TEXAS A&M UNIVERSITY-CORPUS CHRISTI
COLLEGE OF NURSING AND HEALTH SCIENCES

NURS 5362
Leadership Theories in Nursing Practice

SYLLABUS

Summer, 2015
Course Faculty

Facilitator: Yolanda Keys DHA, MSN, RN, NE-BC
Office: Island Hall, Office 328-c
Telephone: 361.825.2164
E-mail: yolanda.keys@tamucc.edu
Office Hours: By appointment

Credits: 3

Prerequisites: Core Courses

Course Description: Examines the relationship of leadership and management theory and processes to health care settings. The independent and interdependent functions of the nurse leader at various level of decision-making are identified and analyzed. Concepts basic to organizational functioning and role relationships within a transcultural framework are considered.
COURSE OBJECTIVES and EXPECTED LEARNING OUTCOMES:

1. Evaluates leadership skills and abilities.
   1.1. Identifies personal professional leadership goals
   1.2. Analyzes personal attributes as they contribute to leadership.
   1.3. Seeks opportunities to challenge current personal leadership attributes
   1.4. Demonstrates principles of leadership professional practice and in the student role
2. Analyzes historical, philosophical and theoretical perspectives of leadership dealing with vision, risk, and failure.
   2.1. Differentiates between the constructs of leadership and management
   2.2. Summarizes theoretical evolution of management thought
   2.3. Compares between management and leadership theoretical models
3. Synthesizes the practical applications of leadership theories, principles and concepts.
   3.1. Explains the relationship between leadership behaviors and organizational culture
   3.2. Differentiates between organizational structure, culture, and climate
   3.3. Develops policies that foster the evolution of a work culture that supports successful work performance
4. Evaluates the relationship between selected leadership concepts and organizational behavior in nursing environments.
   4.1. Evaluates the usefulness of contemporary leadership models as frameworks for nursing
   4.2. Evaluates the effect of regulations on leader behavior and work culture characteristics

LEARNING EXPERIENCES AND TEACHING METHODS

Discussion, independent reading and study, and clinical experiences are used to stimulate the development of an understanding of theory, process and principles of nursing leadership and management. The student is responsible for identification of individual learning needs, self-direction, and demonstration that learning has occurred. Faculty will provide guidance to assist every student’s successful completion of this course.

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 Disability Services at (361) 825-5816 / http://disabilityservices.tamucc.edu/.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816 / http://disabilityservices.tamucc.edu/.
Class Time: This section of NURS 5362 is web-based and the principles of asynchronous distance learning apply for all students.

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 faculty 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.
- Consideration will be given in the event of natural disasters – please do what you can to keep faculty informed of your situation.
- The online weekly schedule begins on Tuesday and ends on Sunday. Mondays may be considered a ‘Day Off’.
- Assignments are due by 11:55pm on the date indicated in the course schedule.

Required Texts


Rules and Regulations of the Texas Nurse Practice Act – website [www.bne.state.tx.us/](http://www.bne.state.tx.us/)

Recommended Text


GUIDELINES FOR FORM AND STYLE OF WRITTEN ASSIGNMENTS

Students are expected to follow instructions associated with the assignments for this course. Students who are confused about an assignment should contact the appropriate faculty member(s) in a timely manner to insure satisfactory completion of the assignment on the date it is due. Unless otherwise instructed, students should use the APA Publication Manual, 6th Edition as a reference for formatting and organizing written assignments.
Plagiarism:
The highest standards of academic honesty are expected from the student. Faculty adheres to the University policy regarding academic honesty as published in the University Catalog. “You must cite the work of those individuals whose ideas, theories, or research have directly influenced your work” – APA 6th ed – p. 169.

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, H. (1985). Research in Nursing. Menlo Park, Ca., Addison Wesley

COURSE REQUIREMENTS

1. Evidence of preparation for weekly class discussion is determined by participation. Because every student’s presentation grade will be based in part on the ability to engage classmates in discussion, it is imperative that students prepare for each class. Your classmates will depend on you.

2. Students are expected to have access to a computer that can support BlackBoard applications.

3. All email communication should occur through the BlackBoard structure. Students should review messages/discussions at least every 48 hours.

4. All assignments are due at 11:55pm on the date indicated in the course schedule. Students should review the schedule throughout the semester to insure that class assignments are completed correctly and by the due date. Please print a copy of your syllabus and the course schedule as a reference.

5. The nature of the content of this course may promote extensive debate during class discussion. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered knowledgeable contributions. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. NO disrespect to classmates will be tolerated.

6. Professional information disclosed through course discussions is confidential and should not be shared with others outside the context of this course.

