

COURSE OUTLINE

Management/Leadership for the LPN

Course Description

NR 225. Management/Leadership for the LPN. 2 hours credit. This course will enable the student to use effective communication and conflict resolution skills with staff, clients, families, and physicians in his/her role as a Licensed Practical Nurse (LPN). He/she will learn how culture, ethics and law, use of power, motivation and the process of change influence building a team of caregivers. The student will learn how to assign, delegate to, and supervise staff within the LPN guidelines of the state Nurse Practice Act. Butler Community College is approved as a provider of continuing education by the Kansas State Board of Nursing. This course may be taken for 30 continuing education units in lieu of college credit hours.

Course Relevance

As the general population ages, the need increases for nurses with specialized skills to care for the elderly. These skills are most often applied by a group of caregivers, with a need for one of those caregivers to be the manager and leader. In the long term care setting the LPN is the caregiver expected to rise to the challenge of using management and leadership skills to assure that care goals are met. This course will provide management and leadership tools for the LPN to apply in the work setting, thus meeting the health care needs of the aging population. These skills learned in this course could be applied to LPN leadership positions in any setting.

Required Materials

Anderson, M.A. (2005). *Nursing leadership, management, and professional practice for the LPN/LVN: In nursing school and beyond*. (3rd ed.). Philadelphia, PA: F.A. Davis Company

Learning Outcomes

The intention is for the student to be able to:

1. Use effective communication and conflict resolution skills with staff, clients, families and physicians
2. Build a team of caregivers, considering culture, ethics and law, use of power, motivation and benefits of change
3. Assign, delegate to, and supervise staff within the LPN guidelines of the state Nurse Practice Act

Primary Learning PACT skills that will be developed and/or documented in this course

1. Leadership
 - Through written discussion, reflection and case studies, the student will engage in the components of leadership: articulation of vision, utilization of goals,

effective decision-making strategies, team building, empowerment and delegation of responsibility, initiation of change, management of conflict and leading by serving.

Secondary Skills developed but not documented:

- Coping with Change
- Effective Relationships
- Teamwork
- Valuing Diversity
- Ethical Conduct
- Listening
- Speaking
- Nonverbal Communication
- Critical Thinking

Major Summative Assessment Task(s)

These learning outcomes and primary Learning PACT skills will be demonstrated by:

1. Creating a written personal leadership development log and plan applicable to the student's work setting. This plan will include the areas of communication, conflict resolution, culture, ethics and law, use of power, motivation and the process of change, making assignments, delegation, and supervision.

Course Content

- I. Themes – Key recurring concepts that run throughout this course:
 - A. Caring as a personal and professional behavior
 - B. Communication
 - C. Accountability
- II. Issues – Key areas of conflict that must be understood in order to achieve the intended outcome:
 - A. Leadership vs. management
 - B. Medical model vs. nursing models of care
 - C. Ethical vs. legal
 - D. Personal vs. client values
- III. Concepts – Key concepts that must be understood to address the issues:
 - A. Change theory
 - B. Conflict resolution
 - C. Chaos theory
 - D. Delegation
 - E. Power
- IV. Skills/Competencies – Actions that are essential to achieve the course outcomes:
 - A. Define transpersonal caring and holistic nursing within the framework of Dr. Jean Watson's theory of human caring
 - B. Understand changing roles in nursing
 - C. Apply techniques for creative and critical thinking
 - D. Clarify the difference between leadership and management

- E. Compare and contrast passive, assertive, aggressive, and passive-aggressive communication
- F. Perform a cultural assessment
- G. Discuss theories of motivation applied to nursing
- H. Describe team development and characteristics of a high-performance team
- I. Delegate care, supporting the empowerment of staff members
- J. Describe appropriate content and documentation for a counseling session
- K. Discuss the process and content of progressive discipline
- L. Describe performance analysis

Learning Units

- I. Caring as a personal and professional behavior
 - A. What is caring?
 - B. Applying caring theory to personal and professional life
 - C. Differences between medical models and nursing models of care
 - D. Transpersonal caring and holistic nursing
 - E. Motivation

- II. Changing roles in nursing
 - A. Paradigm shifts impacting modern nursing
 - B. Critical thinking as a tool to shift paradigms
 - C. Theoretical frameworks for management
 - D. The principle of patient advocacy

- III. The healthcare environment
 - A. Healthcare systems
 - B. Roles of the Licensed Practical Nurse

- IV. The importance of critical thinking
 - A. Thorough thinking
 - B. Creative thinking

- V. Leadership and management as a professional concept
 - A. The difference between leadership and management
 - B. Informal leadership
 - C. Leadership styles

- VI. Communication skills in leadership and management
 - A. Types of communication
 - B. Communication in the clinical setting
 - C. Successful communication
 - D. Failed communication
 - E. Passive, assertive, aggressive, and passive-aggressive communication
 - F. The right to say “No”
 - G. Components of a good memo and an effective meeting

VII. Considering culture

- A. Personal cultural awareness
- B. How to develop culturally competent care
- C. Barriers to cultural competency development
- D. Common ethnic groups in the United States
- E. Cultural assessment
- F. Nurse managers and culture

VIII. Change

- A. What is change?
- B. Effective decision making during the change process
- C. Kurt Lewin's change theory
- D. Role of the LPN as change agent
- E. Transitions

IX. Conflict management

- A. How conflict occurs
- B. Truth about conflict
- C. Common causes
- D. Transactional analysis approaches to conflict management
- E. Dealing with anger
- F. Rules for meaningful negotiation

X. Dealing with chaos

- A. Newtonian Physics or the Scientific Age
- B. Quantum Physics or the New Science
- C. Chaos theory and the strange attractor principle
- D. Principles of delegation in the clinical environment

XI. Ethics and law in nursing management

- A. Personal values
- B. The ethical dilemma
- C. Legal issues
- D. The Nurse Practice Act and the Board of Nursing
- E. Statutory, common, criminal and civil laws
- F. Legal issues specific to nursing

XII. Use of power

- A. Types of power
- B. Power and the role of LPN's
- C. Positive and negative uses of power
- D. Empowerment
- E. Powerlessness

XIII. Motivating employees

- A. Maslow's hierarchy of needs related to motivation
- B. Oppressed group behavior
- C. Theories of motivation
- D. Creating a motivating environment

XIV. Team building

- A. Characteristics of a team
- B. Stages of team development
- C. Group norms

XV. Making assignments, counseling and analyzing performance

- A. Leader, manager, or both
- B. Making assignments
- C. Sharing information with staff members
- D. Coaching
- E. Disciplining
- F. Performance analysis

Learning Activities

Independent and collaborative learning activities such as reading assignments, online discussion, case studies, reflections, and quizzes will be assigned to assist the student in achieving the intended learning outcomes.

Grade Determination

The student will be graded on assessment tasks, examinations, written assignments, quizzes and other methods of evaluation at the discretion of the instructor.