of health promotion planning according to Pender.
6. Describe some of the assessment tools utilized by the nurse to aid in promoting self-health care.
7. Discuss the link between screening and health promotion and maintenance.
8. Discuss responsibilities of the community health nurse in selecting establishing, implementing and evaluating screening programs.
9. Describe the responsibilities of the community health nurse in the referral process.
10. Compare micro-level and macro-level interventions for health risk reduction.
11. Discuss nursing strategies frequently used by the CHN in health promotion activities.
12. Explore current research in methods to change behavior and factors which lead to positive behavior change.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 18, 19, & 20

UNIT I - The Practice of Community Health Nursing
FOCUS C: Economic, Legal and Political Context of Community Health Nursing

OBJECTIVES

Upon completion of this focus, student should be able to:

1. Analyze major influences upon the U.S. Health Care System (H.C.S.) today.
2. Discuss basic features and components of the H.C.S. of the U.S.
3. Compare public and private sector H.C.S. before and after 1965.
4. Discuss voluntary agencies and their effects upon the H.C.S.
5. Describe the government's authority and role in health care at the federal, state and local levels.
6. Discuss strategies that have been used to address specific problems in the U.S. H.C.S.
7. Identify three basic factors responsible for escalating health care costs in the country.
8. Explore three specific groups at risk for increased costs and fewer services.
9. Compare and contrast Medicare and Medicaid programs.
10. Discuss the effects of socioeconomic status on health.
11. Identify how managed care reimbursement systems have affected health care and nursing.
12. Discuss how nurses can influence the cost and delivery of health care.
13. Identify legal issues that impact the practice of community health nursing.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 3 & 4

UNIT I – The Practice of Community Health Nursing
FOCUS D: Family as Client

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Analyze various definitions of family.
2. Discuss the various types of family and household structures.
3. Identify family demographic trends that have implications for community health nursing practice.
4. Analyze the major risks to family health.
5. Explain the application of the nursing process for reducing family health risks and promoting family health.
6. Discuss ways to promote family participation during the home visit.
7. Identify tools for assessing individuals, subsystems, the family unit, and family within the environment.
8. Discuss how family – nurse interventions vary with different family styles and needs.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 12, 13.

<http://evolve.elsevier.com/Maurer/community/>

**Complete number 3 of the Learning by Experience and Reflection at the end of chpt. 12, bring to class for discussion

UNIT I - The Practice of Community Health Nursing
FOCUS E: Community As Client

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Discuss the common elements in the concept of community and community health nursing.
2. Analyze the critical attributes of a community.
3. Explore frameworks used to assess communities.
4. Identify tools and sources utilized for data collection of communities.
5. Critique various approaches to community assessment.
6. Discuss the concept of population based health planning in assessing the community, identifying needs and problems, prioritizing needs, determining desired outcomes and strategies to achieve the outcomes.
7. Explore principles and steps involved in planning and implementing population - focused health planning.
8. Discuss three models of community organization practice designed to facilitate change in a community.
9. Identify steps in program planning.
10. Critique the effectiveness of care utilizing summative and formative evaluations.
11. Explore evaluation as a process as well as the steps in the evaluation.
12. Apply outcome indicators when evaluating effectiveness of interventions.
13. Identify tools and sources utilized to critique evaluation effectiveness.
14. Apply the concept of community as client to an identified target population.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 15, 16 & 17.

Class Activity:

Complete number 2 Learning by Experience and Reflection of chapter 15 and bring to class for discussion.

UNIT I - The Practice of Community Health Nursing
FOCUS E: Community as Client: Health Education Programs

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Differentiate patient education and health education as related to the health teaching process.
2. Explore objectives relevant to health education as outlined in Healthy People 2010.
3. Discuss the learning needs of the community and the learning needs of individual participants in relation to creating a health education program.
4. Identify the steps of program planning.
5. Discuss each step relating how the step applies to planning and educational program.
6. Review the three domains of learning in developing (constructing) health education lesson plans.
7. Review behavioral objectives, content selection, teaching strategies, and evaluation strategies utilized in constructing health education lesson plans.
8. Review principles of teaching-learning as they apply to community health.
9. Review factors that could inhibit learning in the community setting.
10. Critique the appropriateness of educational aids used in presenting a health educational program.
11. Develop a health education program using knowledge gained from completion of objectives 1-8.
12. Identify resources available for the CHN.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, Chap. 15 pg. 382-398, Chap. 19 pg. 464-465

Prior to class:

Complete a SMOG analysis on a chosen teaching material. (Brochure, leaflet, pamphlet, etc.)

Develop a health education program on an interest you have that would be appropriate to a CHN, using knowledge from textbook and completion of objective 1-8. Come to class ready to develop this idea and present as a group.

