

Nursing Leadership and Management

Abilene Christian University

Spring 2015

NURS 464

Class Days/Times:

3 credit hours

Classroom:

Faculty:

Office:

Office Phone:

Cell Phone:

Email:

Fax:

Office hours:

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 professional nurses throughout the world.

Course Description

This course explores evidence-based concepts in nursing leadership and management within complex health care systems. The leadership and management competencies needed to promote safety and quality care in nursing across health care settings will be emphasized.

Prerequisites/Co-requisites: Pre-requisites: Completion of Senior Level III. Co-requisites: NURS 475, NURS 476, NURS 498

Course Purpose and Audience

This course is intended for Senior Level IV 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.

Student Learning Objectives

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, and lead and manage others to holistically address and prioritize multiple simple to complex patient preferences, values, and needs.
2. As a novice to advanced beginner, collaborate with multiple patients 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 an advanced beginner, demonstrate accountability for professional, legal, ethical, and regulatory standards for individual performance and system effectiveness for safe nursing competencies, planning and evaluating the delegation of patient 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 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 advocacy, and participation in professional student nursing organizations.
7. As a novice to 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

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

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

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 believes 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.

Teaching Philosophy and Christian Perspective

Faculty is responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty is responsible for modeling Christian character, authenticity, service and leadership in nursing education and practice, and wants 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 invites 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. The student will be assigned weekly readings which are reinforced by reflection and discussion.

Class preparation of reading, audio/ video podcasts, and other pre-class assignments is required for active participation within the class time frame. Class time will be spent in a variety of activities including 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/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). (Objective 1-4)	Exams, concept maps, case studies, written reflection papers	Exams and written assignment averages greater than or equal to 75%.
The student explains concepts related to managing resources and leading effective change in the health care environment.	Exams, concept maps, case studies, written reflection,	Exams and written assignment averages greater than or equal to

(Objectives 1- 4)	papers,	75%.
Psychomotor Competency Statements		
The student demonstrates understanding and application of the responsibilities of delegation. (Objectives 2-3)	Exams, concept maps, case studies, written reflection, papers,	Score is greater than or equal to 75%.
The student creates a cover letter and resume for potential future employment. (Objective 7)	Cover letter and resume assignment	Score greater than or equal to 75%.
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. (Objectives 2, 7)	Exams, concept maps, case studies, written reflection papers,	Score greater than or equal to 75%.
Affective Competency Statements		
The student expresses a personal view of the Christian perspectives of leadership, administration, power, influence in nursing. (Objective 5)	Written reflective assignment	Score greater than or equal to 75%.
The student describes 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. (Objectives 5-6)	Written assignments, in class assignments	Score greater than or equal to 75%.

Final Course Grading Scale

90 to 100	A
80 to 89	B
75 to 79	C
60 to 74	D
Below 60	F

A final course grade of 75 or higher is required for progression in the School of Nursing.

Graded Course Elements

Unit Exams	36%
Comprehensive Final Exam	20%
Standardized Management Exam	10%
Leadership and Management Project/Paper	20%
Blog assignments	5%
Resume and cover letter	5%
Other Assignments (quizzes and class assignments	4%
Total	100%

Graded Course Elements

Exams

The **Unit Exams**, **Standardized Comprehensive Exam** and **Comprehensive Final Exam** 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). ***Students who score less than 75% on a Unit Exam are required to meet with faculty and complete required remediation before the next exam date. Required remediation must be completed in order for the student to sit for the next exam. Students who score less than 75% on more than one Unit Exam must meet with faculty for required remediation and for the initiation of a learning contract. Completion of the requirements of a learning contract will not guarantee student success in this course.***

Nursing Leadership and Management Project

Students will select a faculty-approved, contemporary evidence based issue/problem in nursing practice as the topic for this project. The paper will include an introduction with a statement of the problem or research question, how this problem could be addressed and an analysis of potential outcomes. Resources for integration into the paper will include a minimum of 3 peer reviewed research articles, and 2 professional websites or books as resources. The length of the body of the paper will be approximately 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 page 9 for the grading rubric of this assignment.

