NURS 4671.W01 Leadership/Management  
Fall 2011

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COURSE DESCRIPTION

The course uses a systems framework and critical thinking strategies to study the coordinating role of the professional nurse within health care delivery. Current theories of management, leadership and change are examined and related to nursing practice. Focuses on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. Applies theoretical and empirical concepts through experiences gained in local health care institutions.

COURSE OBJECTIVES

At the end of this course, the student will be able to:

1. Analyze current theories of management and leadership  
   1.1 Differentiate between management and leadership  
   1.2 Identify the current leadership theories that are effective in nursing.  
   1.3 Apply nursing and non-nursing theories as they relate to nursing leadership.  
   1.4 Compare the theories of change and their utilization of coordinating nursing care

2. Compare the theories of change and their utilization within nursing.  
   2.1 Identify a theory of change that you can use effectively  
   2.2 Identify effective and ineffective utilization of change

3. Synthesize the concepts of management, leadership and change in relation to the role of the professional nurse and nurse leader.  
   3.1 Examine the philosophy and organizational framework of a nursing division within a health care agency.  
   3.2 Compare various leadership and management styles utilized by nurses  
   3.3 Utilize current research in nursing management.
4. Evaluate leadership and management behaviors useful in nursing
   4.1 Analyze the behavior of nurses in leadership and management roles and their effectiveness in health care systems
   4.2 Compare the expertise required of the nurse at different levels of management.
   4.3 Identify the responsibilities and accountabilities associated at the different levels of management

5. Demonstrate critical thinking strategies throughout the course
   5.1 Demonstrate the ability to evaluate one’s self and the performance of peers and subordinates
   5.2 Demonstrate the ability to function as an effective team member.

6. Accepts responsibility for independent professional judgments and behavior.

REQUIRED TEXTBOOKS:


Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies- website: ftp://www.bne.state.tx.us/del-comp.pdf

Huber, D. Leadership and Nursing Care Management (4th ed.). Maryland Heights, Missouri: Saunders/Elsevier.


OPTIONAL TEXTBOOKS:


MEETING COURSE OBJECTIVES

Course objectives for this online BlackBoard course are met through individual study using the references and readings identified, development of a leadership scholarly paper, assigned group work and scholarly papers, assigned discussion participation, individual assignments, and interaction with the faculty member and classmates. These methods will be utilized to develop an understanding of theory and principles of nursing leadership and management. Teaching methods include power point presentations, moderated discussion rooms, and guided lectures. The student is responsible for identification of learning needs and self-direction for independent study of texts, online participation, and seeking consultation in meeting course objectives.

COURSE REQUIREMENTS

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership/Management Theory individual scholarly paper</td>
<td>20%</td>
</tr>
<tr>
<td>Outcomes group scholarly paper with group evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Legislator letter</td>
<td>5%</td>
</tr>
<tr>
<td>Discussion board assignments</td>
<td>20%</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>15%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>20%</td>
</tr>
</tbody>
</table>
Notes about course requirements
- The online weekly schedule begins on Monday and ends on Sunday.
- All assignments are due at 2355 the date they are due unless prior arrangements have been made with the instructor.
- Five (5) points will be deducted for each day assignments are late, beginning at 2355 pm the day the assignment is due. Assignments will not be accepted for grading when they are 5 days late.
- Late discussion board and homework assignments will not be accepted and students will not be able to make up these assignments. Exceptions for late assignments may be considered in emergency situations.
- The course schedule identifies all due dates.
- Specific information about assignments is located within the syllabus.

Students are expected to
- Complete all course assignments as instructed and as assigned.
- Contact the instructor before assignments are due if questions arise.
- Maintain the highest level of online etiquette, respect and professional communication.
- Adhere to the code of academic integrity. All work submitted by students must be their own work. Excerpts, quotes or ideas presented by others must be acknowledged and properly cited and referenced. Group work is held to the same standards of honesty. Refer to the APA Manual.
- Utilize the APA Publication Manual (6th ed) to format and organize written assignments unless otherwise instructed. Abstracts and running heads are not required for this class.
- Complete an end of semester course evaluation.
- Meet the Texas Articulation Requirements designated by the Texas Articulation Model, which states RN-BSN/RN-MSN students may articulate directly if they have graduated within two years or, if they graduated more than two years ago, meet one of the following requirements: six months recent full time clinical practice OR one year part time clinical practice OR completion of a nursing refresher course.

