

SYLLABUS

TITLE: Theories and Administrative Practices in Nursing - Clinical

COURSE CODE: ENL 434

PREREQUISITES:

On-site Education: ENF 402, ENF 440, Statistics Course
Distance Education: QUI 118, BIO 102, ENF 101 / ENF 102, ENF 101T, ENL 101, ENF 231, ENF 231T, ENF 206, ENL 206, ENF 230, ENF 341, ENF 341T, ENL 341, ENF 342, ENF 342T, ENL 342, ENF 301, ENF 301T, ENL 301, ENF 349, ENL 349, ENF 402, ENF 402T, ENL 402, ENF 440, MCO 434

COREQUISITES:

On-site Education: None
Distance Education: ENL 440

CREDITS: Three (3) credits, 120 clinical hours

DESCRIPTION

Discussion of theoretical frameworks and key concepts of management practice such as: group, leadership, research, evidence-based practice, decision making, and change processes, organization, teaching-learning, and critical thinking. Students apply their skills and knowledge when serving as nursing team leaders in different health scenarios. It incorporates theoretical aspects of the course, nursing process and Sister Callista Roy's adaptation theory with the practical experience by carrying out service learning in a hospital setting.

JUSTIFICATION

The Faculty of the Nursing Program of Universidad del Sagrado Corazón, aware of the people's health problems, of our responsibility as educators, and, in accordance with its philosophy, have designed this course to help students in their adaptation and training in the nursing profession. Nursing as a science, needs professionals with cognitive, affective, and skills mastery to provide

holistic care to the patient. It is essential that the nursing professional values evidence-based practice, roles of the profession, standards of practice, and code of ethics, as well as their commitment to provide services to the community.

The clinical component of this course allows students to get involved in work situations in real settings. These experiences facilitate the development of an ethical community service and a sense of social awareness and responsibility. In addition, it reinforces research, leadership, empathy, self-esteem, self-confidence, and decision making in problem solving, as well as it strengthens skills of collaborative and teamwork.

COMPETENCIES, LEVEL IV

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

1. Apply knowledge and leadership skills, improvement of quality and safety in the care of client groups. *ESS. II*
2. Integrate scientific research findings with individuals in various health care situations and environments. *ESS. III*
3. Use knowledge of information sources, including technological resources, in the different environments in which the health care is provided. *ESS. IV*
4. Integrate health care and service financing policies in professional nursing practice. *ESS.V*
5. Incorporate effective communication skills in their leadership role with the client and family by collaborating with other health care professionals to promote adaptation in different care environments. *ESS. VI*
6. Identify administrative practices that promote health and prevent diseases. *ESS. VII*
7. Demonstrate professional behavior and values when intervening with clients and the interprofessional team. *ESS.VIII*
8. Carry out competent professional nursing practice taking into consideration the complexity of care and health services when intervening with groups of clients in different structured care environments. *ESS.IX*

COMPETENCIES IN THE CLINICAL LABORATORY:

Upon completion of clinical practice, students will be trained to:

1. Critically analyze organization theory, mission, vision, values, philosophy, norms, and policies used in the health institution.

2. Act as nursing team leader for the improvement of quality and safety when caring for groups of clients in different care environments.
3. Conduct scientific research on clinical questions about the practice of the profession, leadership, and nursing administration and share it verbally and in written.
4. Apply safety measures and use of technology when administering medications, offering care, and performing procedures.
5. Consider health care policies and their impact on access, equality, and social justice when offering nursing care.
6. Demonstrate intra- and interprofessional communication and collaboration to improve customer care considering lines of communication and decision-making process.
7. Show competent and professional nursing practice by applying the nursing process to care for groups of patients while manipulating stimuli to promote their adaptation.
8. Apply change process in an observed situation using creative strategies for innovation.
9. Demonstrate awareness of cultural diversity and ethical, moral, and legal behavior with clients and intra- and interprofessional teams.

PROFESSIONAL GUIDES AND STANDARDS

The curriculum is based on the following documents:

American Association of Colleges of Nursing. (2008). *The Essentials of Baccalaureate Education for Professional Nursing Practice* Washington, DC: Author.

American Nurses Association (2015). *Guide to the Code of Ethics for Nurses with Interpretive Statements* Washington, DC: Author.