Evaluation of Teaching Materials

Pamphlet Name: _____

Readability (SMOG)*: _____ grade reading level

Age Appropriate? _____

Culture Appropriate? _____

Understandability (avoids jargon, technical terminology)?

Typeface (size of print)? _____

Key information easily identified? _____

Will you utilize again? _____ Yes _____ No Why? _____

*SMOG: Total number of words with three or more syllables in 30 sentences. (Ten consecutive sentences from beginning, ten from the middle and ten from the end.) _____

Nearest perfect square _____

Square root of that number _____

Add 3 _____ This is the grade level

Reviewed by _____

Date _____

UNIT I - The Practice of Community Health Nursing
FOCUS F-1: Epidemiology

<i>OBJECTIVES</i>
<p>Upon completion of this focus, the student should be able to:</p> <ol style="list-style-type: none">1. Define epidemiology.2. Analyze the use of epidemiological process and/or methods as a critical component of assessing health, program planning, and evaluating the quality of health care delivery.3. Identify the causality of various health problems seen in nursing practice.4. Relate the natural history of disorders to community nursing practice.5. Identify sources and data utilized to assess and evaluate epidemiological data.6. Demonstrate the methods used to summarize and communicate epidemiological information.7. Define approaches to epidemiological research.8. Apply the agent-host-environment model in order to determine preventive/promotive strategies for the stated diseases/problems.
<i>LEARNING ACTIVITIES</i>
<p>Required Reading: Maurer & Smith, Chaps. 7</p> <p>Explore Web Sites: www.who.gov (World Health Organization) www.cdc.gov (Centers for Disease Control) www.healthyarkansas.com (Arkansas Department of Health)</p>

EPIDEMIOLOGICAL MODEL WORKSHEET
(Turn in with Community Health Log)

Health Concern/Disease

AGENT
related factors:

Primary Prevention: _____

Secondary Prevention: _____

Tertiary Prevention: _____

Primary Prevention:

ENVIRONMENT
related factors:

HOST
related factors:

Primary Prevention:

Secondary Prevention:

Secondary Prevention:

Tertiary Prevention:

Tertiary Prevention:

EPIDEMIOLOGICAL MODEL WORKSHEET

Example

Tuberculosis
Health Concern/Disease

Mycobacterium Tuberculosis
AGENT
related factors:
Droplet Transmission
Develop Resistance to Antibiotics
UV light kills

Primary Prevention: Mask pt. when transporting
Respirator mask-caregiver
U V Light
Secondary Prevention: PPD screening - contacts
INH – Rifampin x 6 mo for # contacts
Tertiary Prevention: Early tx x 6-9 mo – multiple drug regime
Careful follow-up with culture
Educate & monitor re med regime
May need incentive for medication tx

Primary Prevention:
Provide well-ventilated areas (homeless shelter, prisons, nsg. homes)
UV lights in high risk areas
Promote exercise in sunlight

Living - Working

ENVIRONMENT

related factors:

Crowding

Poor ventilation

Immigration

Homeless

Secondary Prevention:
PPD screening - annually
at entry into country
into institution
careful interview of at risk pop.

Man

HOST

related factors:

Immuno-compromised

Poor nutrition

Debilitated

Primary Prevention: Nutrition centers
HIV + INH x life

Case Finding

Secondary Prevention: PPD at risk population

Tertiary Prevention:
Follow-up to determine
treatment response
educate re environmental
factors to avoid

Tertiary Prevention: C & S, X-Ray follow-up
to determine response

ARKANSAS TECH UNIVERSITY
Department of Nursing

NUR 4606
EPIDEMIOLOGY - DISCUSSION GUIDE

After viewing the movie Outbreak, utilize epidemiological concepts from your textbook to:

1. Discuss the disease in terms of the interaction of the agent, host and environment and the natural history of the disease.
2. Describe the disease in terms of person, place, and time.
3. Describe the spread of the disease using the concepts of:
 - a) host resistance
 - b) immunity
 - c) herd immunity
 - d) pathogenicity (invasiveness and virulence)
 - e) infectivity (how much exposure leads to pathogenesis?)
 - f) incubation
 - g) transmission
 - h) environment
4. Describe what surveillance elements were utilized.
5. Discuss efforts to control the disease.

Prepare the Epidemiology Model Worksheet and turn in to faculty prior to lecture.

