Course Syllabus

RNSG 2221 Professional Nursing: Leadership & Management

Revision Date: 5/2014

Catalog Description: Exploration of leadership and management principles applicable to the roles of the professional nurse. Includes application of knowledge, judgment, skills, and professional values within a legal/ethical framework. This course lends itself to a blocked approach.

Lecture hours = 2 Lab hours = 0

Prerequisites: RNSG 1205, 1309, 1362,1201, 2213, 2262, 1441, 1262, 1443, 1263, 2208, 2261

Semester Credit Hours: 2
Lecture Hours per Week: 2
Lab Hours per Week: 0
Contact Hours per Semester: 32

State Approval Code: 51.3801

Instructional Goals and Purposes: Exploration of leadership and management principles applicable to the role of the nurse as a provider of care, coordinator of care, and member of a profession. Includes application of knowledge, judgment, skills, and professional values within a legal/ethical framework.

Other:
- For current texts and materials, use the following link to access bookstore listings: http://www.panolacollegestore.com
- For testing services, use the following link: http://www.panola.edu/elearning/testing.html
- If any student in this class has special classroom or testing needs because of a physical learning or emotional condition, please contact the ADA Student Coordinator in Support Services located in the Administration Building or go to http://www.panola.edu/student-success/disability-support-services/ for more information.
- Withdrawing from a course is the student’s responsibility. Students who do not attend class and who do not withdraw will receive the grade earned for the course.
SCANS CRITERIA

1) Foundation skills are defined in three areas: basic skills, thinking skills, and personal qualities.

a) **Basic Skills**: A worker must read, write, perform arithmetic and mathematical operations, listen, and speak effectively. These skills include:
   i) **Reading**: locate, understand, and interpret written information in prose and in documents such as manuals, graphs, and schedules.
   ii) **Writing**: communicate thoughts, ideas, information, and messages in writing, and create documents such as letters, directions, manuals, reports, graphs, and flow charts.
   iii) **Arithmetic and Mathematical Operations**: perform basic computations and approach practical problems by choosing appropriately from a variety of mathematical techniques.
   iv) **Listening**: receive, attend to, interpret, and respond to verbal messages and other cues.
   v) **Speaking**: Organize ideas and communicate orally.

b) **Thinking Skills**: A worker must think creatively, make decisions, solve problems, visualize, know how to learn, and reason effectively. These skills include:
   i) **Creative Thinking**: generate new ideas.
   ii) **Decision Making**: specify goals and constraints, generate alternatives, consider risks, and evaluate and choose the best alternative.
   iii) **Problem Solving**: recognize problems and devise and implement plan of action.
   iv) **Visualize** ("Seeing Things in the Mind's Eye"): organize and process symbols, pictures, graphs, objects, and other information.
   v) **Knowing How to Learn**: use efficient learning techniques to acquire and apply new knowledge and skills.
   vi) **Reasoning**: discover a rule or principle underlying the relationship between two or more objects and apply it when solving a problem.

c) **Personal Qualities**: A worker must display responsibility, self-esteem, sociability, self-management, integrity, and honesty.
   i) **Responsibility**: exert a high level of effort and persevere toward goal attainment.
   ii) **Self-Esteem**: believe in one's own self-worth and maintain a positive view of oneself.
   iii) **Sociability**: demonstrate understanding, friendliness, adaptability, empathy, and politeness in group settings.
   iv) **Self-Management**: assess oneself accurately, set personal goals, monitor progress, and exhibit self-control.
   v) **Integrity and Honesty**: choose ethical courses of action.

2) **Workplace competencies are defined in five areas: resources, interpersonal skills, information, systems, and technology.**

a) **Resources**: A worker must identify, organize, plan, and allocate resources effectively.
   i) **Time**: select goal-relevant activities, rank them, allocate time, and prepare and follow schedules.
   ii) **Money**: Use or prepare budgets, make forecasts, keep records, and make adjustments to meet objectives.
   iii) **Material and Facilities**: Acquire, store, allocate, and use materials or space efficiently. Examples: construct a decision time line chart; use computer software to plan a project; prepare a budget; conduct a cost/benefits analysis; design an RFP process; write a job description; develop a staffing plan.