7. Students are expected to complete a course evaluation at the end of the course.
COURSE GRADE COMPONENTS

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion &amp; Participation</td>
<td>16</td>
<td>16%</td>
</tr>
<tr>
<td>Team Agreement/Peer Evaluation</td>
<td>4/5</td>
<td>9%</td>
</tr>
<tr>
<td>Essay 1</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>15</td>
<td>15%</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>20%</td>
</tr>
<tr>
<td>Clinical</td>
<td>25</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100 %</strong></td>
</tr>
</tbody>
</table>

The grading scale for the College of Nursing and Health Sciences is:

- **A** = 90 – 100
- **B** = 83 – 89
- **C** = 75 – 82
- **D** = 67 – 74
- **F** = below 67

CLASS SCHEDULE

The material in this syllabus and dates identified in the class schedule are subject to change. Students will be notified of changes in a timely manner. Please see the Course Schedule link for specific information.
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 MSN

Submitting your video:

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)
- You can set the privacy setting so that it is not publicly available.
  1. On the YouTube homepage, select the drop down arrow on the “Upload” button and choose “video manager”
  2. On the next page, choose “info and settings” from the “edit” button drop down menu next to the video you want to manage
  3. On the next page choose the drop down menu under “privacy” settings to set the video to
     - Public – anyone can see it
     - Private – only people you approve can view
     - Unlisted – anyone with the link can view – USE THIS SETTING!
- Find a teenager to help you! Play around with it and have fun. :)
- 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.**
Guidelines & Criteria for the Team Agreement – TEAM PROJECT

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. 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, or will this role be rotated?
   b. How will work be distributed? Who is the designated backup?
   c. Who will post team assignments?
2. Ground rules:
   a. Are there any known problems or problematic dates/times that need to be considered?
   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?
3. 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?

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 the appropriate assignment link within the BlackBoard shell on the due date indicated in the course schedule.

At the end of the course – each team member will complete a ‘Peer Evaluation’ form. This form will be available under the ‘Course Content’ link.
WEEK 2

Guidelines for Student On-line Discussion – worth 4 points each

In order to demonstrate understanding of material – discussion forums will be used. For each discussion a designated group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This narrative should be posted no later than Thursday of the respective week.

Students not assigned to address the weekly question are expected to actively engage with their classmates in the discussion. Active engagement requires at least two postings. The response may build on other student comments but each student’s response must contain a unique contribution to the discussion.

For the initial posting each GROUP should:

1. Review the question and corresponding assigned readings.
2. Work with group members to develop a comprehensive narrative response.
3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.
4. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

Grading Criteria for Discussion Narrative

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative is substantive, comprehensive and reflects application of</td>
<td>2</td>
</tr>
<tr>
<td>theoretical principles or empirical evidence</td>
<td></td>
</tr>
<tr>
<td>Narrative contains evidence that students understand topic under</td>
<td>1</td>
</tr>
<tr>
<td>discussion</td>
<td></td>
</tr>
<tr>
<td>Articles/researchers/authors of the literature that provides the basis of</td>
<td>1</td>
</tr>
<tr>
<td>the narrative are cited</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

In response, each STUDENT should:

1. Identify the point made in the question or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
2. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates
further discussion. Replies such as “I agree” or “You are right” are not considered quality responses.

3. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.

**Grading Criteria for Discussion Response**

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<td>Response demonstrates student’s unique ideas about content</td>
<td>2</td>
</tr>
<tr>
<td>Response contain evidence that student understands topic under discussion</td>
<td>1</td>
</tr>
<tr>
<td>Articles/researchers/authors of the literature that provides the basis of the narrative are cited</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
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</tbody>
</table>

**Note:** You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed. **DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS.**
WEEK 3 - Guidelines for Essay 1 - Trait Approach

• Write a descriptive paper about a contemporary leader (someone you know personally or a public figure) and the leadership traits you think this person demonstrates.
• Students should use specific examples to support their argument that the leader exhibits these traits. Students should then comment the extent to which the traits are supported by supporting evidence in the literature.
• Elaborate on a trait that you see as missing or deficient in your chosen leader. How can this trait be developed? Demonstrated to others?
• Students should conclude with an explanation of how the trait approach provides a useful way to understand leadership.

To complete this assignment, students should:
• analyze the required readings up to the assignment due date and any other materials relevant to the topic
• briefly define the traits/concepts that are discussed in the essay
• comment on the extent to which the principles presented in the readings are supported by supporting evidence in the literature.

The essay should adhere to APA format. That means, it should not be written in first person. Ideas should be linked through cohesive paragraphs and should include citations and references as evidence that a student’s position is supported in the scholarly literature. Students should include their name in the filename as follows (E1KeysY) and submit the completed document for evaluation through the BlackBoard Assignment tool by the scheduled due date listed in the course schedule.

Calibrated Peer Review may be used – more details to follow.

