



# PNSG 2410 COURSE SYLLABUS Fall Semester 2015

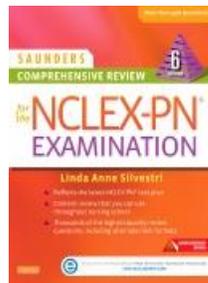
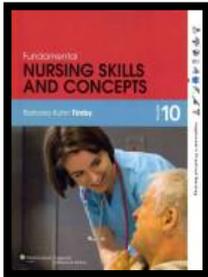
Semester: 201612

Course Title: Nursing Leadership  
Course Number: PNSG 2410  
Credit Hours/ Minutes: 1/750  
Class Location: Room 741 Gillis BLDG  
Class Meets: Mondays: November 9<sup>th</sup>, 16<sup>th</sup>, & 23<sup>rd</sup>  
from 9-3  
CRN: 20256

Instructor: Angie Headley, RN  
(Another PN Instructor may fill in and teach at any time)  
Office Hours: M-R: 7am-8am; 4pm-5pm  
Office Location: Room 715; Gillis Building  
Email Address: aheadley@southeasterntech.edu  
Phone: 478-289-2249  
Fax Number:  
Tutoring Hours: Please schedule an appointment

## REQUIRED TEXT:

Fundamental Nursing Skills and Concepts, Text and Workbook (workbook is optional), 10<sup>th</sup> edition, Lippincott  
Nursing Leadership and Management, 6<sup>th</sup> edition, ATI Nursing Education  
Comprehensive Review for the NCLEX-PN Examination (optional), 6<sup>th</sup> edition, Saunders by Silverstri  
All previous texts for reference  
ATI testing web service



**REQUIRED SUPPLIES & SOFTWARE:** Pen, pencil, paper, highlighter, calculator, folders, computer access, and headphones

**COURSE DESCRIPTION:** Builds on the concepts presented in prior nursing courses and develops the skills necessary for successful performance in the job market. Topics include: application of the nursing process, supervisory skills, client education methods, group dynamics and conflict resolution.

## MAJOR COURSE COMPETENCIES:

1. Application of the Nursing Process
2. Supervisory Skills
3. Client Education Methods
4. Group Dynamics

**PREREQUISITE(S):** Program Admission

**COURSE OUTLINE:**

Order	Application of the Nursing Process	Learning Domain	Level of Learning
1	Appraise the role of nursing process in leadership.	Cognitive	Evaluation
2	Integrate concepts of critical thinking.	Cognitive	Synthesis
3	Prepare to write the NCLEX examination.	Cognitive	Application
Order	Supervisory Skills	Learning Domain	Level of Learning
1	Understand acquisition, maintenance, and termination of employment.	Cognitive	Comprehension
2	Characterize autocratic, democratic, and laissez-faire leadership styles.	Cognitive	Analysis
3	Examine client care delivery systems (functional, team, case, and primary).	Cognitive	Analysis
4	Articulate principles of work ethics.	Cognitive	Application
5	Express the role of the practical nurse in leadership positions.	Cognitive	Synthesis
6	Characterize the role of the practical team leader in an acute care or long-term care facility.	Cognitive	Analysis
7	Participate in comprehensive review processes to meet external regulatory standards.	Cognitive	Application
Order	Client Education Methods	Learning Domain	Level of Learning
1	Compare and Contrast various learning styles.	Cognitive	Evaluation
2	Assess appropriate teaching methods to client population characteristics.	Cognitive	Evaluation
Order	Group Dynamics	Learning Domain	Level of Learning
1	Characterize group dynamics.	Cognitive	Analysis
2	Recognize components of risk management processes.	Cognitive	Analysis
3	Compare and Contrast methods of effective conflict management.	Cognitive	Evaluation

**GENERAL EDUCATION CORE COMPETENCIES:** STC has identified the following general education core competencies that graduates will attain:

- A. The ability to utilize standard written English.
- B. The ability to solve practical mathematical problems.
- C. The ability to read, analyze, and interpret information.

All students pursuing a degree, a diploma, or a Technical Certificate of Credit with a General Education component will be required to pass the General Education Competency Exams prior to graduation.