UNIT I - The Practice of Community Health Nursing
FOCUS G: Communicable and Newly Emerging Infectious Diseases

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Define epidemiology.
2. Analyze the use of epidemiological process and/or methods as a critical component of assessing health, program planning, and evaluating the quality of health care delivery.
3. Identify the causality of various health problems seen in nursing practice.
4. Relate the natural history of disorders to community nursing practice.
5. Identify sources and data utilized to assess and evaluate epidemiological data.
6. Demonstrate the methods used to summarize and communicate epidemiological information.
7. Define approaches to epidemiological research.
8. Apply the agent-host-environment model in order to determine preventive/promotive strategies for the stated diseases/problems.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, Chaps. 7

Explore Web Sites:

www.who.gov (World Health Organization)

www.cdc.gov (Centers for Disease Control)

www.healthyarkansas.com (Arkansas Department of Health)

UNIT I - The Practice of Community Health Nursing
FOCUS H - 1: Community Health Setting - School Health

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Discuss models that provide a framework for school health.
2. Identify how school health programs are organized and regulated.
3. Analyze the roles and responsibilities of the school health nurse.
4. Value the relationship between school health nursing and the attainment or advancement of Healthy People 2010 objectives.
5. Recognize common health concerns of school-age children.
6. Describe nursing interventions provided within the school setting.
7. Identify future trends in school health.
8. Identify resources available to the school nurse and the school community.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, Chap. 30.

Explore Web Sites: www.ashaweb.org
www.cyfernet.mes.umn.edu
www.acf.dhhs.gov
www.nasn.org
www.schoolnurse.com

UNIT I - The Practice of Community Health Nursing
FOCUS H - 2: Community Health Setting - Home Health Care

OBJECTIVES

Upon completion of this focus, the student should:

1. Discuss the relationship between public health nursing, community health nursing, and home care nursing.
2. Describe the current status of home health care.
3. Analyze the responsibilities of the home care nurse.
4. Identify the rights of individuals and their families when receiving home health care.
5. Examine current issues and trends in home health nursing.
6. Discuss the philosophy and practice of hospice nursing.
7. Recognize the advantages and disadvantages of home health care.
8. Analyze the similarities and differences of the nurse-patient relationship in patient settings and in the home setting.
9. Identify behaviors that promote nurse safety when making home visits.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 11, 31.

UNIT I - The Practice of Community Health Nursing
FOCUS H - 3: Community Health Setting - Rural Health

OBJECTIVES

Upon completion of this focus, the student should:

1. Define urban, rural, frontier, metropolitan, non-metropolitan, and health professional shortage area.
2. Discuss the status of health in rural populations.
3. Analyze factors influencing rural health care delivery.
4. Explore rural lifestyles and belief systems that affect health care.
5. Identify the role and responsibilities of the community health nurse.
6. Explore the steps of building professional - community partnerships.
7. Discuss trends and issues affecting rural health and the practice of nursing in a rural community.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chap. 32.

UNIT I - The Practice of Community Health Nursing
FOCUS H – 4a: Disaster Management, Bioterrorism

<i>OBJECTIVES</i>
Upon completion of this focus, the student should be able to: <ol style="list-style-type: none">1. Discuss disasters in relation to type and category to include: natural and man-made.2. Describe the functions of the various federal agencies involved in addressing disasters.3. Describe the functions of the various non-governmental organizations involved in addressing disasters.4. Identify the means of recognition, treatment and infection control for the main biological weapons.5. Identify the means of recognition, decontamination, and treatment for the main radiological weapons.6. Describe the processes a Disaster Management Committee should take to include bioterrorism into a facility's all-hazards disaster plan.7. Correlate the nurse's role and the institution's role in preparation for, during, and after a disaster.
<i>LEARNING ACTIVITIES</i>
Complete IS - 100 HC Introduction to the Incident command system for Healthcare/Hospitals and turn in certificate of completion. Maurer & Smith, chap. 22 Bring to class a family emergency preparedness plan. Complete online testing for second class day. Go to http://training.fema.gov/is/nims
<i>RESOURCE</i>
http://www.ahrq.gov/prep/ http://www.pandemicflu.gov http://training.fema.gov/is/nims

Disaster Preparedness

- I. Assessment
 - A. Definition of disaster: Community
 - 1. Classification
 - B. Definition of disaster: Institutional
 - C. Response
 - 1. Life loss
 - 2. Physical injuries
 - 3. Psychological trauma
 - 4. Property damage
 - 5. Environmental destruction
 - 6. Economic/business loss
 - D. Internal disaster situation
 - 1. Cause
 - E. External disaster situation
- II. Disaster Plan
 - A. Elements
 - 1. Committee
 - 2. Elements
 - B. Disaster Command Center
 - 1. Responsibility
 - 2. Location
 - 3. Staffing
 - 4. Member responsibility
 - 5. Communication
 - 6. Authority
 - 7. Supplies
 - C. Administration Operations Center
 - 1. Location
 - 2. Coordination duties
 - 3. Communications
 - D. Medical Operations Center
 - 1. Location
 - 2. Responsibilities
 - 3. Communication