b) **Interpersonal Skills**: A worker must work with others effectively.
   i) **Participate as a Member of a Team**: contribute to group effort.
   ii) **Teach Others New Skills**.
   iii) **Serve Clients/Customers**: work to satisfy customer's expectations.
   iv) **Exercise Leadership**: communicate ideas to justify position, persuade and convince others, responsibly challenge existing procedures and policies.
v) Negotiate: work toward agreements involving exchange of resources, resolve divergent interests.
vi) Work with Diversity: work well with men and women from diverse backgrounds.
Examples: collaborate with a group member to solve a problem; work through a group conflict situation, train a colleague; deal with a dissatisfied customer in person; select and use appropriate leadership styles; use effective delegation techniques; conduct an individual or team negotiation; demonstrate an understanding of how people from different cultural backgrounds might behave in various situations.

c) **Information**: A worker must be able to acquire and use information.
   i) Acquire and Evaluate Information.
   ii) Organize and Maintain Information.
   iii) Interpret and Communicate Information.
   iv) Use Computers to Process Information.
Examples: research and collect data from various sources; develop a form to collect data; develop an inventory record-keeping system; produce a report using graphics; make an oral presentation using various media; use on-line computer data bases to research a report; use a computer spreadsheet to develop a budget.

d) **Systems**: A worker must understand complex interrelationships.
   i) Understand Systems: know how social, organizational, and technological systems work and operate effectively with them.
   ii) Monitor and Correct Performance: distinguish trends, predict impacts on system operations, diagnose deviations in systems' performance and correct malfunctions.
   iii) Improve or Design Systems: suggest modifications to existing systems and develop new or alternative systems to improve performance.
Examples: draw and interpret an organizational chart; develop a monitoring process; choose a situation needing improvement, break it down, examine it, propose an improvement, and implement it.

e) **Technology**: A worker must be able to work with a variety of technologies.
   i) Select Technology: choose procedures, tools or equipment including computers and related technologies.
   ii) Apply Technologies to Task: understand overall intent and proper procedures for setup and operation of equipment.
   iii) Maintain and Troubleshoot Equipment: Prevent, identify, or solve problems with equipment, including computers and other technologies.
Examples: read equipment descriptions and technical specifications to select equipment to meet needs; set up and assemble appropriate equipment from instructions; read and follow directions for troubleshooting and repairing equipment.
COURSE OUTCOMES

THE NURSE AS MANAGER OF CARE
At the end of the course, the student will be able to:
1. Analyze elements of accountability and responsibility for quality nursing care. (PO 12) (SCANS IIC i)
2. Explain advocacy to promote the provision of quality health care for clients. (PO 13) (SCANS IIC i)
3. Participate in activities that promote the development and practice of professional nursing. (PO 14) (SCANS IC i, ii, iii, iv, v)
4. Discuss the legal-ethical issues of jurisprudence as found in the Nurse Practice Act and Board of Nursing Rules and Regulations. (PO 12) (SCANS IIci)

THE NURSE AS COORDINATOR OF CARE:
At the end of the course, the student will be able to:
1. Analyze cost effectiveness of human and material resources for the provision of care. (PO 8) (SCANS IIA I, ii, iii, iv)
2. Develop collaboration skills with instructor and peers for planning and delivering care. (PO 9) (SCANS IIB I, ii, iii, iv, v, vi)
3. Evaluate client referral resources for continuity of care. (PO 10) (SCANS IIC i)
4. Compare organizational frameworks of various health care settings. (PO 11) (SCANS IID i, iii)

THE NURSE AS PROVIDER OF CARE:
At the end of the course, the student will be able to:
1. Plan nursing care within a legal/ethical framework, including scope of practice. (PO 3) (SCANS IA I, ii, iii, iv, v)
2. Demonstrate accountability by applying standards of care in planning nursing care. (PO 6) (SCANS IB i, ii, iii, iv, v)
3. Use self-directed critical thinking approach to analyze data and information from multiple sources as a basis for decision-making in nursing. (PO 7) (SCANS IIC I, ii, iii, iv)

TEXTBOOKS/REFERENCES:


GRADING:

- An average grade of 75 or above on all graded assignments is required to successfully pass this course.
- The ADN Program, in accordance with policy, utilizes the following numerical scale in computing test scores and written work:

  A = 90-100
  B = 80-89
  C = 75-79
  F = 74.99 or below

NO Rounding is used in the calculation of scores
The following are the graded assignments in this course:

Weekly Discussion Questions 65%
EVOLVE Case Studies 10%
Resume, Cover, Letter and Interview 10%
Service Learning Project 15%

Total 100%

PANOLA COLLEGE DISTANCE LEARNING COURSE REQUIREMENTS:

Students enrolling in online courses will need:

• Access to a computer
• Reliable Internet access (56K modem or better)
• Internet Explorer (8.0 or higher)
• Word processing software Microsoft Word 2003/2007
• Canvas Browser Tune-up to help ensure your browser settings are optimized for running a Canvas course
• All students should complete the Distance Education Checklist at http://www.panola.edu/15b/dl/checklist.html

POLICY FOR CONTACT WITH INSTRUCTOR

Emails will be answered within 24 hours from receipt during the workweek. If a message is posted after noon on Friday, the response will be by Monday at 5:00 p.m. Please direct all questions to the instructor through college email.