**STUDENT REQUIREMENTS:** Students are expected to complete all exams and daily assignments. **A unit exam average of 70% or above for the unit exams must be obtained in order to take the final exam.** A course grade of 70% must be obtained in order to advance into future nursing courses

Students must make a 100% on a calculation exam before attending clinical each semester. **There is a 45 minute time limit on the exam.** Student may take the drug calculation exam a maximum of **THREE** attempts per semester. Each attempt will be a different, but similar version. **If the student fails the calculation exam on the 3<sup>rd</sup> attempt, the student will receive a grade of F for the course and will not be allowed to progress in the program.**

**No assignment opportunities will be given for extra credit. Any test grade will be entered as is to the nearest 10<sup>th</sup>. No scores will be rounded (up or down). This rule applies to every grade issued during this semester.**

It is highly recommended that students take full advantage of the all resources available to them; workbooks, end of chapter review questions, NCLEX-PN review questions, and internet sources but, will be **REQUIRED** to complete **all ATI assignments** that correspond with covered chapters. **Any ATI assignments; these must be completed with a passing score; print out report and turn in prior to test.**

### **Power Points**

Power points for each chapter are available on the student **M: drive**. This student drive can be accessed by going to the STC website and logging into Remote Lab Access.

**Remediation Procedure:** Failure to pass any regular examination with a minimum grade of 70 or above will result in mandatory remediation of the material covered in the exam. Remediation assignments are non-negotiable. The Student Remediation Conference Form will be completed, and the student must complete a remediation assignment. For the designated remediation assignment, the student will be given a written assignment based on the weak area(s) noted on the exam. All remediation assignments must be completed before the student will be allowed to take the final exam.

**EXIT EXAM:** Prior to graduation from the STC PN program, the student is required to pass the ATI PN Comprehensive Predictor Exit Exam with a minimum 90% predicted probability of passing NCLEX. This is a requirement for graduation and not an option. The student will have three chances to achieve this. If the student does not meet the required percentage on the first try, the student may retake the exam. On the second try, if the student does not achieve the required percentage then the student will remediate with an instructor in the deficient content areas prior to retaking the exam for the third try. The student will be required to pay for the exam if a third attempt is required. If on the third try the percentage is not achieved, the student must retake the nursing courses which include the deficient content material. The student will also receive a grade of "F" in PNSG 2415.

**WORK ETHICS:** The Technical College System of Georgia instructs and evaluates students on work ethics in all programs of study. Ten work ethics traits have been identified and defined as essential for student success: appearance, attendance, attitude, character, communication, cooperation, organizational skills, productivity, respect, and teamwork. Students will be required to take a work ethics exam as marked in the lesson plan. A grade of 70 or better is required to complete the work ethics requirements for this class. Work ethics exam counts 5% of the course.

**ATTENDANCE GUIDELINES:** Class attendance is a very important aspect of a student's success. Being absent from class prevents students from receiving the full benefit of a course and also interrupts the learning process. Southeastern Technical College considers both tardiness and leaving early as types of absenteeism. Responsibility for class attendance rests with the student. Regular and punctual attendance at all scheduled classes is required for student success. Students will be expected to complete all work required by the instructor as described in the individual course syllabus. Instructors have the right to give unannounced quizzes/assignments. Students who miss an unannounced quiz or assignment will receive a grade of 0. Students who stop attending class, but do not formally withdraw, may receive a grade of F and face financial aid repercussions in upcoming semesters.

### **ADDITIONAL ATTENDANCE PROVISIONS: *Health Sciences***

Requirements for instructional hours within Health Science and Cosmetology programs reflect the rules of respective licensure boards and/or accrediting agencies. Therefore, these programs have stringent attendance policies. Each program's attendance policy is published in the program's handbook and/or syllabus which specify the number of allowable absences. All provisions for required make-up work in the classroom or clinical experiences are at the discretion of the instructor.

Attendance is counted from the first scheduled class meeting of each semester. To receive credit for a course a student must attend at least 90% of the scheduled instructional time. Time and/or work missed due to tardiness or absences must be made up at the convenience of the instructor. Any student attending less than the required scheduled instructional time (90%) may be dropped from the course as stated below in the Withdrawal Procedure.