American Nurses Association. (2015). *Nursing: Scope and Standards of Practice (2nd ed.)* Washington, DC: Author.

American Nurses Association (2015). *Nursing's Social Policy Statement: The Essence of the Profession* (3rd ed.). Washington, DC: Author.

Colegio de Profesionales de la Enfermería en Puerto Rico (2018). *Estándares de Práctica de la Enfermería en P.R.* [Nursing Practice Standards in P.R.] San Juan, P.R. Author.

Colegio de Profesionales de la Enfermería en Puerto Rico (2008). *Código de ética* [Code of Ethics], San Juan P.R. Author.

Department of Health and Human Services: Institutional Review boards and the HIPAA privacy rule information for Researches, September 25, 2003b. Retrieved June 9, 2014 from <http://privacyruleandresearch.nih.gov/irbandprivacyrule.asp>

CONTENT

- I. Theories of organization, mission, vision, values, philosophy, norms, and policies used in the health institution.
 - A. Orientation by institution staff.
 - B. Reading of administrative manuals, rules, policies and procedures.
 - C. Critically analyze mission, vision, values, philosophy, norms, and policies used in the health institution.
 - D. Post-conference reflective discussion about administrative theories, mission, vision, values, philosophy, norms, and policies used in the health institution.
 - E. Disseminate oral and written critical analysis of administrative theories, mission, vision, values, philosophy, norms, and policies used in the health institution.
- II. Nursing team leader to improve care quality and safety.
 - A. Show initiative when offering quality care by displaying values such as: respect, compassion, integrity, teamwork, and innovation, among others.
 - B. Use critical judgment when making decisions about the direct care of assigned clients.
 - C. Demonstrates knowledge and skills of the National Patient Safety Goals when providing nursing care.
 - D. Show motivation to offer safe and quality health care to assigned clients in various care environments.
 - E. Apply knowledge and skills of safety goals by providing health care contributing to the continuous improvement of quality.

- F. Demonstrate effective leadership qualities: firmness, perception, responsibility, advocacy, integrity, commitment, credibility, service, and initiative, among others, when caring for groups of patients.
- G. Participate in the work assignment, preparation of files and reports, patient categorization, organization, and unit supplies.
- H. Check for the completion of assigned tasks and is alert to the emerging needs of the unit.
- I. Maintains effective communication with intra- and interprofessional teams keeping in mind lines of communication according to the organizational structure of the care environment.
- J. Plan and carry out educational activities for nursing personnel.

III. Research process and evidence-based practice

- A. Integrate scientific evidence into clinical practice when offering nursing care.
- B. Follow steps of research process to answer clinical questions about the practice of the profession, leadership, and nursing administration.
- C. Carry out collection, assessment, and summary of scientific evidence using recognized databases (E.g. CINAHL).
- D. Document and share, verbally and written, findings of the research process carried out.

IV. Safety measures and use of technology when administering medications and offering nursing care

- A. Familiar with technological equipment for medication administration, such as volumetric infusion pumps, Pixi™ mask, and electronic clinical record.
- B. Verify medical orders and interpret them correctly.
- C. Apply scientific evidence, dosage rules, and safe methods of medication administration.
- D. Show knowledge and skills of National Patient Safety Goals when administering medications, considering pharmacological implications and rights.
- E. Educate the client and family regarding medication purpose and side and adverse effects.

- F. Evaluate drug therapy efficacy and document the process.
- V. Consider health care, quality improvement, access, equality, and social justice policies when offering nursing care.
- A. Discuss implications of health care policies in post-conference with assigned clients.
 - B. Facilitate the transition of patient- and family-centered care through the discharge process.
 - C. Assess, identify, and notify corresponding agencies about abuse, neglect, and maltreatment of assigned clients.
- VI. Intra- and interprofessional communication and collaboration to improve customer care
- A. Demonstrate appropriate intra- and interprofessional relationships.
 - B. Participate in shift change reports and nursing and administrative rounds.
 - C. Effectively communicate relevant information about client assessment and care.
 - D. Discuss information on customer needs and methods to improve care efficacy in pre- and postconference.
 - E. Coordinate and collaborate with intra- and interprofessional teams to improve care of assigned clients considering the lines of communication and the decision-making process.
 - F. Identify learning needs of nursing staff and develop a teaching plan to meet them.
 - G. Perform Objective Structured Clinical Examination (OSCE.)
- VII. Competent and professional nursing practice.
- A. Observe ethical, moral, and legal behavior in their leader role, with their colleagues, and when intervening with assigned clients in different care environments.
 - B. Act to prevent illegal, unsafe, and unethical practice when offering nursing care.
 - C. Demonstrates values, altruism, compassion, integrity, dignity, and social justice with cultural diversity awareness when intervening with clients and family members.
 - D. Offers client- and family-centered care by applying the nursing process and scientific evidence.