ASSIGNMENT POLICIES

• All written assignments are due by the due date and time specified in CANVAS and on the calendar.
• No late assignments will be accepted. No exceptions.
• All materials/files submitted must be in one of the following formats: .doc, .docx. .rtf

ACADEMIC HONESTY

Students in the Registered Nursing program at Panola College are required to demonstrate and share knowledge through a variety of means, including written assignments. Academic honesty and integrity is expected from all students at all times, in all situations. The following list gives examples of behaviors that are not consistent with academic honesty:

Cheating

- Submitting identical or similar work for which you have already received credit in another course or study
- Allowing another to do one’s work and submitting that work under one’s own name
- Copying work from another student and submitting as your own.
Fabrication
- Inventing data, information or citations in an assignment or project

Misrepresentation
- Making an intentional false statement or forging documents in an assignment, research project, or clinical situation

Plagiarism
- Submitting material, in part or in whole, that is not entirely one’s own work without proper attribution of the source
- Paraphrasing ideas, data, or writing without proper acknowledgement of the source

Unauthorized Collaboration
- Submitting work for individual credit, after a group shares work on an assignment, without permission of the instructor

Aiding and Abetting Academic Dishonesty
- Providing material, information or assistance to another who commits a violation of academic integrity

Any incidents of dishonest behavior will result in implementation of the program’s and college’s policy on Cheating and may result in a grade of zero for the assignment, course, or dismissal from the program.

Unintentional plagiarism can occur when students write papers. To prevent plagiarism and credit authors with their ideas, Panola Nursing Program students will use the most current APA format and guidelines when writing papers. Visit the Panola College library webpage for a link to APA resources: http://www.panola.edu/library.html.

The following websites also provide a review of APA procedures and/or formatting:

http://owl.english.purdue.edu/owl/resource/560/01/

http://www.youtube.com/watch?v=reFXrhdvnmw – using word to format paper

http://www.youtube.com/watch?v=cnLH98_YtuA - plagiarism, citations

http://www.youtube.com/watch?v=RfIPTZ50Ly4 – in text citations

http://www.youtube.com/watch?v=QXU5MTfRjcg – why cite

http://www.youtube.com/watch?v=d45FYQgPbNE – reference citations

http://www.youtube.com/watch?v=M9yuYVgCGYY – journal article citation

NETIQUETTE

Netiquette is a term used to describe online interaction guidelines considered desirable in professional venues (O’Neil et al., 2004). The goal of the guidelines is to create an environment that promotes effective communication and understanding. In an on-line course, netiquette should be practiced by all participants at all times. Some main principles include:
• Be professional in your posts. Do not use slang, emoticons, or other text language (lol, OMG).
• Use proper spelling, grammar & punctuation.
• Attach files or include active links to reference sources.
• Do not write in CAPITALS. IF YOU WRITE IN CAPITALS IT SEEMS AS IF YOU ARE SHOUTING. This can be highly annoying and might trigger an unwanted response in the form of a flame mail. Therefore, try not to send any email text in capitals.
• Proof read your response before posting.
• Do not use email to discuss confidential information.
• Keep your language gender neutral.
• Remember the human – would you say it to the person’s face?

COURSE ASSIGNMENTS:

Discussion Questions (DQ) (65% of grade)

A weekly discussion question (DQ) will be posted in the discussion thread of the course. The schedule for DQ’s is posted on the course calendar. Students are to read the DQ and post an initial response by 11:30pm on Saturday of the week the DQ is posted. Continue to monitor the DQ, answering/responding to responses/comments from fellow students and/or faculty. Students are to use outside resources related to the topic and include the citation/source in response/s. It is expected that students will share comments, thoughts, ideas, opinions, concerns, and experiences respectfully. The discussion thread will continue through the week, ending at 11:30 PM the following Wednesday.