Disaster Preparedness (Continued)

- E. Nursing Operations Center
 - 1. Location
 - 2. Responsibilities
 - 3. Communications
 - F. OR Operations Center
 - 1. Location
 - 2. Responsibilities
 - 3. Communications
 - G. Personnel Operations Center
 - 1. Location
 - 2. Responsibilities
 - 3. Communications
 - H. Security Operations Center
 - 1. Location
 - 2. Responsibilities
 - 3. Communications
 - I. ED Operations Center
 - 1. Location
 - 2. Responsibilities
 - 3. Communications
- III. Response
- A. Confirm Response
 - B. ED operations center
 - 1. Assignments
 - 2. Staff
 - 3. Evacuation
 - a. ED
 - b. Floors
 - c. Others
 - d. Organize/transfer
 - 4. Secure Environment
 - 5. Staffing Considerations
 - 6. Communication

Disaster Preparedness (Continued)

C. Casualty Coordination

1. Triage
2. Acuity
3. Alternate Triage Categories
4. Assignment of Disaster # and packet
5. Registration Log
6. Tx Area Assigned for Evaluation
7. Documentation

D. Data Management

E. Stress

1. Reducers
2. Assess Staff
3. Signs of Excessive Stress
4. CISM

F. Ongoing Needs

G. Deactivation

H. Critique

I. Revisions

IV. Weapons of Mass Destruction

A. Overview

1. Activation
2. I.D
 - a. Acute
 - b. Exposure
 - c. Specific agent
 - d. Dose
 - e. Concentration
 - f. at-risk population
3. Management Phases
4. Entrance to ED
5. PPE
6. Assessment of field decon
7. Precautions
8. Admission to decon room
9. ABC's
10. Psych/social/environmental factors

Disaster Preparedness (Continued)

11. Focused survey
 - a. Lx of exposure
 - b. S/S of exposure
 - c. Med hx
 - d. Ongoing eval.
 - e. Decon
 - f. Contact exposure
 - g. Ocular
 - h. Ingestion
 - i. SL care
 - j. Temperature
 - k. Delayed effects
 - l. School support
 - m. Meds
 - n. Tx pain
 - o. Room cleanup

B. Radiation

1. Activate
2. Location Source
3. Exposure
4. S/S
5. Clinical Phases
6. ED Responses
 - a. type
 - b. Number and condition of exposure
 - c. Isotopes
 - d. ETA
 - e. Radiation incident team responsibilities
7. Control
8. Security
9. Decon
10. Staff responsibilities
 - a. Nurse
 - b. Buffer zone
 - c. Primary N
 - d. Radiation safety office
 - e. Pt
11. Plan/interventions
 - a. Priorities
 - b. ABC
 - c. Decon

Disaster Preparedness (Continued)

D. Biological Agents

1. Source Location
2. Types
 - a. bacteria
 - b. viruses
 - c. toxins
3. Route
4. Modes of dissemination
5. Meteorological constraints
6. Impact
7. Bacterial exposure
8. Viral
9. Toxin

V. Critique

VI. Training

1. Exercises
2. Drill
3. Planning principles
4. Homeland security
5. Bioterrorism lectures

UNIT I - The Practice of Community Health Nursing
FOCUS H – 4b: Environmental Safety and Occupational health

OBJECTIVES

Upon completion of this focus, the student should:

1. Define environmental health.
2. Evaluate the relationship between ecology and environmental health.
3. Identify three settings for environmental hazards.
4. Identify common environmental hazards and describe why they pose a serious threat to the quality of life.
5. For each source of environmental hazard, give an example of an illness/injury and identify ways to correct or prevent the illness/injury.
6. Identify the federal agency with primary responsibility for regulating environmental health and safety.
7. Explain the role of the community health nurse in environmental health and safety.
8. State the importance of OSHA in promoting worker health and safety.
9. Describe nursing roles and behaviors utilized by the occupational health nurse.
10. Use the epidemiological model to explain work-health interactions.
11. Identify resources available to CHN.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chap. 9.

Suggested Activity:

Review one environmental hazard that has occurred in the last three years and discuss three potential long-range consequences.

Review your own work history (or future work environment) and identify potential hazards to which you have been (or could be) exposed. What controls existed or could have been put into place?

