SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE- MARIE, ONTARIO

COURSE OUTLINE

CRITICAL CARE NURSING PROGRAM
Course Titie:

NUK 4UU
Code No:

CONCEPTS
Program

Semester:

SEPTEMBER lyyy
Date:

P, EDWARDS , B. WARNOCK
Author:

New: Revision:

APPROVED
    Chairperson

CONCEPTS   NUR 4UU

    Course Name   Course Number

<u>COURSE DESCRIPTION</u>

This course emphasizes protessionaiism and leadership qualities which
will help the registered nurse in the critical care setting. Critical
thinking, leadership styles and characteristics and dynamics ot change
will also De discussed.

<u>COURSE OBJECTIVES</u>

PART A: CRITICAL CARE CONCEPTS

  I• Describe the elements ot critical care nursing.

 II. outline the critical thinking process in relation to
     decision-making.

PART B: PROFESSIONALISM AND LEADERSHIP

  I. Examine aspects ot protessionaiism.

 11. Describe the concepts ot leadership.

111. Analyze the change process.

<u>METHOD OF EVALUATION</u>

ASSIGNMENT   1UU%

LEARNING OBJECTIVES	CONTENT	LEARNING RESOURCES

PART A: Critical Care Concepts

1. Describe the elements
   ot critical care.

   - detinition
   - J components
     aj patient - type
     physiological/
     psychosocial needs
    b) environment -
   physical layout
   atmosphere le. noise
   level, activity,
   lighting etc.

   Holloway, Nancy, Nursing The
   Critically 111 Adult. Jrd
   Edition. Allison-Wesley
   Publishing Company. l3on Mi
   l^By

   Examine the impact ot
   the critical care
   setting.

   a) patient -
   behavioral
   responses
   - nursing diagnosis
   i) Altered Sensory
     Perception
   ii)Sensory Delicit/
     Overload
   iii)Inettective individual Coping
     Mechanisms

   HudaK, Carolyn^ Barbara Gallc
   and Theima Lohr. Critical
   Care Nursing. 4th Edition
   J,B. Lippincott Company,
   Philadelphia, 1986

   - goal
     establishment
   - relevant nursing
     intervention
     tor above
     nursing diagnosis

   Zschoche, Donna. Editor
   Mosby's Comprehensive
   Review ot Critical Care
   Jrd Edition. The C D. Mosby
   Company, ly8b

   b) tamily - behavioral responses
                - nursing diagnosis
                    1) moderate to severe
                       anxiety
                   11J Inettective Family Coping
                - goal establishment
                - relevant nursing interventions
                  tor above nursing diagnosis.
   cj nurse ~ qualities and characteristics
                - benefits ot critical care nursing
                - stresses ot critical care nursing
                - stress reducing mechanisms

LEARNING OBJECTIVES	CONTENT	LEARNING RESOURCES

J. Describe the critical thinking process	- detinition
	- relationship to problem solving
	- problem oriented behaviours
	- ettective/ mettective problem solving
	- guidelines tor ettective problem solving
	- tactors attecting decision making
	  1) knowledge
	  11> experience
	Hi) stress
		Gaumann, Andrea and Frances Fakhergili Bourbonnais- Rapid Decision Making in a Crisis Situation A Case Study Approach tor Nurses. McGraw-Hill Ryerson Limited, Toronto iyy4
		
		Pmnell, Norma and May de Meneses, The Nursing Process. Theory Application and Related Processes. Appleton - Century - Cratt, Conn., lybb

Examine how critical thinking can be used in the critical care setting.	- tactors attecting decision making m critical care setting - Rapid decision making - how critical care nurse manages knowledge, experience and stress	

PART B: Protessionalism and Leadership

1. Describe theories ot leadership	- detinition
	- theories ot leadership
	  a) Great Man Theory
	  bJ Charismatic Theory
	  c) Traitist Theory
	  d) Situational Theory
	  e) Interactional Theory
	  t) Path-Goal Theory
	  g) Lite-Cycle Theory
		Berhard, Linda and Michel1 Walsh, Leadership, The Key to the Protessionalization ot Nursing, McGraw-Hill Book Company, Toronto. iy«l.
		