The DQ grading rubric is available in the syllabus and in Canvas. The rubric explains criteria for earning points.

DQ Participation Tips:
• Participate earlier in the week rather than at the last possible moment.
• Review the grading rubric to familiarize yourself with how to earn full points for each DQ.
• Embed the link to any reference material you use in your post/s. It helps others access the material and respond.

Service Learning Project (15% of grade)

A Service Learning Project is required for this course. This is a group collaborative project. Projects may vary from semester to semester. For example, one project might be a health fair for the community; another might be a children’s health fair, etc. Project dates are announced the first week of the semester. All information regarding the project/s is provided for you by the Service-Learning advisor within the first two weeks of the semester. Although a group grade is assigned for any service learning project, an individual student grade may vary from the group grade based upon individual participation and documentation.

A group grade is earned based on cooperation, collaboration, critical thinking, planning, quality of the end result and DOCUMENTATION of the health fair activities. Each student is required
to participate in the documentation according to the grading criteria and do the self evaluation section. Students are graded as group however, a student has the potential to receive a lower grade if the student does not actively participate in all aspects of the planning, implementation and evaluation of the project or they assume responsibility for all aspects of the team activities. The grading tool is included in the syllabus.

Students will meet with the project advisor for detailed instructions at the beginning of the semester. All students are expected to attend all service learning project planning meetings.

Resume, Cover Letter, & Interview Narrative (10% of grade)

- Listen to the resume and interview podcasts.
- Review information in the textbook and search the web for resume building and interview sites for additional information.
- Prepare a professional resume and cover letter for a prospective employer.
- Print your resume with cover letter and interview narrative and submit to your instructor by the due date. Attach grading criteria to the front of the assignment.

Resource:
http://whatcounts.com/dm?id=31B2B5D6D12C49DD1390082084FCC155359D2CF8589510A0

- Grading rubric for the resume and interview assignment is in the syllabus and on the content page for the course. Students should review the rubric prior to completing the assignment to be aware of assignment expectations and grading criteria.

EVOLVE CASE STUDIES (10% of grade)
Access www.evolve.elsevier.com
Sign on with your username/password
Access the case studies link. If a password is needed, use 1641_kmcclellan8_0001
Complete the five management case studies
Grade is awarded using the following parameters:
0-50 = 75; 51-60 = 80; 61-70 = 85; 71-80 = 90; 81-90 = 95; 91-100 = 100
No need to submit a print out of scores as instructor will access electronically.

UNIT I

Using a critical thinking approach, the student will be able to:
A. Analyze elements of accountability and responsibility for quality nursing care. (PO 12) (SCANS II C i)
1. Discuss the Code of Ethics for nurses.
2. Apply standards of nursing practice and care to case studies.
3. Discuss legal parameters of nursing practice including the Texas Nursing Practice Act.
4. Discuss Safe Harbor, peer review and quality improvement
5. Connect patient confidentiality and HIPPA to nursing practice.
6. Discuss duty to report, the role of the BON and TPAPN.
7. Debate issues affecting the RN role and the delivery of client care.
8. Examine career development options for professional development.
9. Discuss self-evaluation, staff evaluation and peer evaluation process.
10. Examine personal attributes, such as time management, stress management, etc. related to management style.
11. Illustrate communication techniques and management skills that maintain professional boundaries.

B. Explain advocacy to promote the provision of quality health care for clients. *(PO 13) (SCANS IIC i)*
   1. Describe current issues and legal principles relating to safeguarding client rights.
   2. Examine the role of the nurse as client advocate.
   3. Discuss the role of organizational committees, peer review committee, nursing organizations, and community groups involved with improving the quality of health care for clients.
   4. Summarize the nurse’s responsibility for public safety and welfare.

UNIT II

A. Compare organizational frameworks of various health care settings. *(PO 11) (SCANS IID i, iii)*
   1. Examine organizational mission, vision and values as a framework for management.
   2. Discuss types of organizational frameworks of various health care settings.
   3. Describe methods for promoting safety in the work environment consistent with current Federal/State/Local regulations and guidelines.
   4. Discuss the RN’s role in risk management.
   5. Identify key issues related to budgetary constraints impacting the use of resources.
   6. Discuss basic principles of management and communication within an organization.
   7. Illustrate strategies for initiating and facilitating change within the work setting.
   8. Plan activities to improve health care delivery within the work setting.

