

SYLLABUS

TITLE: Theories and Administrative Practices in Nursing

COURSE CODE: ENF 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 250

COREQUISITES:

On-site Education: None

Distance Education: None

CREDITS: Three (3) credits, 45 hours

DESCRIPTION

Discussion of theoretical frameworks and key concepts of management practice such as: group, leadership, evidence-based practice, decision making, and processes of change, organization, teaching-learning, and critical thinking. Students apply their skills and knowledge to be leaders of the nursing team 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.

This course allows students to get involved in real work situations, established to meet the health needs of the external community. 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 II

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

1. Apply knowledge and leadership skills and improve 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 care is provided. *ESS. IV*
4. Integrate health care and service financing policies in professional nursing practice. *ESS.V*
5. When exercising the leadership role, they should incorporate effective communication skills with the individual 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*

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 (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.

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*, Review on September 25, 2003bRetrieved June 9, 2014 from: <http://www.privacyruleandresearch.nih.gov/irbandprivacyrule.asp>

CONTENT

I. Adaptation of the nursing professional as group leader.

A. Nursing professionalization

1. Profession
 - a. Definition
 - b. Criteria
 - c. Professionalization process
2. Nursing
 - a. Profession
 - b. Career

B. Leader and group

1. Leader
 - a. Definitions
 - b. Leadership components
 - c. Characteristics of a leader
 - (1) Understanding
 - (2) Conviction
 - (3) Responsibility
 - (4) Protector
 - (5) Other
 - d. Leadership styles

- e. Roles of a leader
- 2. Group, committees, and teams
 - a. Group
 - (1) Development
 - (2) Advantages and disadvantages
 - (3) Member duties
 - (4) Environment
 - (5) Decision making
 - (6) problems
 - (7) Evaluation
 - b. Committees
 - c. Teams
- C. Nursing and management process
 - 1. Management process
 - a. Planning
 - b. Organization
 - c. Coordination
 - d. Control
 - 2. Delegation
 - a. Delegation process
 - b. Delegation issues
 - c. How to improve delegation
 - 3. Patient classification system
 - 4. Work assignment
 - 5. Nursing reports
 - a. Reports
 - b. Records
- II. The scientific research process as a tool in solving nursing problems
 - A. Introduction to the research process
 - 1. Definition of terms
 - a. Investigation
 - b. Qualitative research
 - c. Quantitative research

- d. Evidence-based practice (EBP)
 - e. Research critique
 - f. Critical reading
 - 2. Purpose of research
 - 3. Characteristics of research
 - 4. Limitations of research process
 - 5. Evidence-based practice (EBP)
 - a. Importance
 - b. Levels
 - c. EBP culture
 - 6. Nursing role in research and EBP according to academic degree
 - a. Associate degree
 - b. Bachelor's degree
 - c. Master's degree
 - d. Doctorate degree
 - 7. History of nursing research
 - 8. Priorities of nursing research
- B. Steps in the nursing research process
- 1. Problem development
 - a. Steps
 - b. Sources
 - c. Meaning or importance
 - d. Critical evaluation of the problem
 - 2. Literature review
 - 3. Hypothesis
 - a. Classification
 - b. Characteristics
 - c. Sources
 - d. Formulation
 - e. Critical evaluation
 - 4. Variables
 - 5. Study design
 - a. Types of studies
 - b. Samples

- c. Data collection
 - (1) Instruments
- 6. Data analysis and interpretation
- C. Ethical, moral, and legal aspects in the research process
 - 1. Ethical guides and principles in the research process
 - 2. Informed consent
 - 3. Publication ethics
 - 4. Institutional Review Board (IRB)
- III. The nursing professional in health service organization
 - A. The organization
 - 1. Organizational theories
 - a. Bureaucratic
 - b. Classic
 - c. Scientist
 - d. Humanistic
 - e. Open systems theory
 - 2. Planning process and management
 - a. Definition
 - b. Types
 - 1) Strategic
 - 2) Operational
 - c. Policies and procedures
 - 3. Organizational structure in nursing services
 - a. Components
 - b. Organization chart
 - c. Functional process
 - d. Scalar chain
 - e. Line of authority
 - f. Support staff
 - g. Types of organizational structure
 - 1) Simple
 - 2) Bureaucratic

- 3) Matrix
 - 4) Horizontal/Flat
 - 5) Ad hoc (adhocracy)
- h. Organizational culture
- i. Controls
 - 1) Centralized
 - 2) Decentralized
- B. Nursing service systems
 - 1. Total patient care method (case)
 - 2. Functional method
 - 3. Team method
 - 4. Primary nursing
 - 5. Case management
- C. Human resource management
 - 1. Recruitment
 - 2. Retention
 - 3. Job satisfaction
 - 4. Absenteeism
 - 5. Time and stress management
 - 6. Burnout syndrome
 - 7. Negotiations and labor unions
 - 8. Workplace violence
- D. Budget
 - 1. Definition and concepts
 - 2. Types and process
 - 3. Implications of leadership and direction
- E. Leadership and management theories
 - 1. Behavioral
 - a. McGregor Theory X and Theory Y
 - 2. Situational
 - 3. Interactional
 - 4. Transformational
 - 5. Transactional