Tardy means arriving after the scheduled time for instruction to begin. Early departure means leaving before the end of the scheduled time. Three (3) tardies or early departures equal one (1) absence for the course. **A tardy will be issued if a student has missed less than 20% of instructional class time. An automatic absence will be issued if the student misses greater than 20% of instructional class time. This averages out to 10 minutes per hour. For example, in this class which meets from 1:40-3:10, a student will be counted tardy if he/she arrives between 1:41 and 2:00. After 2:00, the student will be counted absent. For this class, which meets a total of 3 days, you will not be allowed any absences.**

**SPECIAL NEEDS:** Students with disabilities who believe that they may need accommodations in this class based on the impact of a disability are encouraged to contact Jan Brantley, Room 1208 Swainsboro Campus, 478-289-2274, or Helen Thomas, Room 108 Vidalia Campus, 912-538-3126, to coordinate reasonable accommodations.

**SPECIFIC ABSENCES:** Provisions for Instructional Time missed because of documented absences due to jury duty, military duty, court duty, or required job training will be made at the discretion of the instructor.

**PREGNANCY:** Southeastern Technical College does not discriminate on the basis of pregnancy. However, we can offer accommodations to students who are pregnant that need special consideration to successfully complete the course. If you think you will need accommodations due to pregnancy, please advise me and make appropriate arrangements with the Special Needs Office. Swainsboro Campus: Jan Brantley, Room 1208, (478) 289-2274 -- Vidalia Campus: Helen Thomas, Room 108, (912) 538-3126.

**WITHDRAWAL PROCEDURE:** Students wishing to officially withdraw from a course(s) or all courses after the drop/add period and prior to the 65% portion of the semester (date will be posted on the school calendar) must speak with a Career Counselor in Student Affairs and complete a Student Withdrawal Form. A grade of "W" is assigned when the student completes the withdrawal form from the course.

Students who are dropped from courses due to attendance (see your course syllabus for attendance policy) after drop/add until the 65% point of the semester will receive a "W" for the course. Abandoning a course(s) instead of following official withdrawal procedures may result in a grade of 'F' being assigned. After the 65% portion of the semester, the student will receive a grade for the course. (Please note: A zero will be given for all missed assignments.)

There is no refund for partial reduction of hours. Withdrawals may affect students' eligibility for financial aid for the current semester and in the future, so a student must also speak with a representative of the Financial Aid Office to determine any financial penalties that may be assessed due to the withdrawal. All grades, including grades of 'W', will count in attempted hour calculations for the purpose of Financial Aid.

**Remember** - Informing your instructor that you will not return to his/her course does not satisfy the approved withdrawal procedure outlined above.

**MAKEUP GUIDELINES (Tests, quizzes, homework, projects, etc...):** In the event of an absence on an exam day, the instructor may require a physician's excuse before a student is allowed to take a make-up exam. A student will only be allowed to make-up one theory exam which will be given at the discretion of the instructor. A grade of "0" will be given to all subsequent exams missed. The make-up exam may or may not be the same as the original exam. It may also be a different test format. If a student misses the final exam and has already used their ONE time make-up, the student will NOT be allowed to make-up the final exam and be given a zero for the final exam.

**ACADEMIC DISHONESTY POLICY:** The STC Academic Dishonesty Policy states *All forms of academic dishonesty, including but not limited to cheating on tests, plagiarism, collusion, and falsification of information, will call for discipline.* The policy can also be found in the *STC Catalog and Student Handbook.*

**Procedure for Academic Misconduct** The procedure for dealing with academic misconduct and dishonesty is as follows:

**--First Offense--**

Student will be assigned a grade of "0" for the test or assignment. Instructor keeps a record in course/program files and notes as first offense. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus. The Registrar will input the incident into Banner for tracking purposes.

**--Second Offense--**

Student is given a grade of "WF" for the course in which offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Registrar will input the incident into Banner for tracking purposes.

**Third Offense--**

Student is given a grade of "WF" for the course in which the offense occurs. The instructor will notify the student's program advisor, academic dean, and the Registrar at the student's home campus indicating a "WF" has been issued as a result of second offense. The Vice President for Student Affairs, or designee, will notify the student of suspension from college for a specified period of time. The Registrar will input the incident into Banner for tracking purposes.