UNIT III

Using a critical thinking approach, the student will be able to:

A. Analyze cost effectiveness of human and material resources for the provision of care. *(PO 8) (SCANS IIA I, ii, iii, iv)*
   1. Describe principles of organizing and managing resources
   2. Discuss principles of management, decision-making, assertiveness, communication, motivation, time management, and change.
   3. Apply group process as a means of achieving and evaluating goals.
   4. Interpret major current issues affecting public/government/private health care services, programs, and costs.
   5. Identify local human and material resources.
   6. Summarize change strategies to achieve stated outcomes.

B. Evaluate client referral resources for continuity of care. *(PO 10) (SCANS IIC i)*
   1. Identify institutional and community resources including agencies/services and health care providers.
   2. Describe referral processes, being cognizant of advocacy issues.
   3. Discuss issues and trends in health care delivery.

UNIT IV

Using a critical thinking approach, the student will be able to:

A. Develop plans of care within a legal/ethical framework, including scope of practice. *(PO 3) (SCANS IA I, ii, iii, iv, v)*
   1. Discuss rights and responsibilities of clients related to health care.
   2. Examine the code of ethics and framework for ethical decision-making.
   3. Interpret legal parameters of professional nursing practice and health care.
   4. Associate interdisciplinary resources and organizational relationships.
5. Contrast issues and factors impacting confidentiality.

B. Demonstrate accountability by applying standards of care in planning nursing care. *(PO 6) (SCANS IB i, ii, iii, iv, v)*
   1. Describe Standards of Care and Standards of Practice
   2. Discuss characteristics, trends and issues of health care delivery
   3. Identify principles for determining priorities and organization of nursing care
   4. Delineate principles of delegation, supervision, collaboration including delegation rules from Texas Nursing Practice Act
   5. Apply principles of decision making (health fair).
   6. Apply management concepts in providing nursing care (health fair)

C. Use self-directed critical thinking approach to analyze data and information from multiple sources as a basis for decision-making in nursing. *(PO 7) (SCANS IIC I, ii, iii, iv)*
   1. Demonstrate critical thinking and decision-making processes.
   2. Critique research findings for improving client care
   3. Apply mechanisms for accessing and evaluating current literature
   4. Compare principles of change
   5. Discuss relevant, current nursing practice journal articles for application to practice.

**UNIT V**

Using a critical thinking approach, the student will be able to:

A. Develop collaboration skills with instructor and peers for planning and delivering care. *(PO 9) (SCANS IIB I, ii, iii, iv, v, vi)*
   1. Discuss structure, function, and interdisciplinary relationships within the health care delivery system.
   2. Identify principles of team management and leadership
   3. Discuss Legal/ethical processes related to healthcare.
   4. Demonstrate patterns and modes of effective communication and collaboration including conflict resolution and negotiation (health fair)

**UNIT VI**

Using a critical thinking approach, the student will be able to:

A. Participate in activities that promote the development and practice of professional nursing. *(PO 14) (SCANS IC I ii, iii, iv, v)*
   1. Discuss issues and trends affecting the development and practice of professional nursing.
   2. Examine the role of professional nursing organizations, regulatory agencies, and health care organizations.
   3. Discuss political processes.
   4. Participate in activities individually or in groups through organizations that promote the profession of nursing.
   5. Recognize roles of professional nursing organizations, regulatory agencies, and organizational committees.
   6. Practice within the RN role and Scope of Practice.
   7. Serve as a positive role model for students, peers, and members of the interdisciplinary health care team.
UNIT VII
Jurisprudence: All individuals applying for licensure in the state of Texas will be required to pass a jurisprudence exam administered by the Board of Nursing.

Using a critical thinking approach, the student will be able to:
A. Discuss the legal-ethical issues of jurisprudence as found in the Nurse Practice Act and Board of Nursing Rules and Regulations. (PO 12) (SCANS Ici)

1. Licensure:
a. Restate the mission of the BON
b. Differentiate the roles and functions of the BON from those of nursing and healthcare specialty associations
c. Discuss the role of the Texas Legislature in relation to the state statutes that relate to Nursing
d. Discuss how the BON Rules relate to the statutes in Texas Occupations Code
e. Explain the functions of the Board
f. Explain why a license is required to practice nursing
g. Locate the statues and rule that protect the title “nurse”
h. List the minimum information required on a name badge
i. Discuss when a temporary permit is used
j. Choose appropriate methods of verifying a nurse’s license
k. List requirements for licensure renewal
l. Describe the nurse licensure compact
m. Locate the rule and resource information that lists the Continuing Education requirements for licensure renewal

