

NURS 464 Nursing Leadership and Management**Abilene Christian University****Fall 2014**

NURS 464

Wednesday: 1 – 4 pm

3 credit hours

Classroom:

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ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Nursing Leadership and Management facilitates understanding of evidence-based concepts and competencies in nursing leadership and management to promote safety and quality care within complex health care systems.

“By examining self-motivation and confidence in relation to power, authority, influence, decision making, conflict, and change, the professional nurse is enabled to lead, manage, and follow with meaning and purpose.” (Yoder-Wise, 2011, p. 3)

Prerequisites

Completion of Level II

Co-requisites

NURS 430, NURS 431, NURS 450, NURS 453

Course Purpose and Audience

This course is intended for senior nursing students. The purpose of the course is to prepare future nurse graduates for the accountability of professional, legal, ethical, and regulatory standards for health care system effectiveness. Principles of leadership, management, health care policy, finance, and regulatory environments will be analyzed in the coordination, evaluation, and modification of care to ensure safety and quality.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believe that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course: The faculty invite the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

Content will include core concepts such as professional growth and transition, career development, Texas Nursing Practice Act, roles, responsibilities, theories of leading, managing, and following, delegation, patient safety, rights, quality improvement; legal ethical issues, decision making, shared governance, problem solving, health care organizations, and power, politics, and influence. Other central themes include managing resources – technology, costs/budgets, care delivery strategies, staffing scheduling, management of staff; leading change –

strategic planning, goal setting, marketing, nursing and interdisciplinary collaboration, legislative advocacy, development and evaluation of standards of practice, quality and risk, implementing EBP, and Interpersonal skills – consumers, all groups; managing conflict, personnel problems, incivility, workplace violence.

Student Goals

After successful completion of this course, the student will understand and explore the application to nursing practice:

1. As a novice to advanced beginner, adapt clinical reasoning, and distinguish evidence- based nursing competencies (KBJSa), and lead and manage others to holistically address and prioritize multiple simple to complex patient (IFGCP) preferences, values, and needs.
2. As a novice to advanced beginner, collaborate with multiple patients (IFGCP) and the interdisciplinary health care team with effective communication skills and shared decision making for the achievement of the highest potential and safe patient health outcomes in complex systems.
3. As a novice to advanced beginner, demonstrate accountability for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies (KBJSa), planning and evaluating the delegation of patient (IFG) care to others, and the efficient use and allocation of health care resources.
4. As a novice to advanced beginner, apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to multiple patients (IFGCP) to ensure safety and quality, the application of evidence-based leadership and management best practices, and the management of confidential information technology for seamless care and transition in complex health care systems.
5. As a novice to advanced beginner, apply professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. As novice to advanced beginner, plans the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFGCP) advocacy, and participation in professional student nursing organizations.
7. As a novice and an advanced beginner, engages in self care and reflection to prepare for clinical demands, plans growth to professional competence, and understands the need to participate in life long career and professional development.

Topical Outline

1. Overview of Core Concepts

- a. Leading, managing, and following
- b. Patient safety
- c. Developing the role of leader and manager

2. Context of Nursing Leadership

- a. Legal and ethical issues
- b. The Texas Board of Nursing Jurisprudence Exam
- c. Problem solving and decision making
- d. Health care organizations
- e. Designing organizational structures
- f. Cultural diversity in health care
- g. Power, politics, and influence

3. Change in Health Care Organizations

- a. Strategic planning, goal setting, and marketing
- b. Leading change
- c. Building teams through communication and partnerships
- d. Collective action
- e. Managing quality and risk
- f. Translating research into practice

4. Interpersonal and personal skills

- a. Consumer relationships
- b. Conflict: The cutting edge of change
- c. Managing personal/personnel problems
- d. Workplace violence and incivility
- e. Delegation: An art of professional practice
- f. Role transition
- g. Self management: Stress and Time

h. Professional development

5. Scriptural perspectives of leadership and administration
6. Professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence.

Texts and Online Learning Resources

Yoder-Wise, P. S (2011). *Leading and managing in nursing*, 5th ed. St. Louis: Elsevier Mosby.