Web Class Specifics
- You must have access to the Internet to successfully communicate with the faculty and students enrolled in this course.
- Web-based courses do not reduce the amount of time you are likely to spend completing course requirements. Rather, the time spent in the course is set by your personal learning style, not a lecture schedule.
- Those of you with limited experience in Web-based learning should inform Dr. Keys immediately.
- Computer or Internet problems are not an excuse for late work or lack of participation – have a back-up plan in place in case of emergencies.
Code of Academic Integrity
Students are held responsible for the information given in the current catalog and student handbook. Students are asked to take special note of the University penalties associated with academic dishonesty. All work handed in by students must be their own work. Extracts, quotes or ideas presented by others must be acknowledged and properly referenced. Group work is held to the same standards of honesty. Refer to APA Manual for the proper way to use and cite quoted material.

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.

Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original over several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! (Wilson, p. 523)

http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm

Student Course Evaluations
The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data, which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses are posted online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. In order to garner reliability and validity, the College must have representative data from the student population. That representation based on the literature has been set at 70%. All nursing courses require a 70% return of evaluations from the entire class before final grades are released. The College is anticipating that students will thoughtfully participate in the evaluation process, which will assist the faculty with the growth of the specific tracks within the CONHS. A link to evaluations will be available on BlackBoard toward the end of the semester.

Americans with Disabilities Act Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, you must contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101 on the Corpus Christi campus. They will provide the instructor with information about the necessary accommodation or provide the student with the services necessary for learning. Refer to the Disability Services Index of FAQs by Students (http://disabilityservices.tamucc.edu/faq.html) for questions and answers related to disability. Students with documented test-taking needs should discuss these with faculty at least one week prior to the first scheduled exam.
Mary & Jeff Bell Library
There are many resources on the Mary & Jeff Bell Library (http://rattler.tamucc.edu/) website. The home page will take students to links for online databases, online articles, the online catalog, and interlibrary loan requests. The “Distance Learning” (http://rattler.tamucc.edu/distlearn/index.htm) link will be especially helpful to all students. This site includes all the information students need for remote access as well as tutorials on using the databases and finding articles. If eligible, registering as a distance student confers eligibility for a TexShare card. These cards are a Texas wide library card that allows users to use all state libraries in Texas. The cards will be mailed to students, so be sure mailing addresses are current in the University system. For any questions about receiving the TexShare card, please contact Dan Cayce: Daniel.cayce@tamucc.edu

Tutoring & Learning Center
The Tutoring & Learning Center offers a variety of services, including a writing center. For more information about services, go to the Tutoring and Learning website: http://tlc.tamucc.edu/

Academic Advising
The College of Nursing and Health Sciences require that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in the Island Hall nursing suite.

Grade Appeal Process
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go though the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University RulesWeb site at http://www.tamucc.edu/provost/university_rules/index.html . For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

COURSE EVALUATION
The grading scale for the course is:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 – 89</td>
</tr>
<tr>
<td>C</td>
<td>75 – 82</td>
</tr>
<tr>
<td>D</td>
<td>67 – 74</td>
</tr>
<tr>
<td>F</td>
<td>below 67</td>
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</tbody>
</table>
## Course Requirement Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Agreement</td>
<td>5</td>
</tr>
<tr>
<td>Leadership/Management Theory Paper (individual)</td>
<td>20</td>
</tr>
<tr>
<td>Outcomes PPT and Group Evaluation (group)</td>
<td>20</td>
</tr>
<tr>
<td>Legislator Letter (individual)</td>
<td>5</td>
</tr>
<tr>
<td>Homework Assignments (individual)</td>
<td>10</td>
</tr>
<tr>
<td>Mini CV with Leadership Color Survey (individual)</td>
<td></td>
</tr>
<tr>
<td>Nurse Practice Act (individual)</td>
<td></td>
</tr>
<tr>
<td><strong>Discussions (average of four discussions-all individual)</strong></td>
<td>20</td>
</tr>
<tr>
<td>Cannibalizing Nursing’s Future</td>
<td></td>
</tr>
<tr>
<td>Nurses on Strike</td>
<td></td>
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<tr>
<td>Staffing and Patient Outcomes</td>
<td></td>
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<tr>
<td>Managers and Morale</td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio (average of four assignments-all individual)</strong></td>
<td>20</td>
</tr>
<tr>
<td>Interviews</td>
<td></td>
</tr>
<tr>
<td>Organizational Culture &amp; Climate</td>
<td></td>
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<tr>
<td>Staffing &amp; Budgeting Analysis</td>
<td></td>
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<tr>
<td>Self Reflection</td>
<td></td>
</tr>
</tbody>
</table>
COURSE REQUIREMENT DESCRIPTIONS AND GRADING CRITERIA