2. Ethics:
a. List the criminal behaviors that may be bars to licensure
b. Distinguish ethical conduct in nursing and why it is important
c. Discuss rule 213.27, Good Professional Character and identify the factors used to evaluate whether or not a nurse has these characteristics
d. Define professional boundaries and the nurse’s role in maintaining them
e. Identify actions by a nurse that would constitute “boundary violations” as defined by the National Council of State Boards of Nursing
f. Identify actions by a nurse that could constitute unprofessional conduct and grounds for BON disciplinary action, other than boundary violations

3. Practice:
a. Identify differences in the nursing process for professional nursing and vocational nursing
b. Explain how to file a report or complaint regarding a nurse who is believed to have violated some portion of the statutes or rules
c. Identify who can supervise the nursing practice of a vocational nurse
d. Describe conduct by a nurse that is subject to reporting to the BON, versus non-reportable conduct
e. Discuss the mandatory reporting requirement of a nurse
f. Identify other who have a mandatory reporting requirement
g. List the grounds for disciplinary action against a nurse’s license authorized in statute
h. Select possible stipulations of a board agreed order
i. Explain the purpose of the BON’s position statements, guidelines, and other documents on the BON web page other than the statues and board rules
j. Define the nurse’s duty to the patient
k. Locate appropriate resources a nurse can use to determine what is or is not within his/her individual scope of practice
l. Discuss the guidelines associated with graduate vocational and graduate nurses and newly licensed nurses, and with nurses who are transitioning back into practice or to a new practice setting
m. Differentiate the role of the LVN and RN according to the interpretive Guideline for LVN Scope of Practice under rule 217.11
n. Describe how to use the Board’s Six-Step Decision-Making Model for Determining Nursing Scope of Practice
o. Discuss rule 217.11, Standards of Nursing Practice and Identify the standards that apply to all nurses; then differentiate the standards of practice for LVNs, RNs and RNs with advanced practice authorization
p. Recognize human factors, such as fatigue and look-alike medication packaging, that contribute to nursing errors and can place patients at risk of harm

4. Delegation
   a. Identify the level of nursing licensure required in Texas in order to delegate tasks to unlicensed personnel
   b. Differentiate training, supervision and delegation
   c. Articulate the advanced practice nurses’ role in delegation

5. Peer Review
   a. Express the general purpose of peer review
   b. Describe minimum due process for the nurse during incident-based peer review and safe harbor peer review
   c. List the exclusions to the minimum due process requirements in incident-based peer review and safe harbor peer review
   d. Discuss the whistleblower protections when a nurse reports to a licensing board or accrediting body any unsafe practices that potentially exposed patients to a risk of harm
   e. Define a minor incident
   f. Identify the criteria to determine if a minor incident is board reportable
   g. Describe the process for invoking safe harbor
   h. Identify the protections provided when a nurse invokes Safe Harbor
   i. List the 2 situations when a nurse can refuse to accept an assignment when invoking safe harbor
   j. List the mandatory requirement to be carried out collectively by the nurse and supervisor if the nurse refuses an assignment when invoking safe harbor

6. Disciplinary Action
   a. Discuss how chemical dependency or related drug conditions, mental illness, or diminished mental capacity can relate to a nurse’s fitness to practice
   b. Analyze how unprofessional conduct relates to the practice of nursing and why it can impact patient safely
   c. Identify nursing actions that would constitute possible violations of NPA 301.452 and Standard of Nursing Practice in rule 217.11
## SERVICE LEARNING RUBRIC