LEARNING ACTIVITIES

Explore Web Sites:

www.awhp.org - Association for Worksite Health Promotion
www.cdc.gov/ncipc - National Center for Injury Prevention and Control
www.osha.gov - Occupational Safety and Health Administration
www.epa.gov - US Environmental Protection Agency

UNIT II- Long Term Community Problems
FOCUS A: Vulnerable Populations

<i>OBJECTIVES</i>
<ol style="list-style-type: none">1. Define vulnerability.2. Define vulnerable populations.3. Define risk factor.4. Identify risk factors that are predominant in your life at this moment.5. Define risks.6. Identify risks that are predominant in your life at this moment.7. Explain the four causal domains that contribute to vulnerability.8. Identify the steps one must take prior to studying and working with vulnerable populations.
<i>LEARNING ACTIVITIES</i>
<p>Required Reading:</p> <p>Maurer & Smith, chap. 21.</p> <p>Write a short essay on your feelings about the people who are considered to be vulnerable populations and turn in to class.</p>

UNIT II - Long Term Community Problems

FOCUS B: Vulnerable Populations: Adolescents, Homeless, Children, Elderly

OBJECTIVES

1. Analyze the reasons for pregnancy among adolescents.
2. Identify the consequences of teenage pregnancy.
3. Discuss the community health nurses role in teenage pregnancy.
4. Define homelessness.
5. Discuss how homelessness is a social, economic, political and ethical problem.
6. Describe the three stages of homelessness.
7. Identify how the care of the homeless has changed over time.
8. Discuss the extrinsic and intrinsic risk factors contributing to homelessness.
9. Discuss the health-related needs of the homeless.
10. Discuss the community health nurse's role as an advocate for the homeless people.
11. Explain the impact of poverty on child health.
12. Identify children who are at risk in the community.
13. Discuss the community health nurse's role with children in the community.
14. Discuss the concept of aging.
15. Discuss the impact aging has on the community.
16. Explain the impact of poverty on the aging population.
17. Discuss the community health nurse's role with the aging population in the community.
18. Identify support systems and community resources available for the vulnerable populations.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 26, 27, 28.

UNIT II - Long Term Community Problems

FOCUS B: Vulnerable Populations: Adolescents, Homeless, Children, Elderly (continued)

LEARNING ACTIVITIES

Explore Web Sites:

National Coalition for Homeless www.nch.ari.net
Housing and Urban Development www.hud.gov/hmless.html
Census Bureau - www.census.gov
See resources under CDavis classroom on abuse topics

Select one video from the list, view and write a short summary about content. State how the content can be applied to your nursing practice.

Health Care for the Homeless
Rape by Any Other Name
The Golden Years
What's Wrong with this Picture?
The Nurse in Child Abuse Prevention
Beyond Rape: A Sensitive Response
Suicidal Adolescent

Prior to Class:

Answer the questions:

- a) What defines these populations as vulnerable?
- b) What are possible outcomes for these populations?
- c) What are risk factors for vulnerability?
- d) What are your perceptions of these populations?

UNIT II - Long Term Community Problems
FOCUS C: Family as Client: Multi-problem Families

OBJECTIVES

Upon completion of this focus, the students should:

1. Explain how the family perspective approach hinders/promotes the role of the CHN.
2. Explain the concept of vulnerability and why some families and/or groups are at greater risk for multiple health problems.
3. Identify interventions that assist the CHN to establish mutual goal setting with multi-problem families
4. Identify appropriate and achievable goals for multi-problem families.
5. Apply the concept of crisis intervention to families and/or groups.
6. Identify societal, individual and family factors that may cause violence.
7. Analyze the impact of violence on the community.
8. Discuss the community health nurse's role related to violence within our society.
9. Apply the nursing process to abusive situations.
10. Identify dilemmas involved when providing protection for vulnerable individuals/groups.
11. Relate community health nursing care to the Healthy People 2010 objectives for violence and addictions.
12. Identify common myths and attitudes about addiction.
13. Discuss some of the direct and indirect effects of addictions.
14. Identify behavior patterns that alert the nurse to the presence of addiction.
15. Discuss the role of the community health nurse related to addictions.
16. Identify support services and community resources available for the multi-problem family.

LEARNING ACTIVITIES

See online module for completion of activities.

Required Reading:

Maurer & Smith, chaps. 23, 24, 25.

UNIT II - Long Term Community Problems
FOCUS C: Family as Client: Multi-problem Families (continued)

LEARNING ACTIVITIES

Prior to Class:

Answer the questions:

- a) What defines these populations as vulnerable?
- b) What are possible outcomes for these populations?
- c) What are risk factors for vulnerability?
- d) What are your perceptions of these populations?

Select one video from the list below. Write a short summary about the content. State how the content can be applied to your nursing practice.