**STATEMENT OF NON-DISCRIMINATION:** Southeastern Technical College does not discriminate on the basis of race, color, creed, national or ethnic origin, gender, religion, disability, age, disabled veteran, veteran of Vietnam Era or citizenship status, (except in those special circumstances permitted or mandated by law). This school is in compliance with Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, color, or national origin; with the provisions of Title IX of the Educational Amendments of 1972, which prohibits discrimination on the basis of gender; with the provisions of Section 504 of the Rehabilitation Act of 1973, which prohibits discrimination on the basis of handicap; and with the American with Disabilities Act (ADA).

**GRIEVANCE PROCEDURES:** Grievance procedures can be found in the Catalog and Handbook located on STC's website.

**ACCESS TO TECHNOLOGY:** Students can now access Angel, Remote Lab Access, Student Email, Library Databases (Galileo), and BannerWeb via the mySTC portal or by clicking the Current Students link on the STC website at [www.southeasterntech.edu](http://www.southeasterntech.edu).

**TCSG GUARANTEE/WARRANTY STATEMENT:** *The Technical College System of Georgia guarantees employers that graduates of State Technical Colleges shall possess skills and knowledge as prescribed by State Curriculum Standards. Should any graduate employee within two years of graduation be deemed lacking in said skills, that student shall be retrained in any State Technical College at no charge for instructional costs to either the student or the employer.*

**GRADING SCALE:**

A: 90-100  
B: 80-89  
C: 70-79  
D: 60-69  
F: 0-59

**GRADING POLICY:**

Completion of Assignments/Unit Exams 60%  
Completion of Resume Assignment 30%  
ATI Assignments 5%  
Work Ethics (scenarios) 5%

**Each student's final course grade will be determined as follows:**

Assignment/Unit Grades	X 0.60	=	+ _____
Completion of Resume Assignment	X 0.30	=	+ _____
ATI Assignments	X 0.05	=	+ _____
Work Ethics	X 0.05	=	+ _____
Total		=	_____

- **Work Ethics topics will be discussed weekly. Please see attached copy of WE topics.**
- **All lesson plans are tentative and are subject to change at the instructor's discretion.**

**MAJOR COURSE COMPETENCIES:**

1. Application of the Nursing Process
2. Application of the Nursing Process
3. Client Education Methods
4. Group Dynamics

**\*General Education Core Competencies:**

STC has identified the following general education core competencies that graduates will attain:

- a. The ability to utilize standard written English
- b. The ability to solve practical mathematical problems.
- c. The ability to read, analyze, and interpret information.

**\*\*Disclaimer Statements\*\***

**\*\*\*Instructor reserves the right to change the syllabus and/or lesson plan as necessary.\*\*\***

**\*\*\*The official copy of the syllabus will be given to the student during face to face class time the first day of the semester. The syllabus displayed in advance of the semester in a location other than the course you are enrolled in is for planning purposes only.\*\*\***

PNSG 2410

Leadership

FALL SEMESTER 2015 - Lesson Plan

\*\*This is subject to change based on instructor discretion

Date	Chapter / Lesson	Content	Assignments Tests	*Competency Area
MON Nov 9	<p>Fundamentals book: Chapter 2</p> <p>Leadership book: Chapter 1</p> <p>NCSBN</p> <p>Discussion</p>	<ul style="list-style-type: none"> <li>• Application of the Nursing Process                             <ul style="list-style-type: none"> <li>➢ Nursing Process in leadership (F)</li> <li>➢ Integrate concepts of critical thinking(LS)</li> <li>➢ NCLEX preparation (NCSBN)</li> </ul> </li> </ul> <p>WE Scenarios 1-4</p>	<p>Review material covered in class</p> <p>Nursing Process</p> <p>Work Ethics</p> <p>National Council of State Boards of Nursing: <a href="https://www.ncsbn.org/nclex.htm">https://www.ncsbn.org/nclex.htm</a></p> <p><b>ATI: Fundamentals and Leadership &amp; Management Review Modules</b></p> <p><b>TEST #1</b></p>	<p>Course: 1, 2</p> <p>Core: a, c</p>
MON Nov 16	<p>Fundamentals book: Chapters 3-4</p> <p>Leadership book: Chapters 1-3</p> <p>Discussion</p>	<ul style="list-style-type: none"> <li>• Supervisory Skills                             <ul style="list-style-type: none"> <li>➢ Understand acquisition, maintenance, and termination of employment (LS Ch 1)</li> <li>➢ Characterize autocratic, democratic and laissez-faire leadership styles (LS Ch 1)</li> <li>➢ Client delivery systems, such as functional, team, case, and primary (F Ch 4, LS Ch 2)</li> <li>➢ Work ethics (F Ch 3, LS Ch 3)</li> <li>➢ PN in leadership role (LS Ch 1)</li> <li>➢ PN team leader in an acute care or long term care facility (LS Ch 2)</li> <li>➢ Review process to meet external regulatory standards (LS Ch 1)</li> </ul> </li> </ul> <p>WE Scenarios 5-8</p>	<p>Review material covered in class</p> <p>Care Plan</p> <p>Work Ethics</p> <ul style="list-style-type: none"> <li>○ Lance Helms Guest speaker on employment</li> </ul> <p><b>TEST #2</b></p>	<p>Course: 2</p> <p>Core: a, c</p>

