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. Focus 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 MATERIALS:

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

MEETING COURSE OBJECTIVES
Course objectives for this online BlackBoard course are met through individual study using assigned references and readings, 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 content presentations, moderated discussions, and individual activities. 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

Notes about course requirements
- The online weekly schedule begins on Tuesday 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. 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.
- 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.
ACADEMIC HONESTY
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


STUDENT COURSE EVALUATIONS
Evaluation of courses, instructors and clinical facilities provides the College with important data, which is used to strengthen the program. 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 75%.

All nursing courses require a 75% 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.

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

CENTER FOR ACADEMIC STUDENT ACHIEVEMENT (CASA)
The Center for Academic Student Achievement offers a variety of services, including a writing center. For more information about all of these services, go to the website: http://tlc.tamucc.edu/ or call 361-825-5933

STUDENTS WITH DISABILITIES
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 that 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, please contact the Disability Services Office at 361.825.5816 or visit the office in Corpus Christi Hall Rm 116. Refer to the Disability Services website for more information (http://disabilityservices.tamucc.edu). Students with documented test-taking needs should discuss these with faculty at least one week prior to the first scheduled exam.

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 Island Hall nursing suite and advisors are Rachel Verhayden (825-3748) and Angelica Santillan (825-2461). Questions about graduate studies should be directed to Barton Bailey (825-5893).

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 through 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 Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web 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>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
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<tr>
<td>B</td>
<td>83 - 89</td>
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<tr>
<td>C</td>
<td>75 - 82</td>
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<tr>
<td>D</td>
<td>67 - 74</td>
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<tr>
<td>F</td>
<td>below 67</td>
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Course Requirement Breakdown

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Introduction Video</td>
<td>7</td>
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<tr>
<td>Team Agreement / Peer Evaluation</td>
<td>10</td>
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<tr>
<td>Journal Entries (5)</td>
<td>10</td>
</tr>
<tr>
<td>Quality PPT (group)</td>
<td>10</td>
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<tr>
<td>Homework Assignments (individual)</td>
<td>20</td>
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<tr>
<td>Organizational Chart</td>
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<tr>
<td>Nurse Practice Act</td>
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<td>Proposal</td>
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<td>Decision Grid</td>
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<tr>
<td>Discussions (3)</td>
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<tr>
<td>Wald Analysis (group)</td>
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<tr>
<td>Portfolio (individual)</td>
<td>25</td>
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<tr>
<td>Interviews</td>
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<tr>
<td>Organizational Culture &amp; Climate</td>
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<td>Staffing &amp; Budgeting Analysis</td>
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<tr>
<td>Self-Reflection</td>
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<tr>
<td>Writing and Presentation</td>
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