The Drug Abuse Patient

Working with the Troubled Family

Schizophrenia: The Community's Response

Violence in the Hospital

Controlling Violence in Health Care

A Patient with a History of Substance Abuse

A Time of Opportunity: Helping Battered Women

RESOURCE:

<http://www.cdc.gov/ncipc/ncipchm.htm>

<http://www.ojp.usdoj.gov/home.htm>

UNIT II - Long Term Community Problems
FOCUS D: Support for Special Populations: Rehabilitation Clients

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Discuss the magnitude of disability in the United States.
2. Analyze concepts related to disability and rehabilitation.
3. Identify common conditions that require rehabilitation.
4. Discuss how legislation affects the rehabilitation process.
5. Explore the relationship between environment and rehabilitation process.
6. Describe the role and responsibilities of the community health nurse in meeting the needs of rehabilitation clients.
7. Identify community resources for individuals with disabilities.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chap. 26

UNIT III – Professional Nursing Practice
FOCUS A: Career Development

OBJECTIVES

Upon completion of this focus, the student should:

1. Identify ways nurses can manage their time effectively.
2. Discuss sources of stress in nursing and methods to effectively manage stress to prevent burnout.
3. Utilize components of a professional resume' in developing individual professional resume'.
4. Identify benefits of a cover letter when applying for positions.
5. Discuss approaches to a successful interview process.

LEARNING ACTIVITIES

Suggested Reading:

Made to Measure. By Jones, Jane Redfern. Nursing Standard, 11/24/2004, Vol. 19 Issue 11, pp96-96, 1p; (AN 15223694)

Nailing the Interview. By Jackson, Rene. Nursing Management. Oct 2003 Travel Supplement, Vol. 34 Issue 10, pp.6-8, 3p; (AN 11022034)

Class activity:

Class discussion

Discussion, Role play stimulated group interviews

Develop a 5 yr Career Plan

Explore the internet and plan to discuss current trends in interview techniques.

Assignment:

Develop individual professional resume

UNIT III – Professional Nursing Practice
FOCUS B: Legal and Ethical Issues

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Discuss licensure issues.
2. Distinguish between guidelines and standards.
3. Describe various ways to handle legal and ethical issues.
4. Describe risk management.

LEARNING ACTIVITIES

Required Reading:

See online modules for reading assignments in: Aiken (2004). Legal, Ethical and Political Issues in Nursing, (2nd ed.). Philadelphia, PA: F.A. Davis.

Any Module 1-4 that is not completed by the due date will be required to be completed in full prior to receiving a final grade in theories. The penalty for late completion is a 6 page APA format paper discussing the topic of that particular discussion/study area, also due before final grade is released. Please make sure your work is turned in on time Blackboard.

UNIT III – Professional Nursing Practice
FOCUS C: Professionalism

<i>OBJECTIVES</i>
Upon completion of this focus, the student should: <ol style="list-style-type: none">1. Define and describe a profession.2. Analyze factors that influence nursing as a profession.3. Analyze aspects of careers in professional nursing.4. Discuss issues and trends of nursing.5. Discuss the concept of self awareness as it relates to professional nursing practice.6. Discuss current issues and trends affecting health policy and nursing today.7. Explore a career plan to develop a career template for progression in the profession.
<i>LEARNING ACTIVITIES</i>
<p>Required Reading:</p> <p>ANA Code of Ethics (in student handbook and in Smith & Maurer, pp. 13, 14).</p> <p>Huber, D. (2006). <u>Leadership and Nursing Care Management</u> (3rd Ed.). Chapters 3, 4, & 5.</p> <p>Suggested Reading:</p> <p>Maurer & Smith, Chapter 6</p>

UNIT II - PROFESSIONALISM
FOCUS A: Arkansas State Board of Nursing

OBJECTIVES

1. Identify the legal definitions of the various types of nursing in Arkansas as defined in the Arkansas Nurse Practice Act, 2001 ed.
2. Describe the composition of the Arkansas State Board of Nursing and its primary functions.
- *3. Discuss how the Board disciplines nurses who violate the Nurse Practice Act.
- *4. Identify the various grounds for discipline of nurses practicing in Arkansas as discussed in the Arkansas Nurse Practice Act.
- *5. Describe at least one nurse's case that you sat in on at the State Board Meeting and how fairly/unfairly her case was handled by the Board.
6. After viewing the disciplinary process, empathize with the nurses disciplined and utilize that experience to strengthen your own personal commitment to both ethical and legal aspects of professional nursing practice.
- *7. Identify sources of help for chemically impaired nurses.
8. Discuss how the public, other health care professions, and the profession of nursing in Arkansas are responding to the addition of the Advanced Practice Nurse in the Arkansas Nurse Practice Act.