		Deane, Donna and James CampbelI. Developing Protes- sional Ettectiveness m Nursing, Reston Publishing Company Incorporated, Prent: Hall Co., Virginia, lyyb
		
		Diers, Donna, "Less<: on Leadership" EOT/ IMAGE. October ly/y Vol. II, No 13, pb7-

LEARNING OBJECTIVES	CONTENT	LEARNING RESOURCES
2, Describe cnaracteristics ot ettective leadership	characteristics primary leadership skills aj personal behavior b) communication c) organization d) selt-examination	general Douglass r Laura Mae and E.M. Olivia Bevis. Nursing Management and Leadership Keane r Cla ire Management Essentials in Nursing, Reston Publishing Co. Inc Prentice-Hail Co. Virginia, 1981
Compare various styles ot leadership	detinitions, appropriateness ot each m critical care setting a) Autocratic b) Bureaucratic c) Democratic d) Laissez-taire e) Interaction	-- take home assignment Kron, Thora. "How to Become a Better Leader" , Nursing 76, Springhouse Book Company, October p.6- /, Pinnell, Norma and May de Meneses. The Nursing Process, Theory, Appli-cation and Related Processes, Appleton-Century-CrottSr Connecticut, 1986.
Describe the relationship ot power, intluence and control to leadership	detinition ot power, mt luence and control sources ot each utilization with various leadership styles	Potter, Patricia and Anne Perry. Fundamentals ot Nursing Concepts, Process and Practice, C.U. Mosby Co Toronto, 198b.

LEARNING OBJECTIVES	CONTENT	LEARNING RESOUKCEy
b. Examine various aspects ot protessionalism	deline protessionalism criteria tor protession and does nursing meet this criteria media portrayal ot protessional nurse - historic perspective detine competency competency and Standards ot Practice relationship ot continuing education, competency - de-protessionalism	Kalsch, Philip and Beatrice Kalsch, The Changing Image ot The Nurse, Addlson-Wesley Publishing Company, Don Mills, 198/ Lysault, J.P. Action in Attirmation: Toward an Unambiguous Protession ot Nursing, McGraw-Hill Co., New York, 1981

Describe the change process utilizing Lewin's Theory ot Planned Change	- detinition
	- planned/unplanned change
	- Lewin's Theory ot Planned Change
	- Potential Restraining/ Driving torces
	- change agent (external/ internal)
	- strategies ot change
	  i) Empirical-Radical Strategies
	  11) Normative-Re-educative
	111J Power-Coercive
		Mariner-Tomey, Ann. Guide to Nursing Management, Jrd Ed. The C.U,. Mosby Company, Toronto, 19 88
		
		Mauksh, Ingeborg and Michael Miller, Implementing Change in Nursing, The C-U.. Mosby Company, Toronto, 1981.
		
		Gillies, Dee Ann, Nursing Management A Systems Approach, W.B. Saunders Company, Toronto, 198^

Formulate a plan tor change	process ot change utilizing theory	In c lass case study - group work Take home ass ignment - individual work

LEARNING OBJECTIVES   CONTENT   LEARNING RESOURCES

CRITICAL CARE CONCEPTS: TAKE HOME ASSIGNMENT

Describe an example ot a change you would theoretically liKe to
implement on your unit m relation to nursing care.

PART A

      Develop a plan tor this change Including rationale tor your
choices ot strategies.

PART B

      ^ij Describe what type ot leadership style you believe would be
most ettective m helping to create this change, giving rationale tor
your choice.
      (iij Describe and rationalize what sources ot power, intluence
and control you would utilize tor this change.

Marking scheme:

Change: Untreezing   •^U marks

         Moving   4U

         Re treezing   lU

         Leadership   2U

         Sources ot Power   lU

                            lUU marks

NOTE: 1. Assignment is to be typed or neatly handwritten
        ^. Include a bibliography including 1-2 sources other than
            class notes
        J. Up to lU marks may be deducted tor poor spelling and
            grammar
            4.   Maximum   lU   pages