<p>MON Nov 23</p>	<p>Fundamentals book: Chapter 8</p> <p>Leadership book: Chapter 1 and 4-5</p> <p>Discussion</p>	<ul style="list-style-type: none"> <li>• Client education methods <ul style="list-style-type: none"> <li>➤ Learning Styles (F Ch 8)</li> <li>➤ Teaching methods specific to client population characteristics (F Ch 8)</li> </ul> </li> <li>• Group Dynamics <ul style="list-style-type: none"> <li>➤ Characterize group dynamics (F Ch 8)</li> <li>➤ Recognize components of risk management process (LS CH 4-5)</li> <li>➤ Compare and contrast methods of effective conflict management (LS CH 1)</li> </ul> </li> </ul> <p>WE Scenarios 9-10</p>	<p><b>TEST #3</b></p> <p>Work Ethics</p> <p><b>Resume Assignment: Submit RESUME and COVER LETTER (30% of total grade)</b></p>	<p>Course: 2, 3, 4</p> <p>Core: a, c</p>
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## Resume Rubric PNSG 2410

Student Name: \_\_\_\_\_

Skill	Outstanding (A)	Good (B)	Average (C)	Unsatisfactory (F)	Total
<b>PRESENTATION/FORMAT</b>	<ul style="list-style-type: none"> <li>▪ Typed or computer generated</li> <li>▪ Balanced margins with eye appeal</li> <li>▪ Format highlights strengths and information</li> <li>▪ Appropriate fonts and point size used with variety</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typed or computer generated</li> <li>▪ Balanced margins</li> <li>▪ Format identifies strengths and information</li> <li>▪ Appropriate fonts and point size used</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typed or computer generated</li> <li>▪ Somewhat balanced margins</li> <li>▪ Format identifies strengths and information</li> <li>▪ No variation in fonts and/or point size</li> </ul>	<ul style="list-style-type: none"> <li>▪ Typed or computer generated</li> <li>▪ Unbalanced margins</li> <li>▪ Format detracts from strengths and information</li> <li>▪ Fonts distract from readability</li> </ul>	
<b>Ranking Points</b>	<b>10</b>	<b>8</b>	<b>7</b>	<b>6</b>	
<b>JOB-SPECIFIC INFORMATION</b>	<ul style="list-style-type: none"> <li>▪ All action phrases used to describe duties and skills</li> <li>▪ Information demonstrates ability to perform the job</li> <li>▪ Professional terminology used when describing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1-2 duties/skills lack action phrases</li> <li>▪ Information demonstrates ability to perform the job</li> <li>▪ Some professional terminology used when describing skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3-4 duties/skills lack action phrases</li> <li>▪ Some information demonstrates ability to perform the job</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5-6 duties/skills lack action phrases</li> <li>▪ Information does not clearly demonstrate ability to perform the job</li> </ul>	
<b>Ranking Points</b>	<b>15</b>	<b>12</b>	<b>11</b>	<b>10</b>	
<b>RESUME CONTENT</b>	<ul style="list-style-type: none"> <li>▪ Heading, objective, skills, experience, and education covered in detail</li> <li>▪ Extra information given to enhance resume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Heading, objective, skills, experience, and education covered in some detail</li> <li>▪ Extra information given to enhance resume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Heading, objective, skills, experience, and education covered with little detail</li> <li>▪ Minimal extra information given to enhance resume</li> </ul>	<ul style="list-style-type: none"> <li>▪ Missing one of the following: heading, objective, experience, or education</li> <li>▪ No extra information given to enhance resume</li> </ul>	
<b>Ranking Points</b>	<b>15</b>	<b>12</b>	<b>11</b>	<b>10</b>	
<b>SPELLING &amp; GRAMMAR</b>	<ul style="list-style-type: none"> <li>▪ No spelling errors</li> <li>▪ No grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1-2 spelling errors</li> <li>▪ 1-2 grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3-4 spelling errors</li> <li>▪ 3-4 grammar errors</li> </ul>	<ul style="list-style-type: none"> <li>▪ 5-6 spelling errors</li> <li>▪ 5-6 grammar errors</li> </ul>	
<b>Ranking Points</b>	<b>10</b>	<b>8</b>	<b>6</b>	<b>4</b>	
					<b>TOTAL SCORE:</b>