<table>
<thead>
<tr>
<th>Component</th>
<th>Excellent 100%</th>
<th>Satisfactory 85%</th>
<th>Unsatisfactory 70%</th>
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<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>Planning began at least 4 weeks prior to event as evidenced by documentation of team meetings through minutes, emails, and meetings. Team is self-directed and creative. Develop outcome goals</td>
<td>Planning began less 4 weeks. Limited self-direction. Not all meetings documented</td>
<td>Planning began less than 3 weeks. Not self-directed relays on faculty to make decisions. No evidence of meetings. No goals</td>
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<td>25</td>
<td>21</td>
<td>17</td>
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<tr>
<td><strong>Collaboration</strong></td>
<td>Team members demonstrate professionalism in communicating with faculty and staff across campus. Deadlines are honored. Team members all work together to achieve goals.</td>
<td>Lack of professionalism in communication with faculty and staff as evidenced by rude, flippant, untimely, and impatient communication. Team work impaired</td>
<td>No professionalism, No team work fighting and discord evident</td>
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<td></td>
<td>15</td>
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<td>11</td>
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<tr>
<td><strong>Team work</strong></td>
<td>Work of the event is evenly distributed taking into account the individual strengths of each team member. A leader is appointed by consensus of the team within the first week of school and communicated to faculty. Conflict is resolved among the team members.</td>
<td>Work is unevenly distributed. A team leader is not appointed within the first week of school. Evidence of non-consensus. Minor conflict arises that is not resolved.</td>
<td>No leadership, no consensus, major conflict</td>
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<tr>
<td><strong>Communication</strong></td>
<td>Clear communication is evident through emails. Team members clearly communicate progress of their assignments</td>
<td>Communication is abstract and convoluted. Team members not consistent in communicating progress of their assignments</td>
<td>Limited communication</td>
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<tr>
<td><strong>Self-Evaluation</strong></td>
<td>Student honestly evaluates the process of the service learning projects. Includes the positives as well as the negatives. Paper is well thought out and complete. What the student would do differently as well as what worked well.</td>
<td>Student does not do an in depth self-evaluation. Not well organized Not all aspects of self-evaluation included</td>
<td>Not all team members participate in an in depth self-evaluation. Papers are abstract</td>
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<td>6</td>
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<tr>
<td><strong>Group Journal</strong></td>
<td>Completed by due date includes all team member’s self-evaluation as well as pictures, budget, expenses,</td>
<td>Late, grammar and spelling errors. Lacks some documentation.</td>
<td>No APA major spelling and grammar errors</td>
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<tr>
<td>vendors/participants/contacts/advertisement. The process can be followed through the journal. APA 15</td>
<td>APA mistakes 13</td>
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</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Component</td>
<td>Excellent</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>-------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Initial DQ Response     | 30 pts  
1. greater than 150 word response to DQ.  
2. Posting expands question/introduces new ideas; stimulates further discussion. | 20 pts  
1. 150 word response or less to DQ.  
2. Posting addresses question only, does not introduce new ideas/question. | 0 pts  
1. Poorly or under-developed ideas.  
2. minimal or no response to DQ. |
| Response to others      | 30 pts  
1. 50 word minimum per response to others.  
2. Responds to more than 3 other student posts  
3. Follows netiquette standards and uses appropriate grammar with no spelling errors | 20 pts  
1. 50 word minimum response to others.  
2. Responds to 3 other students’ posts  
3. Netiquette followed; one spelling and/or grammatical error. | 0 pts  
1. more than one grammatical or spelling errors.  
2. No responses at all.  
3. Responds to less than 3 peer posts. |
| Outside resources       | 20 pts  
1. At least one posting includes reference to a professional journal article, website, or current news article r/t DQ.  
2. Accessible link to reference. | 10 pt  
1. Textbook is only reference used.  
2. No link to reference included. | 0 pt  
1. No journal article, website, or current news article mentioned. |
| DQ Participation        | 20 pts  
1. Initial discussion post made by midnight of the Saturday following the DQ post.  
2. Student participates in DQ on at least 3 different days during the week, including day of initial post.  
3. Reads 76-100% of peer posts. | 10 pt  
1. Initial discussion post made by midnight of the Saturday following the DQ post.  
2. Student participates in DQ less than 3 days during week  
3. Reads 51-75% of peer posts. | 0 pt  
1. Initial DQ post is late.  
2. No initial DQ post.  
3. Minimal participation in DQ (Less than 50% of posts read)  
4. No response to peers’ posts |