Evolve. (2011). *Student resources*. Retrieved at <http://evolve.elsevier.com/Yoder-Wise>

Course Activities

The student will be assigned weekly readings which are reinforced by written reflective and discussion. Class preparation of reading, audio/ video podcast s, and blog assignments will be required for active participation within the class time frame. Class time will be spent in faculty and guest lecture, discussion, in class projects, and video presentations. Student mastery of content will be assessed by a variety of individual and group projects, and course exams.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains core concepts of leadership and management in nursing (leading, managing, following, safety, developing roles, legal/ethical issues, decision making and problem solving, organizations, designing structures, cultural diversity, power, politics, and influence).	Exams, concept maps, case studies, written reflection, papers, e portfolio	Exams and written assignment averages greater than or equal to 80/100.
The student explains concepts related to managing resources and leading effective change in the health care environment.	Exams, concept maps, case studies, written reflection, papers,	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student demonstrates understanding and application of the responsibilities of delegation.	Exams, concept maps, case studies, written reflection, papers,	Score is greater than or equal to 8/10 or 80/100.
The student creates a cover letter and resume for	Cover letter and	Score greater than or

potential future employment.	resume assignment	equal to 40/50
The student demonstrates effective interpersonal skills for positive patient outcomes, and an understanding of the self management of stress, time, and balance needed for a successful career in nursing	Exams, concept maps, case studies, written reflection, papers,	Score greater than or equal to 8/10 or 80/100
Affective Competency Statements		
The student applies a personal view of the Christian perspectives of leadership, administration, power, and influence in complex health care settings.	Written assignments, class assignments	Score greater than or equal to 80/100
The student applies philosophies of the professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence to lead and manage in complex health care settings.	Written assignments, class assignments	Score greater than or equal to 80/100

Final Course Grading Scale

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

Graded Course Elements

4 Unit Exams (100 points each; 50 questions each)	400 points
10 Quizzes (10 questions, 1 point each)	100 points
HESI Management Exam	100 points
10 in class activities (10 points each)	100 points
10 blog activities (10 points each)	100 points
Leadership and Management Paper/Presentation	100 points
Evolve Practice Test Leadership and Management	100 points

Total**1,000 points****Policies*****Attendance and Participation***

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for excused absences (see attendance policy).

Quizzes

Ten online quizzes will be given from the semester. The content for the quizzes will come from the reading and audio podcasts.

Class Activities

Students will work in groups of 3 or 4 on in class activities that will provide opportunities to prepare for course exams. Students will be assigned case studies, or will select a creative format (concept map, diagram, mnemonic, or role play) to demonstrate relationships and nursing application of content assigned for class time. The highest scores for 10 activities will contribute to the total course points. See Appendix A for rubric.

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	Examines evidence and questions the quality. Distinguishes between fact and opinion with list of references.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and	Accurately	Accurately	Does not explain	Does not identify

considers the influence of the context* on the issue	identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	identifies and provides an explanation of potential contextual issues.	contextual issues; provides inaccurate information; or merely provides a list.	or consider any contextual issues.
Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions. Total: 10	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. Total: 5	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. Total: 2.5	Does not identify or evaluate any conclusions, implications or consequences. Total: 0

Blog Assignments

Blog assignments will be posted on the course website. Students are required to address questions substantially for at least 10 of the postings. **See Appendix B for rubric.**

Appendix B Rubric for Blog Assignments

Summarizes argument accurately	Misses the point; does not understand claim, reasons, and support (1 point)	Partially identifies claim, reasons, and support (2 points)	Identifies claim, reasons, and support; perhaps not maintaining questions emphasis (4 points)	Accurately identifies claim, reasons, and support without oversimplifying or distorting (5 points)
Includes essential information	Does not distinguish introductory information from argument; includes unneeded	Does not distinguish introductory information from argument; perhaps includes unneeded	Includes a little background or an unneeded example or two (4 points)	Excludes introductory information and unneeded examples (5 points)

	examples (1 point)	examples (2 points)		
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Nursing Leadership and Management Issue Paper

Students will choose a contemporary issue in nursing practice to present. Examples include, but are not limited to topic areas in the text. The topic chosen must be approved by the faculty. After the student has researched the topic of interest, the faculty are willing to discuss the substantive points. This paper will include an introduction, summary and at least 4 substantive points (at least 2 paragraphs per point). Resources for integration into the paper will include at least 3 peer reviewed journal articles, and 2 professional websites or books as resources. The length of the body of the paper will be between 5 -7 typed, double spaced pages. This paper will be written in American Psychological Association (APA) format. A resource for format details are located at the Purdue Online Writing Lab retrieved at <http://owl.english.purdue.edu/owl/resource/560/01/> **See Appendix C for grading rubric.** The papers/presentations will be due on the planned day of content.