# **PNSG 2410**

# **Work Ethics**

## Contents of Work Ethic Topics

1. Attendance
2. Character
3. Teamwork
4. Appearance
5. Attitude
6. Productivity
7. Organizational Skills
8. Communication
9. Cooperation
10. Respect

## **Attendance**

An employer expects his or her employee to be at work and on time every day. An employee who is not at work costs the employer money in several areas. First, employees who are at work often times must do their job and that of the absent employee. Second, the increased workload enhances the possibility of job-related accidents and deteriorates employee moral. Third, additional workload and paperwork is required by personnel departments to maintain sick leave hours, hours without pay, payroll deductions for the tardiness, and so on. Other costs may be associated with absenteeism and tardiness of employees depending on the nature of the business. Therefore, employers are concerned with the attendance and punctuality of you, the student, as it very well may indicate what they can expect of you, the employee. Your employer may use your attendance and punctuality records as a criteria for employment.

### **Consider the following scenario:**

Mary is a LPN on a busy nursing unit. She works the 7A-7P shift. There are generally 24 patients on the unit and 4 nurses. Each nurse is usually responsible for the care of 6 patients.

Mary notifies her nursing supervisor at 6AM that she will be absent for her shift even though the required notification for an absence from work is at least 4 hours before the beginning of the scheduled shift. She states she does not have day care for her child. This is the third time in 30 days that Mary has been absent for work.

### **Answer the following questions:**

1. What effect(s) may Mary's absence have on the patients on the nursing unit?
2. What effect(s) may it have on the nursing staff?
3. What effect(s) may Mary's behavior have on her job security? And why?
4. What suggestions do you have to help Mary become a better employee?

## Attendance Action Plan

Directions: Write the specific actions you will do to perform each step for maintaining good attendance.

1. Make work attendance your highest priority.

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2. Know your schedule.

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3. Make daily use of an alarm clock.

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4. Get enough sleep.

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5. Arrange your transportation ahead of time and have a contingency plan.

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6. Inform your supervisor directly in plenty of time if you are unable to perform duties.

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## Teamwork

Alicia's family has seven children and enjoys doing everything together. Her grandmother is celebrating her 85<sup>th</sup> birthday next Thursday. The family has planned a surprise party for her. On Monday when the work schedule is posted Alicia finds out she is scheduled to work Thursday evening. She is very upset, though she knows she should have asked for that evening off before the schedule was made.

1. What could be your positive reaction to Alicia's problem?
  
  
  
  
  
  
  
  
  
  
2. What could be your negative reaction?

Jamie, the nurse that is working with you today has a very busy hall. She has had an admission as well as one patient that required close observation. The hall you have, has been quiet with little request from the patients. Jamie also has some patients that have been discharged by the doctor and are waiting on her to complete their discharge papers so they can go home. Jamie has a history of poor time management.

1. What could be your positive reaction to Jamie's problem?
  
  
  
  
  
  
  
  
  
  
2. What could be your negative reaction?

# Appearance #1

Dr. Williams is a physician in a large metropolitan area. He had been in practice for seven years after buying out a partner who was ready to retire. During the past year, competition had increased as a result of two additional urgent care offices opening near his. He continued to increase his patient load, however, by spending money on advertising and office improvements, and by trying to offer good service to all who were under his care.