Weekly Score: /100
Comments:
# RESUME RUBRIC

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>Excellent (20 pts)</th>
<th>Satisfactory (15 pts)</th>
<th>Unsatisfactory 0 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criterion</strong></td>
<td><strong>Excellent (20 pts)</strong></td>
<td><strong>Satisfactory (15 pts)</strong></td>
<td><strong>Unsatisfactory 0 pts</strong></td>
</tr>
<tr>
<td>Content</td>
<td>Includes all key elements; Relevant education and experience substantiate position sought; reverse chronological order presentation</td>
<td>1-3 errors in the presentation; content items missing; not in reverse chronological order;</td>
<td>Presentation of content contains many errors or omissions;</td>
</tr>
<tr>
<td>Style</td>
<td>Consistent font, easy to read; Font size varies w headings and text; Font styles improve readability and are pleasing to the eye</td>
<td>Font sizes lack consistency, varying in size and style; able to read text</td>
<td>No consistency in fonts, styles, forms; text unreadable</td>
</tr>
<tr>
<td>Format/Layout</td>
<td>Format and layout make resume exceptionally attractive, drawing attention to content, enhancing readability</td>
<td>1 or more inconsistencies in format and/or layout, but does not affect readability.</td>
<td>Resume hard to read or unattractive due to formatting, layout, line spacing, and/or alignment</td>
</tr>
<tr>
<td>Grammar/Vocabulary</td>
<td>Accurate English grammar and vocabulary; No tense or verb agreement problems; Varied sentence forms; No spelling, punctuation or capitalization errors</td>
<td>1-4 errors in use of English grammar and vocabulary, spelling, capitalization, and/or punctuation; action verbs not used</td>
<td>More than 4 errors in English grammar, vocabulary, spelling, capitalization, and/or punctuation;</td>
</tr>
<tr>
<td>Cover Letter</td>
<td>Concise, direct, makes reader want to read resume; specific to position</td>
<td>Generic cover letter applicable to any situation/position.</td>
<td>No cover letter included</td>
</tr>
</tbody>
</table>

**SCORE**

**Comments:**
## INTERVIEW RUBRIC

<table>
<thead>
<tr>
<th>STUDENT:</th>
<th>Content</th>
<th>Specificity</th>
<th>Grammar/Vocabulary</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Includes all key elements of plan: dress, potential questions to ask interviewer, potential questions that interviewer might ask, projected responses, appropriate follow-up, and how to make the interview successful</strong>.</td>
<td>1 content item missing</td>
<td>Plan is not tailored for an individual position</td>
<td>Accurate English grammar and vocabulary; No tense or verb agreement problems; Varied sentence forms; No spelling, punctuation or capitalization errors; cover page included and formatted correctly</td>
<td>Plan is at least 2 pages in length (not including cover page) and is typed (double-spaced)</td>
</tr>
<tr>
<td><strong>(50 points)</strong></td>
<td><strong>(40 points)</strong></td>
<td><strong>(20 points)</strong></td>
<td><strong>(15 points)</strong></td>
<td><strong>(15 points)</strong></td>
</tr>
<tr>
<td><strong>Includes all key elements of plan: dress, potential questions to ask interviewer, potential questions that interviewer might ask, projected responses, appropriate follow-up, and how to make the interview successful</strong>.</td>
<td>Plan is not tailored for an individual position</td>
<td>Plan is generic for any position and does not reflect the individuality of the student</td>
<td>1-4 errors in use of English grammar and vocabulary, spelling, capitalization, and/or punctuation; action verbs not used ; 1 APA mistakes; cover page is included with formatting errors</td>
<td>Plan is between 1-2 pages in length</td>
</tr>
<tr>
<td><strong>(40 points)</strong></td>
<td><strong>(20 points)</strong></td>
<td><strong>(10 points)</strong></td>
<td><strong>(10 points)</strong></td>
<td><strong>(10 points)</strong></td>
</tr>
<tr>
<td><strong>Includes all key elements of plan: dress, potential questions to ask interviewer, potential questions that interviewer might ask, projected responses, appropriate follow-up, and how to make the interview successful</strong>.</td>
<td>Plan is generic for any position and does not reflect the individuality of the student</td>
<td>Plan is generic for any position and does not reflect the individuality of the student</td>
<td>More than 4 errors in English grammar, vocabulary, spelling, capitalization, and/or punctuation; 2 or more APA mistakes; no cover page included</td>
<td>Plan is handwritten or less than 1 page in length</td>
</tr>
<tr>
<td><strong>(20 points)</strong></td>
<td><strong>(10 points)</strong></td>
<td><strong>(5 points)</strong></td>
<td><strong>(5 points)</strong></td>
<td><strong>(5 points)</strong></td>
</tr>
</tbody>
</table>

**SCORE**

Comments:
I have read the Panola College Associate Degree Nursing program syllabus for RNSG 2221 Management of Client Care. The items in the syllabus have been explained to me. I understand that it is my responsibility to seek any additional clarification that I may need from the instructor.

I will comply with the syllabus requirements as delineated. In addition, I will comply with the current ADN Student Handbook as found on the ADN web page. It is my understanding that this form will become part of my permanent file.

_________________________  ______________________________
Student Name (print)     Student Signature

_________________________
Date