

Leadership and Management in Nursing

Subject: Career and Technical Education

Grade: 10

Expectations: 33

Breakouts: 90

(a) Introduction.

1. Career and technical education instruction provides content aligned with challenging academic standards, industry-relevant technical knowledge, and college and career readiness skills for students to further their education and succeed in current and emerging professions.
2. The Health Science Career Cluster focuses on planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
3. This course is designed to explore leadership and management in nursing, studying topics such as ethics, educational levels, career paths, regulatory bodies, and personal and professional leadership skills.
4. Students are encouraged to participate in extended learning experiences such as Health Occupations Students of America (HOSA), Skills USA, career and technical student organizations, and other leadership or extracurricular organizations.
5. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:
 - (A) demonstrate verbal and non-verbal communication in a clear, concise, and effective manner; and
 - (i) demonstrate verbal communication in a clear manner
 - (ii) demonstrate verbal communication in a concise manner
 - (iii) demonstrate verbal communication in a[n] effective manner
 - (iv) demonstrate non-verbal communication in a clear manner
 - (v) demonstrate non-verbal communication in a concise manner
 - (vi) demonstrate non-verbal communication in a[n] effective manner
 - (B) exhibit the ability to cooperate, contribute, and collaborate as a member of a team.
 - (i) exhibit the ability to cooperate as a member of a team
 - (ii) exhibit the ability to contribute as a member of a team
 - (iii) exhibit the ability to collaborate as a member of a team
- (2) The student understands the different educational levels of licensed nurses and applicable careers and career pathways. The student is expected to:

- (A) compare the differences between the educational requirements and roles of a licensed vocational nurse and a registered nurse;
 - (i) compare the differences between the educational requirements of a licensed vocational nurse and a registered nurse
 - (ii) compare the differences between the roles of a licensed vocational nurse and a registered nurse
- (B) diagram the educational requirements of a registered nurse, including diploma, associate degree, bachelor's degree, master's degree, and doctoral degree;
 - (i) diagram the educational requirements of a registered nurse, including diploma
 - (ii) diagram the educational requirements of a registered nurse, including associate degree
 - (iii) diagram the educational requirements of a registered nurse, including bachelor's degree
 - (iv) diagram the educational requirements of a registered nurse, including master's degree
 - (v) diagram the educational requirements of a registered nurse, including doctoral degree
- (C) identify the different specializations of a nurse with a master's degree such as family nurse practitioner, nurse informaticist, nurse midwife, and nurse educator;
 - (i) identify the different specializations of a nurse with a master's degree
- (D) differentiate the roles of the Doctor of Philosophy (PhD) and the Doctor of Nursing Practice (DNP) prepared nurse; and
 - (i) differentiate the roles of the Doctor of Philosophy (PhD) and the Doctor of Nursing Practice (DNP) prepared nurse
- (E) develop a six-year career plan in nursing.
 - (i) develop a six-year career plan in nursing

(3) The student understands the functions of leadership in nursing. The student is expected to:

- (A) illustrate or diagram the relationship and progression within the hierarchy of nursing leadership;
 - (i) illustrate or diagram the relationship within the hierarchy of nursing leadership
 - (ii) illustrate or diagram the progression within the hierarchy of nursing leadership
- (B) identify critical skills and competencies for each level in the hierarchy of nursing leadership;
 - (i) identify critical skills for each level in the hierarchy of nursing leadership
 - (ii) identify critical competencies for each level in the hierarchy of nursing leadership
- (C) present and examine the impact of each level of nursing in the hierarchy of leadership; and
 - (i) present the impact of each level of nursing in the hierarchy of leadership
 - (ii) examine the impact of each level of nursing in the hierarchy of leadership

(D) investigate and analyze different leadership styles and how they are used in different situations.

- (i) investigate different leadership styles
- (ii) analyze different leadership styles
- (iii) investigate how [leadership styles] are used in different situations
- (iv) analyze how [leadership styles] are used in different situations

(4) The student demonstrates personal and professional leadership qualities and competencies. The student is expected to:

(A) identify different personal growth practices such as self-reflection, introspection, self-care, and journaling;

- (i) identify different personal growth practices

(B) describe and demonstrate intrapersonal skills such as empathy, patience, risk-taking, confidence, integrity, personal values and ethics, punctuality, and goal setting;

- (i) describe intrapersonal skills
- (ii) demonstrate intrapersonal skills

(C) examine personal and professional values and ethics;

- (i) examine personal values
- (ii) examine professional values
- (iii) examine personal ethics
- (iv) examine professional values

(D) research and develop a plan to coach and mentor others; and

- (i) research a plan to coach
- (ii) develop a plan to coach
- (iii) research a plan to mentor others
- (iv) develop a plan to mentor others

(E) evaluate decision-making processes such as delegation, problem-solving processes such as conflict management, and processes to support patient satisfaction, patient safety, and patient advocacy.