Writing Assessment Criteria

Organization and Content (50%)	
This paper is a superior response to the assigned topic. The ideas are perceptive and fully developed. The thesis is clear, narrowed, and focused. The thesis is fully supported by the body paragraphs. Body paragraphs have excellent structure and supporting detail.	Excellent 50 points
This paper is an adequate to good response to the assigned topic. The ideas are somewhat insightful and moderately developed. The thesis is adequate and somewhat focused. Most paragraphs have a controlling idea, a clear paragraph structure, and adequate supporting detail.	Pass 35 points
This paper is an inadequate response to the assigned topic because of any of the following: a controlling idea is absent or unclear; the controlling idea is not sufficiently supported; ideas are confused or disconnected; the body paragraphs have serious structural problems.	Fail <35points
Diction and Style (25%)	

The essay shows impressive stylistic control. The language is accurate, sophisticated, and impressive. The vocabulary expresses ideas with unusual precision. The varied sentence structure communicates complex ideas effectively.	Excellent 25 points
The essay has a moderately clear style, an adequate range of word choice, good tone, and some sentence variety.	Pass 19 points
The essay has an ineffective style, limited word choice, unclear tone, or poor sentence structure. Errors in diction may suggest illiteracy in English language.	Fail <19 points
Language Use and Mechanics (25%)	
The paper demonstrates complete command of standard English and APA format. There are few, if any, errors in grammar, punctuation, or usage.	Excellent 25 points
The paper demonstrates a moderate command of standard English. Errors in grammar, punctuation, or usage do not seriously interfere with a reader's understanding of the paper.	Pass 19 points
The paper demonstrates little command of standard English. Major errors or repeated minor errors in grammar, punctuation, or usage interfere with a reader's understanding of the paper.	Fail <19 points

Evolve Practice Tests Leadership and Management

Student will complete all assignments to ensure content mastery. An average score of all assignments will contribute to the final grade.

Rubrics adapted from:

Doyle, T. (2008). *Helping students learn in a learner-centered environment*. Sterling, VA:

Stylus.

Pierce, W. (2006). Designing rubrics for assessing higher order thinking. Retrieved from

<http://academic.pgcc.edu/~wpeirce/MCCCTR/Designingrubricsassessingthinking.html>

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Course/Syllabus Orientation Read Chapters 1 & 3 Read and audio pod cast	Leading, Managing, and Following Developing a role a leader	Post class Quiz 1 Chapters 1,3 Practice Tests (PT)
Week 2	Read Chapters 2,4 Read and audio pod cast Blog Assignment 1	Patient Safety Developing the role of a manager The Texas Board of Nursing Jurisprudence Exam Discussion of Blog Assignment 1	Quiz 2 Chapters 2,4 PT
Week 3	Read Chapters 5, 6 Blog Assignment 3 Read and Audio pod cast	Legal and Ethical Issues Making Decisions and Problem Solving Healthcare Organizations Blog Assignment 3	Quiz 3 Chapters 5, 6,7 PT
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 4		Exam 1 Chapters 1-7 Review of exam content	
Week 5	Read Chapters 8,9,10 Read and Audio pod cast	Understanding and Designing Organizational Structures Cultural Diversity in Health Care Power, Politics, and Influence Develop a root cause analysis of a medication administration error	Quiz 4 Chapters 8, 9, 10 PT

		Blog Assignment 4	
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 6	Read Chapters 11, 12, 13 Blog Assignment 5 Read and Audio pod cast	Caring, Communicating, and Managing with Technology Managing Costs and Budgeting Care Delivery Strategies Blog Assignment 5	Quiz 5 Chapters 11,12,13 PT
Week 7	Read Chapters 14,15,16 Blog Assignment 6 Read and Audio pod cast	Blog Assignment 6 Staffing and Scheduling Selecting, Developing, and Evaluating Staff Strategic Planning, Goal-Setting, and Marketing	Quiz 6 Chapters 14,15,16 PT
Week 8		Exam 2 Chapters 8 – 16 Review of exam content	
Week 9	Read Chapters 17,18, Blog Assignment 7 Read and Audio pod cast	Leading Change Building Teams, Through Communication and Partnerships Blog Assignment 7	Quiz 7, Chapters 17,18 PT
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 10	Read Chapters 19,20,21 Blog Assignment 8	Collective Action Managing Quality and Risk Translating Research into Practice	Quiz 8 Chapters 19,20,21 PT

	Read and Audio pod cast	Blog Assignment 8	
Week 11	Read Chapters 22,23 Blog Assignment 9 Read and Audio pod cast	Consumer Relationships Conflict: The Cutting Edge of Change Blog Assignment 9	Quiz 9 Chapters 22,23 PT
Week 12		Exam III Chapters 17-23 Review of content	PT
Week 13	Read Chapters 24,25,26 Blog Assignment 10 Read and Audio pod cast	Managing Personal and Personnel Problems Workplace Violence and Incivility Delegation: An Art of Professional Practice Blog Assignment 10	In Class Delegation Assignment PT
Week 14	Read Chapters 27,28,29,30	Role Transition Self-Management: Stress and Time Managing Your Career Thriving for the Future	Quiz 10 PT
Week 15		Exam IV Chapters 24-30 Review exam content Comprehensive Review	PT
Week 16		HESI Management Exam	