Jeanine was a nurse employed by Dr. Williams six months ago. She had been highly recommended by the school she had attended and had graduated with the top grades in her class. As Dr. Williams observed Jeanine's work, he saw that she was very skilled and that she did a good job applying the knowledge she had learned in school. She was able to operate several modern pieces of equipment recently purchased for the office that his other nurses had not yet learned to use.

Recently, Dr. Williams was reviewing a monthly report that was produced by a new computer system now being used in the office, and he discovered that on a percentage basis, patients who had been seen by Jeanine were not returning for further services. He was to have a staff meeting this morning with his office manager, and he decided to inquire further about the apparent trend.

When Dr. Williams asked his office manager about the report, she was evasive at first. When questioned further, she told him that several patients had complained about Jeanine. One had said that she was not very cheerful and another thought she was not friendly. The office manager had also been told by one of the other nurses that Jeanine usually jogged in the mornings before work and did not take enough time fixing her hair and making herself presentable before coming to work. With the close working conditions between patient and nurses, careful attention to personal grooming was an issue the office manager felt was important.

Six months later . . .

Dr. Williams faced increased competition, and the number of patients he is seeing has declined. In spite of efforts to reverse the decline, patients continue to switch to other practices. The office manager continues to suggest that a major part of the problem is Jeanine. She points to reports generated by the computer system which indicate that Jeanine has a higher percentage of patients who do not return than do the other nurses.

## Questions

1. With the reduced patient load, Dr. Williams will now need to fire one of his nurses. Jeanine is more skilled in actual patient care and made better grades in school. Should Dr. Williams fire Jeanine?
2. Why do you think her patients do not return?
3. What could Jeanine do differently that would increase her patient return rate?

## Appearance #2

The way a person dresses, their grooming habits, hygiene and their etiquette is often what we base our first impression on. This can be a building block for a professional, stable relationship or a stumbling block that stops us from developing a trusting relationship with that person. Read the following scenario and discuss what you as a nursing student would do in the situation.

It is your first day to orient to a nursing unit. You are assigned to a preceptor that shows up 20 minutes late. His scrubs are wrinkled and do not match. You notice that they have not shaved and appear to have “just rolled out of bed”. He bypasses you and goes straight for the coffee machine after the charge nurse has informed him that he will be orienting a new student today.

### Questions

1. What is your first impression of your new preceptor?
2. What do you think the patients will think when they encounter this nurse?
3. Why is appearance in the workplace, especially when dealing with the public so important?
4. What could this preceptor have done differently to make a better first impression?

# ATTITUDE

We must never underestimate the power of the proper attitude. Our attitude determines how successful we will be as students and as employees and how well we get along with our classmates and co-workers.

We often fail to remember that our attitude determines our altitude and that we determine our own fate by controlling our attitudes. Our attitudes become self-fulfilling prophecies. If we have a good attitude about something we usually have good results. If, on the other hand, we have a negative attitude or feel that something will turn out bad, it usually does.

A negative attitude is often compared to the flu, because it is highly contagious and because it can get much worse if left untreated. A bad attitude, being contagious, will “rub off” on others.

A positive attitude has been compared to electricity because of its “shocking” importance and because it, too, is not always recognized or appreciated until it is absent. A positive attitude is not always verbally rewarded. However, there’s no question that having a positive attitude

## **Attitude: (Critical Thinking)**

Demonstrates a positive attitude; appears self-confident; has realistic expectations of self; demonstrates problem-solving skills; ability to reason; able to troubleshoot; uses technical support systems appropriately.

Upon completion of this course, students will understand the aspects involved in "critical thinking". In addition, the following objectives should be met.

- Understand how to maintain a positive attitude.
- Learn how attitudes affect your job performance.
- Identify the importance of having self-confidence.
- Learn why the right attitude is important.

## **Overview**

Your attitude affects your job performance and whether or not you keep your job. You must always present a positive attitude in the work place (even when negative situation arise).





## Organizational Skills

Organizational skills include prioritizing and managing tasks assigned within appropriate time frames. These skills also demonstrate flexibility in handling change, thereby reducing potential stress. This may be one of the hardest traits to grasp if one does not understand time management. Organizational skills may be the key to prevent a situation that feels overwhelming from becoming chaotic.

**Scenario:** You are working a 7am-7pm shift in a busy ER. You are assigned to the minor medicine rooms. The triage nurse brings you 3 patients all at once and they have all been seen by the physician who has written the orders. All the nurses and aids are extremely busy taking care of their patients and will be able to provide little to no assistance.