The quality of your essays will be evaluated on the following criteria:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thorough introduction of essay topic</td>
<td>2</td>
</tr>
<tr>
<td>Detailed description of chosen leader</td>
<td>4</td>
</tr>
<tr>
<td>Definition and supporting evidence for selected traits</td>
<td>3</td>
</tr>
<tr>
<td>Conclusion on the trait approach and leadership</td>
<td>2</td>
</tr>
<tr>
<td>Logical presentation of ideas</td>
<td>2</td>
</tr>
<tr>
<td>APA formatting and writing quality</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>
WEEK 4
Guidelines for Student On-line Discussion – worth 4 points each

In order to demonstrate understanding of material – discussion forums will be used. For each discussion a designated group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This narrative should be posted no later than Thursday of the respective week.

Students not assigned to address the weekly question are expected to actively engage with their classmates in the discussion. Active engagement requires at least two postings. The response may build on other student comments but each student’s response must contain a unique contribution to the discussion.

For the initial posting each GROUP should:

5. Review the question and corresponding assigned readings.
6. Work with group members to develop a comprehensive narrative response.
7. Cite the article/researcher/authors of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.
8. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

Grading Criteria for Discussion Narrative

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<th>Criterion</th>
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<td>Narrative is substantive, comprehensive and reflects application of theoretical principles or empirical evidence</td>
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<tr>
<td>Articles/researchers/authors of the literature that provides the basis of the narrative are cited</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
</tr>
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</table>

In response, each STUDENT should:

4. Identify the point made in the question or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
5. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates
further discussion. *Replies such as “I agree” or “You are right” are not considered quality responses.*

6. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.

**Grading Criteria for Discussion Response**

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**Note:** You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed. *DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS.*

**WEEK 5**

Please use this week to immerse yourself in the assigned material, explore current literature and prepare your essay.
WEEK 6- Guidelines for Essay 2

For this scholarly paper, students will choose a leadership model from Chapter 4 of the Crowell text to describe and apply it to a health-care leadership situation. Use of original sources and relevant journal articles is required. The essay should include:

- a brief statement of the major theme in the relevant readings
- a presentation of the conclusions about the chosen model
- comments on the extent to which the principles presented in the model are supported by supporting evidence in the literature.

The essay should adhere to APA format. That means, it should not be written in first person. Ideas should be linked through cohesive paragraphs and should include citations and references as evidence that a student’s position is supported in the scholarly literature. **Students should include their name in the filename as follows (E2KeysY)** and submit the completed document for evaluation through the BlackBoard Assignment tool by the scheduled due date listed in the course schedule.

**Calibrated Peer Review may be used – more details to follow.**

The quality of your essays will be evaluated on the following criteria:

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<tr>
<td>Thorough introduction of essay topic</td>
<td>2</td>
</tr>
<tr>
<td>Explanation of the selected leadership model provided early in paper</td>
<td>4</td>
</tr>
<tr>
<td>Detailed explanation of situation under discussion</td>
<td>4</td>
</tr>
<tr>
<td>Logical presentation of ideas and use of relevant journal articles</td>
<td>3</td>
</tr>
<tr>
<td>APA formatting and writing quality</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
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WEEK 7

Guidelines for Student On-line Discussion – worth 4 points each

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Students not assigned to address the weekly question are expected to actively engage with their classmates in the discussion. Active engagement requires at least two postings. The response may build on other student comments but each student’s response must contain a unique contribution to the discussion.

For the initial posting each GROUP should:

9. Review the question and corresponding assigned readings.
10. Work with group members to develop a comprehensive narrative response.
11. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.
12. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

Grading Criteria for Discussion Narrative

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In response, each STUDENT should:

7. Identify the point made in the question or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
8. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates
further discussion. Replies such as “I agree” or “You are right” are not considered quality responses.

9. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature

Grading Criteria for Discussion Response

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WEEK 8

Team Project

Read the “Case for Complexity” on p. 124 of the Crowell text. The clinical nurse specialist (CNS) worked with a nursing unit manager and assessed the conditions for self-organization, the container, significant differences, and transforming exchanges.

Using the Complex Adaptive model (p. 115) OR the Positive Deviance strategy (p. 125), describe a situation in your work environment where a change is needed, and suggest some interventions.

Present your information in a 10-20 slide PowerPoint.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Introduce the change(s) to be made</td>
<td>4</td>
</tr>
<tr>
<td>Briefly introduce the framework you will use</td>
<td>2</td>
</tr>
<tr>
<td>Describe implementation of the framework</td>
<td>5</td>
</tr>
<tr>
<td>Suggest some interventions to address the needed change</td>
<td>4</td>
</tr>
<tr>
<td>Summarize the situation and provide an assessment of the usefulness of your chosen framework</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

**Students should include their Group's name in the filename** and submit the completed document for evaluation in the appropriate BlackBoard discussion thread by the scheduled due date listed in the course schedule.
WEEK 9

Guidelines for Student On-line Discussion – worth 4 points each

In order to demonstrate understanding of material – discussion forums will be used. For each discussion a designated group will be assigned to work together to develop a comprehensive narrative in response to a question posed by the course instructor. This narrative should be posted no later than Thursday of the respective week.

