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


Other readings as assigned – Students are expected to check Black Board Information regularly for additional readings and information.

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
• 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
• The online weekly schedule begins on Tuesday and ends on Sunday. Monday can be considered a day off.
• All assignments are due at 2355 the date they are due unless prior arrangements have been made with the instructor.
• 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 Requirement Breakdown

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<td>Required – no points</td>
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<td>Journal Entries (3)</td>
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<td>Projects</td>
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<td>Wald Analysis</td>
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<td>Quality PPT</td>
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<td><strong>Homework Assignments</strong></td>
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<td>Organizational Chart (group)</td>
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<td>Nurse Practice Act (individual)</td>
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<td>Decision Grid (group)</td>
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<td>Quizzes (2) (individual)</td>
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<td><strong>Discussions (2) (group)</strong></td>
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<td><strong>Portfolio (individual)</strong></td>
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<tr>
<td>Interviews</td>
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<td>Organizational Culture &amp; Climate</td>
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<td>Staffing &amp; Budgeting Analysis</td>
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<td>Self-Reflection</td>
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<td>Writing and Presentation</td>
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## COURSE EVALUATION

The grading scale for the course is:

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\begin{align*}
A &= 90 - 100 \\
B &= 83 - 89 \\
C &= 75 - 82 \\
D &= 67 - 74 \\
F &= \text{below 67}
\end{align*}
\]

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard. **It is the STUDENT’S responsibility to keep abreast of course announcements.** Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.
Guidelines for Student Introduction Video (no points but everyone must participate)

You’re in the elevator with the hiring manager of Dream-Job Hospital. As the door slides shut, you feel a combination of adrenaline and slight nausea: you’ve got 15 seconds, if that, to communicate your value as a potential employee in a compelling way — just 15 seconds to cram in a whole resume’s worth of work and accomplishments and successes. There’s so much you want to say, but your message has got to be crisp, tailored, to-the-point. Handle this one right, and you’ll be the newest member of the Dream-Job team. What are you supposed to say?

The purpose of this activity is to stimulate reflection about your current professional goals, your professional attributes that promote goal achievement, and an honest appraisal of at least one challenge you face as you pursue your goals. This activity should help you meet Objective 1 for the course.

For this assignment you will create your own video. You may use any kind of movie file but I prefer that you put it on YouTube. DO NOT FREAK OUT!!!

I realize that this assignment may frighten some of you - but be open-minded and give it a try.

Notice this assignment is not graded but everyone must make the effort. Skype Interviews are becoming more common and you never know - you may be asked to submit a video of yourself for a job interview or create a patient safety video some day!!!!

Write and PRACTICE your elevator speech. Yes – your classmates will be able to see your video – so take this seriously. Try to be positive, poised and professional 😊

Be sure to include the following:

- Introduce yourself and identify your current nursing position.
- Identify a career goal. Follow up with a statement or question -“I have experience in the area of …” or “ I would like to know more about opportunities in… “
- Describe why you chose to get your BSN/MSN

Using YouTube is the easiest way to allow your classmates to ‘meet you’.

- You will need to create a YouTube account (How to create a YouTube account: click here – or JUST GOOGLE IT) and you can set the privacy setting so that it is not publicly available. Play around with it and have fun. :) 
- Find a teenager to help you!
- You can also Google other websites for tips. Most students use their phones or webcams. The quality does not have to be fantastic
- When you’ve uploaded your video to YouTube - copy the link (URL) and post in the discussion area so we can learn more about you.
## WEEK 2

Review posted content on Leadership Theory

## WEEK 3

Review your assigned readings and begin work on your Wald Paper.

## WEEK 4

**WALD ANALYSIS**
1. Read the article *Dying with Dignity in America: The Transformational Leadership of Florence Wald*.
2. Review the material in your text and in peer-reviewed materials related to Transformational and Transactional Leadership.
3. Work to write an essay outlining how Florence Wald did or did not meet the following elements of Transformational Leadership:
   a. Idealized Influence (or Charisma)
   b. Inspirational Motivation
   c. Intellectual Stimulation
   d. Individualized Consideration
4. Also indicate the presence of any elements of Transactional Leadership that you notice.
5. Be sure to use headings to guide your reader and include an introductory paragraph and a summary or conclusion. There is no need for an abstract but you must cite any relevant references.