- (i) evaluate decision-making processes

(5) The student demonstrates the appropriate use of communication techniques. The student is expected to:

(A) examine communication platforms and apply the appropriate professional response in different mediums such as telephone, email, text, electronic health records, and face to face;

- (i) examine communication platforms in different mediums
- (ii) apply the appropriate professional response in different mediums

- (B) demonstrate professional written and verbal communication skills for individuals and teams using communication tools such as Situation Background Assessment and Recommendation (SBAR) and Acknowledge Introduce Duration Explanation and Thank you (AIDET);
 - (i) demonstrate professional written communication skills for individuals using communication tools
 - (ii) demonstrate professional verbal communication skills for individuals using communication tools
 - (iii) demonstrate professional written communication skills for teams using communication tools
 - (iv) demonstrate professional verbal communication skills for individuals using communication tools
 - (C) determine appropriate communication methods for urgent, emergent, and non-urgent situations such as team strategies and tools to enhance performance and patient safety (TeamSTEPPS); and
 - (i) determine appropriate communication methods for urgent situations
 - (ii) determine appropriate communication methods for emergent situations
 - (iii) determine appropriate communication methods for non-urgent situations
 - (D) demonstrate receiving and giving constructive criticism.
 - (i) demonstrate receiving constructive criticism
 - (ii) demonstrate giving constructive criticism
- (6) The student understands the definition and application of time management. The student is expected to:
- (A) demonstrate how to create an agenda that prioritizes tasks, duties, and responsibilities that must be completed, including required meetings and communications;
 - (i) demonstrate how to create an agenda that prioritizes tasks
 - (ii) demonstrate how to create an agenda that prioritizes duties
 - (iii) demonstrate how to create an agenda that prioritizes responsibilities that must be completed, including required meetings
 - (iv) demonstrate how to create an agenda that prioritizes responsibilities that must be completed, including required communications
 - (B) differentiate goals that advance professional growth and responsibility and non-professional goals;
 - (i) differentiate goals that advance professional growth and non-professional goals
 - (ii) differentiate goals that advance professional responsibility and non-professional goals
 - (C) identify factors that inhibit the good use of time and apply strategies that mitigate the loss of time; and
 - (i) identify factors that inhibit the good use of time
 - (ii) identify factors that apply strategies that mitigate the loss of time
 - (D) demonstrate how to manage long- and short-term personal and professional schedules by creating and updating a yearly calendar.
 - (i) demonstrate how to manage long-term personal schedules by creating a yearly calendar.
 - (ii) demonstrate how to manage short-term personal schedules by creating a yearly calendar.
 - (iii) demonstrate how to manage long-term personal schedules by updating a yearly calendar.
 - (iv) demonstrate how to manage short-term personal schedules by updating a yearly calendar.

- (v) demonstrate how to manage long-term professional schedules by creating a yearly calendar.
- (vi) demonstrate how to manage short-term professional schedules by creating a yearly calendar.
- (vii) demonstrate how to manage long-term professional schedules by updating a yearly calendar.
- (viii) demonstrate how to manage short-term professional schedules by creating a yearly calendar.

(7) The student understands how to build and manage interdisciplinary teams and facilitate teamwork. The student is expected to:

- (A) define and explain the purpose of an interdisciplinary team and the role of each member;
 - (i) define the purpose of an interdisciplinary team
 - (ii) define the role of each member
 - (iii) explain the purpose of an interdisciplinary team
 - (iv) explain the role of each member
- (B) develop a plan for creating a team through team-building exercises, culture and climate awareness, and interpersonal skills;
 - (i) develop a plan for creating a team through team-building exercises
 - (ii) develop a plan for creating a team through culture awareness
 - (iii) develop a plan for creating a team through climate awareness
 - (iv) develop a plan for creating a team through interpersonal skills
- (C) define and apply techniques to manage personal conflict within teams; and
 - (i) define techniques to manage personal conflict within teams
 - (ii) apply techniques to manage personal conflict within teams
- (D) describe the stages of team evolution such as forming, storming, norming, performing, and transforming.
 - (i) describe the stages of team evolution

(8) The student understands regulatory agencies and boards and their related requirements. The student is expected to:

- (A) identify the role and responsibility of the Board of Nursing, including establishing graduation and licensure requirements;
 - (i) identify the role of the Board of Nursing, including establishing graduation requirements
 - (ii) identify the role of the Board of Nursing, including establishing licensure requirements
 - (iii) identify the responsibility of the Board of Nursing, including establishing graduation requirements
 - (iv) identify the responsibility of the Board of Nursing, including establishing licensure requirements
- (B) identify federal, state, and local regulatory agencies such as local hospital boards, Health and Human Services, The Joint Commission, and Center for Medicare and Medicaid Services;
 - (i) identify federal regulatory agencies
 - (ii) identify state regulatory agencies
 - (iii) identify local regulatory agencies

- (C) define and identify the nursing scope of practice;
 - (i) define the nursing scope of practice
 - (ii) identify the nursing scope of practice
- (D) compare the difference between a certification and licensure; and
 - (i) compare the difference between a certification and licensure
- (E) compare the role of the Board of Nursing and professional nursing organizations.
 - (i) compare the role of the Board of Nursing and professional nursing organizations