Students not assigned to address the weekly question are expected to actively engage with their classmates in the discussion. Active engagement requires at least two postings. The response may build on other student comments but each student’s response must contain a unique contribution to the discussion.

For the initial posting each GROUP should:

13. Review the question and corresponding assigned readings.
14. Work with group members to develop a comprehensive narrative response.
15. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.
16. Group members are not required to post further for their assigned week, but may certainly do so in order to more actively engage with classmates.

Grading Criteria for Discussion Narrative

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</table>

In response, each STUDENT should:

10. Identify the point made in the question or post that you will be commenting on. You can do this by restating a portion of the discussion message associated with your response. You can use quotation marks to designate another person’s comments in your message.
11. Make a unique contribution that demonstrates you understand the content, you have considered the other person’s position about the topic, and stimulates
further discussion. Replies such as “I agree” or “You are right” are not considered quality responses.

12. Cite the article/researcher/author of the literature that provides the basis of your thoughts. Graduate level work is scholarly work and conclusions or observations that you make about a topic should be supported from literature.

Grading Criteria for Discussion Response

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response demonstrates student’s unique ideas about content</td>
<td>2</td>
</tr>
<tr>
<td>Response contain evidence that student understands topic under discussion</td>
<td>1</td>
</tr>
<tr>
<td>Articles/researchers/authors of the literature that provides the basis of the narrative are cited</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

**Note:** You will receive a 0 for discussion if you do not participate during the week that a discussion topic is posted. You cannot contribute once the folder is closed. DO NOT SEND MESSAGES RELATED TO FOLDER TOPIC TO GENERAL DISCUSSION AREAS.
Clinical Laboratory Requirements

The clinical component of NURS 5362 has been designed to foster leadership development for nurses who are likely to assume positions with substantial change agent and system management responsibilities. The clinical experience provides students an opportunity to observe the contextual factors that influence leadership behavior and to mimic behaviors modeled by expert nurses in leadership positions. The clinical component is directly connected to the seminar/lecture component of the course. Each component contributes to the student's ability to meet course objectives. The clinical experience should refine student skills used to:

1. Analyze personal attributes that contribute to effective leadership.
2. Describe the relationship between an expert leader's philosophy of human behavior and the leader's preferred leadership style.
3. Critically examine the effectiveness of various leadership styles on program or patient outcomes.
4. Demonstrates principles of leadership in professional practice and in the student role.
5. Summarize the relationship between leadership behaviors and organizational culture.
6. Describe the influence of contextual characteristics on a leader's potential effectiveness as a change agent in a specific setting.
7. Describe the role of policies and regulations as support structures in the management of employee work behaviors.
8. Describe and discuss the potential impact of complexity theory on current healthcare leader's and on the healthcare system.

The clinical component of the course is designed to provide 45 hours of observation experience for the student during the summer term. The student is responsible for finding a preceptor in a management/administrative position (not a direct supervisor) that is willing to work with the student and the clinical instructor in providing an observation experience that will enhance the student's understanding of the course content. All students must complete and submit to the clinical instructors a Preceptor Agreement before they start their clinical laboratory experiences. Students should review the Clinical Guidelines posted in the course shell before they initiate the Preceptor Agreement.

Clinical Hours should be logged between June 2, 2014 and August 1, 2014

Hours cannot be logged until the preceptor agreement has been received by TAMUCC Faculty.
Clinical Log Format

Students will use the clinical laboratory to meet the clinical objectives listed above. A clinical log provides students opportunities to share their activities with their clinical instructor and to demonstrate they have achieved the clinical objectives. The log entries should address these objectives at least once during the semester. The clinical log is graded by the clinical instructor and is 25% of the course grade. Clinical instructors will provide students with grading criteria for the logs.

The clinical log should be submitted weekly

Dr. Lambden’s students will submit as an attachment through the BlackBoard email tool. Each attachment should include the student’s name in the filename and the log number. (N5362_Log_Student Name).

The first journal entry should contain details about the organization where each student is completing the Leadership Theories in Nursing clinical. These details should include a description of the organization’s mission, philosophy, and goals.

Weekly logs should contain concise information detailing the activities performed in the clinical setting for a specific number of clinical hours. References and readings enrich log entries and should be cited at the end of the journal entry in APA format. Include at least the following in each entry:

- Student Name
- Date/times spent in clinical setting as student
- Leadership activities and student role during the activities (include analysis and insight not just a listing of daily activities)
- One significant insight or Pearl of Wisdom from the day and how student will use it in practice
- Areas of further study needed to better understand issues that occurred during the clinical experience.
- Additional Comments