Guidelines & Criteria for the Team Agreement (5%)

By identifying and agreeing upon ground rules at the beginning of the course, teams minimize the risk of conflict and facilitate task completion. Ground rules may pertain to reaching agreement about meeting times, meeting protocol, team roles (e.g., agenda building, meeting facilitation, record-keeping, etc.), notifications, assignment responsibilities, and other task and maintenance issues. Members are also encouraged to discuss the best ways to contact one another and limits on contact.

Please use the following criteria to describe how your team will function. The form should be submitted to the instructor for review by the due date. Revisions may be necessary to promote smooth team functioning.

CRITERIA

1. Each team member should complete the Leadership Colors Survey. Provide a BRIEF summary of the results of each member’s leadership styles. You may include the summary anywhere in the Team agreement (beginning, middle or end).

2. Identify each member’s role taking into account the person’s strengths and weaknesses:
   a. Will the team have a leader and if so, who this will be, and will this role be rotated?
   b. How will work be distributed? Who will do what? Who is the designated backup?
   c. Who will post team assignments?

3. Ground rules:
   a. Are there any known problems or problematic dates/times that need to be factored in?
   b. When and how will the team “meet” or communicate with each other? How often?
   c. How will different versions of an assignment be handled?

4. Conflict management strategies:
   a. How will team members provide constructive feedback to each other?
   b. How will team members handle work that is sub par, incomplete, or not done?

5. Create a name for your team

The final document should contain the TEAM’s name. The filename should also include the TEAM’s name. All files must be compatible with Microsoft Word. Students should submit this assignment for evaluation using email in the BlackBoard shell on the due date indicated in the course schedule.
Leadership/Management Theory Individual Paper (20%)

Write a 5-10 page paper (not including title page or references) that includes:

<table>
<thead>
<tr>
<th>Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Introduction</td>
<td>2</td>
</tr>
<tr>
<td>b. Evaluate one leadership or management theory based on literature found in books and journals. Describe the following concepts for this theory:</td>
<td>5</td>
</tr>
<tr>
<td>i. Concept of power</td>
<td></td>
</tr>
<tr>
<td>ii. Concept of structure</td>
<td></td>
</tr>
<tr>
<td>iii. Concept of relationships</td>
<td></td>
</tr>
<tr>
<td>iv. Concept of communications</td>
<td></td>
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<tr>
<td>c. Apply the theory described in b to your place of employment, analyzing each concept.</td>
<td>3</td>
</tr>
<tr>
<td>d. Discuss whether the theory works effectively in your workplace and why or why not.</td>
<td>3</td>
</tr>
<tr>
<td>e. Briefly describe another theory (leadership/management or nursing theory) that would work effectively for your place of employment and why.</td>
<td>5</td>
</tr>
<tr>
<td>f. Conclusion</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Points may be deducted for grammar, spelling, punctuation and APA formatting. Title your paper beginning with your last name. All files must be compatible with Microsoft Word 2003 or they cannot be accepted. Papers not in APA format will not be accepted. Upload the paper to the Assignment Tool on BlackBoard.
Guidelines & Criteria for the Quality / Safety Presentation – TEAM PROJECT

***NOTE – you must get your topic approved by Dr Keys***

Data for your medical unit shows an increasing number of patients who are experiencing (your choice) ___. This month alone, four such incidents occurred. The unit manager just came from a meeting in which these data were presented by the Director of Case Management, the Director of Risk Management, the Infection Control Nurse, and the Vice President for Patient Care Services (CNO). The manager plans to take this information to the multidisciplinary task force, but first wants additional data. She turns to you and several other senior nurses for help.

CRITERION

a. Provide a succinct introduction to your topic.  
   POINTS POSSIBLE: 0.5

b. How does “a culture of safety” apply to your topic?
   