**Room #1:** Patient is a 43 male who was placing chlorine in his pool when it splashed in his eyes. He is to have both eyes irrigated with 500 cc NS using a morgan's lens. Both eyes were affected so they will both need to be flushed. His eyes are burning and he needs his pain medication that the physician ordered.

**Room #2:** Patient is 21 year old female complaining of severe abdominal pain. Her orders include blood work, NS at 125cc/hr, a urinalysis and abdominal ultrasound to be done at bedside. The physician will also do a pelvic exam which you will need to assist with. The ultrasound tech is calling requesting to know a time frame as to when the exam can be performed.

**Room #3:** Patient is a 2 year old who fell while running in the house. He hit his arm on the corner of the TV stand and needs stitches. The bleeding is controlled. He is very afraid and crying and stating he wants to go home. The physician is going to stitch him up but will need you to assist because the mother is unable to stay in the room. The physician has ordered for the suture tray to be set up with 1% lidocaine and ethilon 5.0 with a curved needle.

## Question

1. How can you devise your plan of care for each patient as to make your care more effective?

**Patient #1**

**Patient #2**

**Patient #3**

2. What patient do you think is the most important to provide care for first and why?

3. Why are organizational skills so important especially for the nursing profession?

## Communication

The purpose of this survey is to determine your susceptibility to being a source of communication breakdown. Since no one but you will see the results of this questionnaire, answer the questions as honestly as possible. Respond not as you would like to be seen as a communicator but as you really are. Indicate how frequently you engage in the following behaviors when communicating with another person or persons.

Use this scale to describe your behavior.

4 – I always do this.

3 – I often do this.

2 – I sometimes do this.

1 – I seldom do this.

0 – I never do this.

- \_\_\_\_\_ 1. When I have something to say, I am open and honest about my need to say it.
- \_\_\_\_\_ 2. I communicate with an awareness that the words I choose may not mean the same thing to other people that they do to me.
- \_\_\_\_\_ 3. I recognize that the message I receive may not be the same one the other person intended to send.
- \_\_\_\_\_ 4. Before I communicate, I ask myself questions about who my receiver is and how that will affect his or her reception of my message.
- \_\_\_\_\_ 5. As I communicate to someone, I keep a watchful eye and ear out for an indication that I am understood.
- \_\_\_\_\_ 6. I make my messages as brief and to the point as possible.
- \_\_\_\_\_ 7. I consciously avoid the use of jargon with those who may not understand it.
- \_\_\_\_\_ 8. I consciously avoid the use of slang words and colloquialisms with those who may be put off by them.
- \_\_\_\_\_ 9. I try not to use red-flag words (words that might trigger an emotional response) that may upset or distract the receiver of my message.
- \_\_\_\_\_ 10. I recognize that how I say something is just as important as what I say.
- \_\_\_\_\_ 11. I analyze my communication style to determine what nonverbal messages I send and how well they conform to the meaning I desire to get across.
- \_\_\_\_\_ 12. I carefully consider whether my message would be best understood by my receiver in a face-to-face meeting, over the telephone, or in writing.
- \_\_\_\_\_ 13. I form opinions about what others say to me based on what I hear them saying rather than what I think of them as a person.
- \_\_\_\_\_ 14. I make a genuine effort to listen to ideas with which I don't agree.
- \_\_\_\_\_ 15. I look for ways to improve my listening skills.

## Analyze Survey Results

Find your score on the following table.

<b>Score</b>	<b>Interpretations</b>
50 – 60	Are you sure you were honest? If so, you are an extremely effective communicator who almost never contributes to misunderstanding.
40 – 49	You are an effective communicator who only infrequently causes communication breakdown. The goal of these exercises is to move everyone up to this level.
30 – 39	You are an above average communicator with occasional lapses. You cause some misunderstandings but less than your share.
20 – 29	Many people (at least those who are honest) fall into this category. While things could be worse, there is much room for improvement in your communication style. The goal of these exercises is to move you to a higher category.
10 – 19	You are a frequent source of communication problems. Enthusiastically tackle the rest of these exercises and consider their implications for you personally.
Less Than	Your honesty is commendable, but it will take more than honesty to improve your communication effectiveness. Consider taking a communication course.