1. Apply nursing process steps when caring for groups of patients and manipulate stimuli to promote their adaptation.
 2. Collect, analyze, and summarize information about the client and family.
 3. Identify adaptive and maladaptive behaviors and establish nursing diagnoses.
 4. Identify stimuli of maladaptive behaviors.
 5. Plan and perform nursing actions to manipulate stimuli.
 6. Evaluate the effect of the actions taken.
 7. Review and modify planned actions.
 8. Document care provided and its efficacy.
 9. Make individualized care plan applying adaptation theory.
- E. Perform Objective Structured Clinical Examination (OSCE.)
- F. Perform nursing procedures safely:
1. Assess client's condition
 2. Explain the procedure
 3. Find and organize equipment
 4. Provide privacy and comfort
 5. Perform procedure in logical order and at the right time
 6. Evaluate after procedure
 7. Label and document collected sample.
- G. Participate in patient admission, discharge, and transfer processes.
- H. Participate in unit organizational activities such as: narcotic count, crash cart and monitor checklist, and others.
- I. Write reflective journal analyzing achievement of objectives in clinical practice.

VIII. Apply change process in an observed situation using creative strategies for innovation.

- A. Identify a situation that requires change.
- B. Critically analyze the situation, justify it, and apply the steps of the designed change process.
- C. Apply strategies towards the change target: attitudes, knowledge, or behavior.
- D. Share breakthroughs verbally and in writing.

METHODOLOGY

Clinical experiences:

- Care plans
- Teaching plan
- Reflexive diary
- Direct patient care
- Procedures
- Medication administration
- Critical analysis of administrative and change process theories.
- Research study applied to the discipline
- Leadership role

LEARNING EVALUATION OF CLINICAL LABORATORY

Clinical performance and professionalism	20%
Nursing Process Application	20%
Clinical simulations with pre-debriefing and post-debriefing	10%
The Objective Structured Clinical Examination (OSCE)	10%
Leadership by values	5%
Teaching plan	5%
Reflexive diary	5%
Critical analysis of administrative theories and innovation	
Change process	10%
Investigation study	15%
Total	100%

LEARNING ASSESSMENT

- Post-conference debriefing
- Concept maps
- Discussion of assigned cases
- Clinical performance and professionalism rubric

Oral and written communication rubric: teaching plan
Leadership by values rubric
Research study rubric
Innovation rubric (change process)
Reflective journal rubric

BIBLIOGRAPHY

TEXTBOOK

- Huber, D. (2018). *Leadership and Nursing Care Management* (6th ed.). Philadelphia: Saunders Elsevier.
- Lo Biondo-Wood, G., & Haber, J. (2018). *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice*. (9th ed.). St. Louis: Mosby Elsevier.

REFERENCE BOOKS AND ARTICLES

- American Nurses Association. (2015). *Guide to the Code of Ethics for Nurses with Interpretive Statements* Washington, DC: Author.
- American Nurses Association. (2015). *Nursing: Scope and Standards of Practice* (3rd ed.). Washington, DC: Author.
- American Nurses Association (2015). *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant* (4th ed.). Washington, DC: Author.
- American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.) Washington, D.C.: Author.
- Black, B. (2017). *Professional Nursing: Concepts & Challenges*. (8th Ed.). St. Louis: Mosby Elsevier.
- Craven, R., & Hirnle, C. (2017). *Fundamentals of Nursing: Human Health and Function* (8th ed). Philadelphia: Wolters Kluwer.
- Department of Health and Human Services: *Institutional Review Boards and the HIPAA Privacy Rule Information for Researches*, Review on September 25, 2003bRetrieved June 9, 2014 from: <http://www.privacyruleandresearch.nih.gov/irbandprivacyrule.asp>
- Hood, L. (2018). *Leddy & Pepper's Conceptual Bases of Professional Nursing* (9th ed.). Philadelphia: Wolters Kluwer.
- Huston, C. (2017). *Professional Issues in Nursing: Challenges and Opportunities* (4th ed.). Philadelphia: Wolters Kluwer.
- Kozier, B., Erb, G., Berman A., & Snyder, S. (2015). *Fundamentals of Nursing: Concepts, Process, and Practice* (10th ed). New Jersey: Pearson, Prentice Hall.