## WEEK 5

**JOURNAL ENTRY - 1**
Students will use the BlackBoard Journal tool to share their journal entries with the instructor periodically throughout the course. Instructions for each journal entry may be found below. APA formatting is not required but you should use complete thoughts and good grammar.


**HOMEWORK**

*Decision Grid: Learning Exercise 15.2 (p334)*: Complete the Learning Exercise and submit your work via the appropriate Assignment Link.
WEEK 6

HOMEWORK
Organizational Chart: Learning Exercise 12.2 (p. 261): Complete the Learning Exercise and submit your work via the appropriate Assignment Link.

WEEK 7

JOURNAL ENTRY - 2
Students will use the BlackBoard Journal tool to share their journal entries with the instructor periodically throughout the course. Instructions for each journal entry may be found below. APA formatting is not required but you should use complete thoughts and good grammar.

Socialization Journal Entry: Page 365 – Exercise 16.3

WEEK 8

DISCUSSION 1

Each student should select one of the following technological innovations, and write a 2-3 paragraphs on how this technology is expected to impact nursing and healthcare in the coming decade. See if you can identify the thought leader(s) credited with developing these technologies, and explore the process that they used to both develop and market their innovations:

- Biometrics to ensure patient confidentiality
- Computerized physician order entry (CPOE)
- Point of care testing (POC)
- Bluetooth technology
- Electronic Health Records (EHR)
- Nursebots (prototype nurse robots)

WEEK 9

FINANCE QUIZ
WEEK 10

DISCUSSION 2

Each student should select one of the following disaster related issues and describe how it is expected to impact nursing and/or healthcare in the coming decade. See if you can identify the regulatory bodies associated with these issues:

- School shootings
- Pandemics
- Opposition to Vaccines
- Increasing dependence on Technology
- Natural Disaster preparedness – in the hospital setting
- Natural Disaster preparedness – in the community setting

WEEK 11

HOMEWORK

Nurse Practice Act: (INDIVIDUAL)

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.

JOURNAL ENTRY

Students will use the BlackBoard Journal tool to share their journal entries with the instructor periodically throughout the course. Instructions for each journal entry may be found below. APA formatting is not required but you should use complete thoughts and good grammar.

Clinical Practice Journal Entry: Page 102 – Exercise 5.4
WEEK 12

HOMEWORK

Proposal: Learning Exercise 14.5 (p316): Complete the Learning Exercise and submit your work via the appropriate Assignment Link.

WEEK 13

OUTCOMES POWERPOINT (10%)

***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.  
   
   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}  
   
   c. Describe how you would benchmark information on your topic? Be specific.  
   
   d. Describe how your chosen situation could develop into a sentinel event.  
   
   e. Describe several considerations regarding the extended length of stay for patients with your chosen ailment at this facility.  
   
   f. How might patients/families be engaged in promoting safety in this situation?  
   
   g. Clearly summarize your findings.  

Total points possible  

Each position you take or each point should be clearly referenced  

Points may be deducted for grammar, spelling, punctuation and formatting.  

The final POWERPOINT should contain the Team name. Students should submit this assignment for evaluation using the NURS 4671.001 BlackBoard shell on the due date indicated in the course schedule.

WEEK 14

- PATIENT SAFETY QUIZ
FINALS WEEK

Portfolio (30%) – 4 Parts

The following information should be included in your portfolio. The entire portfolio should be submitted as one document. Points will be deducted for grammar, spelling, punctuation and APA formatting errors. 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.

Sections SHOULD BE IN NARRATIVE FORMAT. Do not turn in a set of questions and answers.

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 categories on page 269 of the text 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 section of the portfolio 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. Describes cultural elements that could be changed to improve care
3. 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 budgeting 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?