LEARNING ACTIVITIES

Prior to Experience:

Read: Arkansas Nurse Practice Act, including professional definition of nursing, structure of the board, and grounds for discipline.

Practicum Experience:

Attend a disciplinary hearing of the Arkansas State Board of Nursing in Little Rock -or- view DVD of a disciplinary hearing in the classroom.

After Experience:

Address the four objectives above that are marked with an asterisk (*) and turn this in to **Dr. Helms** no later than one week from the day that the Disciplinary Hearing DVD is viewed in class (by 4:00 pm). E.g., if you view the DVD on a Tuesday, then the assignment must be turned in by the following Tuesday at 4:00pm. This counts as a **10-point quiz grade**. No late assignments will be accepted under any circumstance. If the assignment is turned in to any other faculty member, and is not found until after the due date, then the student will not receive credit for the assignment. Therefore, please be sure that you have this assignment turned in to Dr. Helms' box. Also, do NOT copy and paste the answers from the ASBN website to your paper. You should discuss the information in your own words. This should be your own work.

Website:

<http://www.arsbn.org/>

UNIT IV - Nursing Management and Leadership
FOCUS A: Introduction to Management and Leadership

OBJECTIVES

Upon completion of this focus, the student will be prepared to:

1. Define leadership.
2. Discuss leadership theories as applied to nursing relating leadership to nursing practice.
3. Differentiate among authoritarian, democratic, and laissez faire styles of leadership.
4. Determine the style of leadership that best supports a successful managerial role.
5. Determine what impact personal characteristics and traits have on leadership and management:
Assess leadership characteristics of self.
6. Define and describe management and nursing management.
7. Differentiate between leadership and management.
8. Identify the four phases of the management process.
9. Relate management concepts to nursing leadership and management.
10. Describe how nurses learn to lead and manage.
11. Discuss management skills needed by nurses.

LEARNING ACTIVITIES

Required Reading:

Huber, D. (2006). Leadership and Nursing Care Management (3rd Ed.). Chapters 1, 2, & 27

Class Activities:

Leadership style Inventory
Followership style survey

UNIT IV - Nursing Management and Leadership
FOCUS B: Planning

OBJECTIVES

Upon completion of this focus, the student will be prepared to:

1. Define planning as a step in the management process.
2. Compare and contrast the scope of planning for top-middle-, and lower or first-line managers.
3. Explore the relationship between critical thinking and problem solving.
4. Define decision making and explain the variables present in the process.
5. Compare and contrast decision making process with the nursing process.
6. Analyze decision making strategies.
7. State the functions of group decision making, compare the advantages with disadvantages, and discuss the power of group decisions.
8. Discuss the importance of data management for decision making.
9. Define and describe the strategic management process.
10. Identify the major operational documents necessary to the effective functioning of any organization including hospital, school, or nursing unit.
11. Differentiate between strategic planning and strategic management.
12. Define and describe financial management.
13. Discuss strategic financial planning.
14. Define budgets and describe various types of budgets found in the masterbudget.
15. Discuss benefits and disadvantages of costing out nursing services.

LEARNING ACTIVITIES

Required Reading:

Huber, D. (2006). Leadership and Nursing Care Management (3rd Ed.). Chapters 6, 7, 10, 13, 14, 26, 35, 36 & 37.

Class Activities:

Group decision making activity – “Moon survival”

Videotapes - Nursing Management:

AJN 1704, “Strategies for Leadership: Problem Solving”

TX 0223, “The Nurse Manager”

TX 0226, “Planning in Management”

Review Professionalism Survival Videotape Series during management units

UNIT IV - Nursing Management and Leadership
FOCUS C: Organizing

OBJECTIVES

Upon completion of this focus, the student will be prepared to:

1. Define and describe the US health care system.
2. Identify organizations, agencies, and components related to the health care system.
3. Define and describe organizational structure, organizational culture, and organizational climate.
4. Compare and contrast bureaucratic (hierarchical) matrix and adhocracy (project team) organizational structures.
5. Analyze organizational structures best suited to nursing.
6. Discuss health care reform's impact on organizational structure, nursing personnel and their roles.
7. Compare advantages and disadvantages of centralized and decentralized organizations.
8. Define and describe shared governance.
9. List criteria important to the staffing process and identify major components of each.
10. Describe nursing care delivery systems and discuss advantages and disadvantages of each.
11. Differentiate between managed care and case management.
12. Discuss cultural and generational diversity issues in the workplace.
13. Describe major factors that affect registered nurse recruitment and retention.
14. Discuss the importance of staff development.

LEARNING ACTIVITIES

Required Reading:

Huber, D. (2006). Leadership and Nursing Care Management (3rd Ed.). Chapters 8, 9, 11, 12, 16, 17, 28, & 29.