- Marquis, B. & Huston, C. (2018). *Leadership Roles and Management Functions in Nursing: Theory and Application* (9th ed.). Philadelphia: Wolters Kluwer
- Melnik, B. S., & Fineout-Overholt, E. (2014). *Evidence-Based Practice in Nursing & Healthcare: A Guide to Best Practice* (3rd ed.). Philadelphia: Wolters Kluwer.
- Polit, D., & Beck, C. (2018). *Essentials of Nursing Research: Appraising Evidence for Nursing Practice* (9th ed.). Philadelphia: Wolters Kluwer.
- Polit, D. & Beck, C. (2017). *Nursing Research: Generating and Assessing Evidence for Nursing Practice*. (15th ed.). Philadelphia: Wolters Kluwer.
- Pyrzack, F., & Randall, R.B. (2017). *Writing Empirical Research Reports: A Basic Guide for Students of the Social and Behavioral Sciences* (8th ed.). Los Angeles CA: Pyrczak Publishing.
- Sullivan, E. (2017). *Effective Leadership and Management in Nursing*. (9th ed). New Jersey: Pearson, Prentice Hall.
- Yoder-Wise, P. (2015). *Leading and Managing in Nursing* (6th ed.). St. Louis: Elsevier.
- Zerwekh, J., & Garneau, A. (2018). *Nursing today: Transition and trends* (9th ed.). U.S.A.: Elsevier.

JOURNALS

<http://cpepr.org/revista-impulso>
<http://journals.lww.com/mcnjournal/pages/default.aspx>
<http://ejournals.ebsco.com/Journal2.asp?JournalID=108116>

WEBSITE ADDRESSES

Agency for Health Care Policy and Research

<http://www.ahrp.gov/>

American Medical Association

<http://www.ama-assn.org/>

Center for Disease Control and Prevention (CDC)

<http://www.cdc.gov>

Cumulative Index to Nursing and allied Health Literature: www.cinahl.com (covers data from 1982 to the present) ACCESS THROUGH VIRTUAL LIBRARY

<http://biblioteca.sagrado.edu/>

Healthy People

www.health.gov

Medical/Health Sciences Libraries on the Web

<http://www.arcade.uiowa.edu/hardin-www/hslibs.html>

Medscape

<http://www.medscape.com>

National Institutes of Health

<http://www.nih.gov/>

New York Online Access to Health

<http://www.noah.cuny.edu/>

www.nursefriendly.com

www.hispanichealth.org

www.ana.org/ethics/chcode.htm.

www.hhs.gov/ocr/hipaa

www.nursingworld.org

www.nursingnet.org

www.jcaho.org

www.bioethics.net

www.nursingjobs.org

<http://www.ana.org>

Virtual Nurse

<http://www.wholenurse.com>

World Health Organization

<http://www.who.org>

REASONABLE ACCOMMODATION

Students who need auxiliary aid or special assistance should request it to the Associate Dean of Students Affairs at the beginning of the course or as soon as the need is known, but not later than the third week of classes.

ACADEMIC INTEGRITY

This policy applies to all students enrolled at Universidad del Sagrado Corazón to take courses with or without academic credit. A lack of academic integrity is any act or omission that does not demonstrate the honesty, transparency, and responsibility that should characterize all academic activity. Any student who fails to comply with the Honesty, Fraud, and Plagiarism Policy is exposed to the following sanctions: receive a grade of zero in the evaluation and/or repetition of the assignment in the seminar, a grade of F (*) in the seminar, suspension, or expulsion as established in the Academic Integrity Policy effective in November 2022.