6. Total Quality Management (TQM)
7. Theory of service

IV. The nursing professional and the processes of education and decision-making.

A. The leader and the teaching-learning process

1. Teaching-learning theories
 - a. Stimulus-response (reinforcement)
 - b. Cognitive field
 - c. Humanistic
 - d. Adult learning
 - e. Social learning
 - f. Motivation
 - g. Transfer of learning
2. Teaching-learning process
 - a. Assessment
 - b. Planning
 - c. Implementation
 - 1) Strategies
 - d. Evaluation
3. Personnel development
 - a. Orientation
 - b. In-service education
 - c. Continuing education

B. The leader in decision-making process

1. Decision-making process
2. Types of decisions
3. Decision effectiveness
4. Decision-making tools and strategies
 - a. Shared decisions
 - b. Evidence-based decision making
 - c. Pilot project
 - d. SBAR
 - e. Simulation
 - f. Data analysis system for decision making

- 5. Models
 - a. Guo, Stiegler, and Ruskin model
 - b. Accountable Care Organizations (ACO)
 - c. Decision trees
- V. Nursing professional adaptation to change, conflict management, and evaluation.
 - A. Nurse leader and the change process
 - 1. Definition
 - 2. Change process
 - 3. Types of change
 - 4. Strategies
 - 5. Emotional responses to change
 - 6. Implications of leadership
 - B. Nurse leader in conflict management
 - 1. Characteristics of conflict situations
 - 2. Types of conflicts
 - 3. Conflict theories
 - 4. Sources of Conflict
 - 5. Stages in the conflict process
 - 6. Conflict management:
 - a. Strategies and models
 - C. Nurse in the evaluation and quality process
 - 1. Evaluation
 - a. Definition of terms
 - b. Objectives
 - c. Evaluation process
 - d. Types of evaluation
 - e. Evaluation methods
 - 1) Anecdotal record
 - 2) Checklists
 - 3) Rating scales
 - 4) Other
 - f. Implications of leadership
 - 2. Quality and safety

- a. Term definitions
 - b. Quality models
 - c. Deming's principles
 - d. Quality standards
 - e. Components of safe health care
 - f. Risk management in health care companies
 - g. Health care quality
 - 1) Accrediting agencies
 - 2) Sentinel events
 - 3) National security goals
 - 4) Quality and Safety Education for Nurses (QSEN)
 - h. Implications of leadership
- VI. Legal and professional responsibility for nursing practice.
 - A. Legal requirements
 - 1. Act 254 of December 31, 2015
 - 2. Act 9 of October 11, 1987
 - 3. Law 82 of June 1, 1973
 - 4. Law 306 of September 15, 2004
 - 5. Act 11 of June 23, 1976
 - 6. COBRA | EMTALA Law of July 1, 1986
 - 7. OSHA Act of December 29, 1970
 - 8. HIPAA Act of April 14, 2003
 - 9. Law 100 of June 30, 1959 (Anti-discrimination in employment)
 - 10. Legal, ethical, and moral aspects of nursing practice.
 - a. Negligence
 - b. Malpractice
 - 10. Practice standards
 - 11. National security goals
 - B. Professional responsibility
 - 1. Professional commitment
 - 2. CPEPR Code of Ethics
 - C. Professional portfolio
 - 1. Resume

2. Job application
 3. Interview
 4. Resignation
- D. Licensure examination and *CPEPR* membership requirements

METHODOLOGIES

ON-SITE EDUCATION

Group discussion
 Discussion of database EBP articles
 Teamwork
 Group seminars
 Formative discussion of study guides
 Cooperative learning
 Oral and written presentations

DISTANCE EDUCATION

Assignments: Situations, leader qualities, study guides, care plan, hypothesis module, human resources, and professional portfolio.

Forums: Nursing as a profession, leadership styles, EBP, teaching-learning process, and legal and professional responsibility.

LEARNING EVALUATION

ON-SITE EDUCATION

Theory	75%
Partial exams, quizzes, and others	35%
Oral and written presentations (Seminars, Forums and EBP)	10%
Study guides, assignments, homework, and others	20%
Professional portfolio	10%
Final exam	<u>25%</u>
	Total 100%

DISTANCE EDUCATION

Theory	75%
Partial exams, quizzes, and others	35%
Presentations: Forums and EBP	10%
Study guides, homework, and others	20%
Building a professional portfolio	10%
Final exam	<u>25%</u>
	Total 100%

LEARNING ASSESSMENT

Chain notes
Study guides discussion
Study guide rubric
Oral and written communication rubric
Evidence-based practice rubric
Portfolio rubric
Concept map
Reflection questions

BIBLIOGRAPHY

TEXTBOOKS

Huber, D. (2018). *Leadership and Nursing Care Management* (6th ed.). St. Louis: Elsevier.

Lo Biondo-Wood, G. & Haber, J. (2018). *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice*. (9th ed.). St. Louis: 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, 2003b Retrieved 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.
- Melnyk, 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.
- Pyrczak, 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: Transitions 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.

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