   {Refer to the IOM report To Err is Human-executive summary is available online from the NIH: http://www.nap.edu/openbook.php?record_id=9728&page=1}
   
   POINTS POSSIBLE: 3

c. Describe how you would benchmark information on your topic? Be specific.  
   POINTS POSSIBLE: 3

d. Describe how your chosen situation could develop into a sentinel event.  
   POINTS POSSIBLE: 2

e. Describe several considerations regarding the extended length of stay for patients with your chosen ailment at this facility.  
   POINTS POSSIBLE: 3

f. How might patients/families be engaged in promoting safety in this situation?  
   POINTS POSSIBLE: 3

g. Clearly summarize your findings.  
   POINTS POSSIBLE: 0.5

Group Analysis (see next section for criteria)  
   POINTS POSSIBLE: 5

Total points possible  
   POINTS POSSIBLE: 15

- Each position you take or each point should be clearly referenced
- Points may be deducted for grammar, spelling, punctuation and APA formatting.
- The final POWERPOINT should contain the Team name. All files must be compatible with Microsoft Word. Students should submit this assignment for evaluation using the NURS 4670.001 BlackBoard shell on the due date indicated in the course schedule.
Group Analysis to be included with Outcomes Group Paper

Each *individual* student should write a summary that includes the following:

a. Identifies own functional role in group
b. Identifies leader of group and summarizes personal behaviors that supported/interfered with leader actions
c. Describes strategies used to achieve goal
d. Describes the areas of conflict that arose during group work
e. Describes strategies used within group to resolve conflict
f. Evaluate self and each team member using the table below. It is expected you will be honest in ranking your peers, however, the faculty reserves the right to deduct points based on the group’s evaluation of your contributions. Feel free to include comments.

<table>
<thead>
<tr>
<th>Name</th>
<th>1=Unacceptable</th>
<th>2=Minimal</th>
<th>3=Average</th>
<th>4=Above Average</th>
<th>5=Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insight given to project</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution quality</td>
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<td></td>
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<tr>
<td>Timeliness of assignment completion</td>
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<td></td>
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<tr>
<td>Overall participation and communication</td>
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</tbody>
</table>
Letter to Legislator Individual Assignment (10%)

Type a letter to your legislator about a health care or nursing topic of your choice. You will not be required to mail the letter. You will need to look up your legislator. The Texas Nurses Association has links to help you identify your representatives and often lists priority bills for nursing: http://www.texasnurses.org/displaycommon.cfm?an=1&subarticlenbr=62. The recommendations from the Indiana Nurses Association for writing letters to legislators will serve as the grading criteria for this assignment: http://www.indiananurses.org/pdf_files/writing%20your%20legislators.pdf. Grammar, punctuation, spelling, clearly expressed thoughts, and thoroughness will also be evaluated. Upload letter to Assignment Tool on BlackBoard.

Homework Assignments (10% total)

1. Mini CV with Leadership Color Survey:

Answer the following questions and post on the discussion board:

   a. Which program are you in?
   b. What is your educational background?
   c. What is your work experience (include how long you’ve worked in nursing)?
   d. What are your goals in nursing?
   e. What would you like to learn in this class?
   f. What other information would you like to share about yourself?
   g. What is your leadership color and does the description seem to fit your personality? (The leadership color survey is available on the discussion board).

2. Nurse Practice Act:

Go to the Texas Board of Nursing website (http://www.bne.state.tx.us/) and answer the following questions in a word document and upload assignment to the Assignment Tool on BlackBoard.

   a. How does Texas define nursing?
   b. What protection does the RN have for refusing to engage in certain conduct?
   c. When and how can a nurse utilize Safe Harbor?
   d. Describe a RN's duty to report colleagues who may expose others to harm.
   e. How is Nursing Peer Review implemented in Texas?
   f. Discuss standards regarding staffing ratios.
   g. What types of tasks may be delegated to LVNs? To UAPs?
   h. Discuss whether nurses can take orders from nurse practitioners.
Discussion Board Assignments (20% total)

Grading criteria for the discussion board assignments follow the general information about the discussion board assignments. Students should be aware that due dates indicate the date the discussion closes. Students are expected to initiate discussion early and enter the discussion regularly to keep it moving and to contribute to the advancement of learning. Data “dumps” (posting all at the same time) and “I agree” or “Nice job” statements are not acceptable. It is expected that if you do agree with a statement, you will express your thoughts about what you agree with and why. In addition, there is always something new to add, whether it is a new “twist” or a slight digression that is topic relevant, so speak up; “Everyone already said everything” is not acceptable! The information below will also be posted in the appropriate discussion forum. Students who do not post by the due date and time will receive a zero on that discussion.