Bring to class organizational charts from hospitals, clinics or other health related organizations and compare.

Suggested Reading:

Nursing against the odds: How health care cost cutting, Media stereotypes, and Medical hubris undermine Nurses and patient care. By: Seago, Jean Ann. *New England Journal of Medicine*, 9/29/2005, Vol. 353 Issue 13, pp.1423-1424, 2p; (AN 18372180)

Traditional models of care delivery: what have we learned? (includes abstract) Tiedeman ME; *Journal of Nursing Administration*, 2004 Jun; 34(6): 291-7 (journal article-tables/charts) PMID: 15190224 CINAHL AN: 2004158324

UNIT IV - Nursing Management and Leadership
FOCUS C: Organizing (continued)

LEARNING ACTIVITIES

Suggested Reading (continued):

Nurse Staffing, Care Delivery Model, and Patient Care Quality. By: McGillis Hall, Linda; Doran, Diane. Journal of Nursing Care Quality, Jan-Mar2004, Vol. 19 Issue 1, pp.27-33, 7p; (AN 12298595)

A dynamic duo: Staff development and you. By: Ridge, Richard A.. Nursing Management, Jul2005, Vol. 36 Issue 7, pp.28-35, 8p; (AN 175639)

Patient education in the hospital. (includes abstract) Nettles AT; Diabetes Spectrum, 2005 Winter; 18(1): 44-8 (journal article) CINAHL (AN: 200507481066)

The Column. Case Management- -what does it mean? Clark-Wilson J; Therapy Weekly, 2005 Aug 4; 32(5): 6-7 (journal article) CINAHL (AN: 2009035322)

Nurse case manager effectiveness and case load in a large clinical practice: implications for workforce development. By: Wilson, C.; Curtis, J.; Lipke, S.; Bochenski, C.; Gilliland, S.. Diabetic Medicine, Aug2005, Vol. 22 Issue 8, pp.1116-1120, 5p; DOI: 10.1111/j.1464-5491.2005.01604.x; (AN 17588450)

Videotapes - Nursing Management:

TX 0224, "Theories of Management".
TX 0227 "Managing Human Resources".

Class Activity:

Time Wasters

UNIT IV - Nursing Management and Leadership
FOCUS D: Directing

OBJECTIVES

Upon completion of this unit, the student will be prepared to:

1. Define and discuss the steps in effective communication model.
2. Analyze elements of personal and organizational communication effectiveness.
3. Define and discuss persuasion and negotiation.
4. Define and describe motivation.
5. Analyze the link between motivation, leadership and management.
6. Discuss the importance of power to nursing.
7. Differentiate between authority and influence and leadership and power.
8. Explore conflict as a concept.
9. Identify roots of conflict.
10. Evaluate strategies used in resolving conflict and identify which response is appropriate for a given situation.
11. Discuss positive and negative consequences of conflict.
12. Differentiate between assertive and aggressive behavior.
13. Define delegation.
14. Analyze the relationships among delegation, authority, responsibility, and accountability.
15. Demonstrate ability to identify priorities in assignment making.
16. Identify barriers to effective delegation and ways to overcome the barriers.
17. Define change and identify forces that influence change.
18. Explain the planned change process.

LEARNING ACTIVITIES

Required Reading:

Huber, D. (2006). Leadership and Nursing Care Management (3rd Ed.). Chapters 20, 23, 24, 25, & 38.

Arkansas State Board of Nursing Rules and Regulations, Chapter 5.

UNIT IV - Nursing Management and Leadership
FOCUS E: Evaluating

OBJECTIVES

Upon completion of this focus, the student will be prepared to:

Performance Appraisal

1. Relate the established standards of nursing practice and performance to the evaluation process.
2. Define and describe performance appraisal.
3. Explain the role of values in evaluation.
4. Analyze the performance appraisal process.
5. Define common evaluator errors.
6. Relate leadership and management to performance appraisal.

Outcomes Management and Quality Improvement

7. Define terms associated with outcome management and quality improvement audits.
8. Identify the goals of outcomes management.
9. Recognize the various organizations that evaluate nursing and nursing education and their influence on nursing quality improvement activities.
10. Name and describe various methods and tools that may be utilized by the nurse manager in quality

Improvement and Health Care Management

11. Discuss current trends in outcome measures for quality health care management.

LEARNING ACTIVITIES

Required Reading:

Huber, D. (2006). Leadership and Nursing Care Management (3rd Ed.). Chapters 30, 39, & 40.

Class Activity:

Critique processes and tools used in local health care agencies for Q.I. and for performance appraisal.