Cannibalizing Nursing’s Future:

Read the following article and post comments about what you think and what we can do to promote nursing as a profession on the Discussion board:


Nurses on Strike:

Read this article about nurses who were making a decision to strike and post comments about what you think about this issue, the role of unions, collective bargaining, striking nurses, and nurses who cross picket lines:


Staffing and Patient Outcomes:

A recent study by Kane, Shamliyan, Mueller, Duvall and Wilt (2007) examined whether the number of nursing staff impacted patient outcomes. They conducted a systematic review and meta-analysis, which culminated in a total of 28 studies that were reviewed. Are you surprised that the results indicated that higher staffing reduces patient mortality and adverse events? "An increase by 1 RN FTE per patient day was associated with a 9% reduction in odds of death in ICUs...16% in surgical...and 6% in medical patients (Kane et al., 2007, p. 1197). Hospital acquired pneumonia odds were reduced by 19% for all patients and 30% for ICU patients. Kane et al. also stated that an increase by 1 RN per patient day would decrease length of stay by 34% in ICU and 31% in surgical patients. The article raised some interesting questions about whether there really was a cost benefit by having that extra RN and about the staffing mix: does that extra nurse HAVE to be an RN...RN-BSN... etc. Post your thoughts on the article and regarding staffing issues. The article is available on course reserves.

Managers and Morale:

Stuenkel, Nguyen & Cohen (2007) conducted a descriptive, exploratory study to evaluate registered nurses' perceptions of their work environment. The authors also compared perceptions of new graduates to experienced nurses. They found similar perceptions for both groups with the exception of supervisory support. "Nurses with less than 2 years and 21 or more years in their current positions had the highest mean scores. These findings suggest that newly hired nurses and the most senior nurses perceived more support from their nurse managers than the other groups" (Stuenkel et al., 2007, p. 340). So what do you think? Do you feel valued by your supervisors? Is this something important to you? What do you feel is important for a healthy work environment? This article is available on course reserves.

## Grading Criteria for Discussion Postings

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Promptness and Initiative</strong></td>
<td>Rarely participates; posts are all on the same day or within short time frame.</td>
<td>Does not respond to most postings or posts are made greater than 72 hours; limited activity and initiative.</td>
<td>Responds to some postings within a 72 hour period; average activity and initiative.</td>
<td>Consistently responds to postings in less than 72 hours; demonstrates good initiative and activity.</td>
<td></td>
</tr>
<tr>
<td><strong>Relevance of Post</strong></td>
<td>Posts topics which do not relate to the discussion content; makes short or irrelevant remarks.</td>
<td>Does not add anything new to the discussion or occasionally posts off topic; most posts are short in length and offer no further insight or analytic thought into the topic.</td>
<td>Adds to the discussion and prompts further discussion. Exhibits good insight and analytical and critical thought; demonstrates good use of resources.</td>
<td>Displays noteworthy levels of understanding and analysis; advances the discussion and demonstrates highly effective use of evidence based resources.</td>
<td></td>
</tr>
<tr>
<td><strong>Contribution to the Discussion Learning Community</strong></td>
<td>Does not make effort to participate in learning community as it develops; seems indifferent.</td>
<td>Occasionally makes meaningful reflection on peer’s efforts; marginal effort to become involved with discussion learning community.</td>
<td>Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by discussion learning community.</td>
<td>Aware of needs of community; frequently attempts to motivate the discussion; is creative in approach to problem solve.</td>
<td></td>
</tr>
<tr>
<td><strong>Expression Within the Post</strong></td>
<td>Does not express opinions or ideas clearly; no connection to topic.</td>
<td>Unclear connection to topic evidenced in minimal expression of opinions or ideas.</td>
<td>Opinions and ideas are stately clearly with occasional lack of connection to topic.</td>
<td>Expresses opinions and ideas in a clear and concise manner with obvious connection to topic.</td>
<td></td>
</tr>
<tr>
<td><strong>Delivery of Post</strong></td>
<td>Utilizes poor spelling and grammar in most posts; posts appear &quot;hasty&quot;; posts appear to be cut and pasted and unformatted.</td>
<td>Errors in spelling and grammar evidenced in several posts; unformatted, difficult to read.</td>
<td>Few grammatical or spelling errors are noted in posts; formatted to a large extent, easy to read.</td>
<td>Consistently uses grammatically correct posts with rare misspellings; clearly formatted, very easy to read.</td>
<td></td>
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</tbody>
</table>

Portfolio (20% total)

The following information should be included in your portfolio. The entire portfolio should be submitted as one document. Up to 10 points may be deducted for grammar, spelling, punctuation and APA formatting. Title your paper beginning with your last name. All files must be compatible with Microsoft Word 2003 or they cannot be accepted. Papers not in APA format will not be accepted. Upload the paper to the Assignment Tool on BlackBoard.

Interviews:
Interview someone in each of the following leadership roles:
   * If several of you work in the same facility – you may do a group interview
     a. Unit Manager
     b. Case Manager/Discharge Planner
     c. House Supervisor
     Optional: CNO interview
Questions to address:
   a. What is this person’s job title?
   b. What type of facility does this person work for?
   c. What are the requirements for this position?
   d. How long has this person been in this position?
   e. What other experiences does this person have that led to this position?
   f. What education does this person have?
   g. Where is this position in the organizational chart?
   h. Summarize the role this person has in the organization (what is their job description)?
   i. How does this person describe their leadership style?
   j. How do they feel their leadership style complements the current health care environment?
   k. Identify current challenges the person is facing.
   l. What is the most positive part about this person’s job?
   m. Provide a summary of leadership or managerial qualities you observed.
   n. How did interviewing this person benefit you professionally? Personally?

Organizational Climate and Culture:
Students should use the Bickel (2005) article as a framework to assess the culture of their unit or workplace. In the assessment, they should identify elements of the culture that may need to be changed to better support the delivery of effective nursing care. Students should provide a brief overview of unit characteristics they would change if they were in a position to influence their work environment. In conclusion, students should describe the potential challenges to implementing change that they would likely encounter on the unit. Students should contain sufficient details in the essay to ensure the faculty understands the rationale for their positions.

This essay should be no more than 3 double-spaced pages (1 inch margins). Topic headings are encouraged to guide the faculty through each student’s argument. Because this is an opinion essay, students may use first person in their presentation.
   1. Uses appropriate criteria to describe the culture of a nursing unit
   2. Identifies the effect of cultural characteristics on care delivery
   3. Describes cultural elements that could be changed to improve care
   4. Identifies potential barriers to implementing change
**Staffing and Budgeting Analysis:**
Interview or get the following information from the unit manager or department head to answer the following questions related to staffing and budgeting:

a. Describe the unit and the types of patients on the unit.
b. What is the number of budgeted positions?
c. What is the number of vacant positions?
d. Evaluate a two week schedule and discuss in your paper.
e. Identify the staffing pattern utilized for each shift and the unit as a whole (number of RN, LVN, UAP, UC, etc). Is the current pattern effective for this unit or area?
f. What factors affect accomplishment of standard staffing pattern (such as vacancies, absenteeism, pulling to another unit, etc.)?
g. What is the nursing delivery system utilized on the unit (team, functional, primary, etc.)?
h. What delivery system do you think would be effective with the given staff mix? Why?
i. Analyze the schedule for adequate personnel for delivery of patient care. Describe any changes you feel necessary to meet patient care requirement.
j. What recommendations if any would you make to improve unit staffing?
k. Discuss budget restriction related to staffing and the impact this may have on patient care.
l. Discuss the budging process: When does it start? Who is involved?
m. What type of weekly or monthly reports does the individual manager receive to facilitate the making of critical budgetary decisions?
n. Summarize your analysis.

**Self Reflection:**
Answer the following questions regarding your leadership roles/styles?

a. What did you learn from completing the portfolio?
b. What leadership roles/styles did you see overall?
c. What are your leadership roles?
d. What is your style of leadership?
e. How can you make a difference as a leader?
f. Cite one Evidence Based Practice article and describe how it applies to leadership.
g. What did you learn in this class?

*** Information contained within this syllabus is subject to change in order to keep material current and timely.***

Additional references for assignments/case studies used in this course:

Stetina, P. (2008) NURS 4671 syllabus