Blog Assignments

During the semester (see calendar for due dates), students are required to complete 3 blog posts answering the questions below. Also you will need to comment on 2 of your classmate's blog postings. The questions and your answers are meant to provide you with the opportunity to reflect and think critically about your faith and how your faith does and will affect your life in the nursing profession. These posts will be graded according to the rubric on page 11.

Blog Assignment I—Do you believe that you will encounter conflicts between your moral values and the work you will be asked to do as a nurse? Are there specific assignments or areas in nursing in which you would refuse to work? What is your reasoning and how would you go about refusing?

Blog Assignment II—A potential employer has asked if you experience or know certain skills that you are unsure of or have never really performed them yourself. You know that you might not get the job if you are completely honest; however, you also know that you probably can learn this information either before or soon after taking the job. Would it be alright to take the job even though you do not meet all the requirements? Would this be considered dishonest? Why or why not?

Blog Assignment III—Nursing requires meticulous honesty. How would you respond if you were accused of falsifying records? Does your faith play a role in how you would approach such a situation? How would think that others who may not share your faith respond to a similar situation?

Resume Assignment

Create a cover letter and resume for a specific job posting or for a position for which you intend on applying. The cover letter for the resume should set you apart from other applicants. This should be no more than one page and carefully written to show why you are a fit for the position that you are applying. The cover letter outlines your interest in the position plus your abilities and assets that you bring to the position and to the organization such as scholarship (including research or projects), knowledge, co-curricular activities, accomplishments, leadership, and service. In addition the cover letter should include your professional objectives and reflect on your faith, character, and ethics.

The resume should be no more that two pages and should be written in a professional, well-written, visually pleasing, style that can be easily and clearly read. The resume should have several sections including such as education, positions and qualifications, activities and projects

(including any research), and organization to which you belong. Place the focus on activities during the last four or five years leaving out your high school activities unless these are relevant to the job for which you are applying.

Other Assignments

Other assignments include completion of reflective papers, group or team-based learning projects, case studies, blogs, concept maps, online modules or quizzes, practice exams and other activities selected by the course instructor.

Leadership Management Project 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 evidence. Body paragraphs have excellent structure and supporting detail.	Excellent Maximum 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 Maximum 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 paper 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 Maximum 25 points
The paper has a moderately clear style, an adequate range of word choice, good tone, and some sentence variety.	Pass Maximum 19 points
The paper has an ineffective style, limited word choice, unclear	Fail <19 points

tone, or poor sentence structure.	
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 maximum 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 maximum 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

Resume Writing Assessment Criteria

Cover Letter	
The letter is concise (5 pts), organized (10 pts), persuasive (10 pts), appropriate for the position (10 pts), and covers all areas in guidelines (10), language usage and mechanics (5 pts)	Maximum points 50
Resume	
Contact information (10 pts), objective (5 pts), education (10 pts), experiences, projects and activities (15 pts), Language usage, layout of document and mechanics (10 pts)	Maximum points 50
Total	100 points

In Class Assignment Rubric

Rubric Component	20 points	10 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	Provides a well-	Examines	Merely repeats	Does not

assesses the quality of supporting data/evidence with list of references	developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	evidence and questions the quality. Distinguishes between fact and opinion with list of references.	information provided. Does not justify position or distinguish between fact and opinion.	identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context* on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify 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.	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area.	Does not identify or evaluate any conclusions, implications or consequences.

Blog Rubric

Answers questions Thoughtfully	Misses the point; does not answer questions (10 point)	Partially answers the questions identifies claim and reasons (20 points)	Identifies claim and reasons; perhaps not maintaining questions emphasis (40 points)	Thoroughly identifies claim and reasons, without oversimplifying or distorting (50 points)
Analysis of comments	Gives improper responses such as “I agree” or “Great comment” (10 point)	Comments are not developed well or do not give rationale (20 points)	Comments developed with some rationale but does not analyze information (40 points)	Develops, analyzes, and synthesizes ideas giving rationale when appropriate. (50 points)

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 Chapter 1 &3 Read and audio pod cast	Leading, Managing, and Following Developing a role a leader	Post class Quiz 1 Chapters 1,3 ATI
Week 2	Chapters 2,4 Read and audio pod cast	Patient Safety Developing the role of a manager The Texas Board of Nursing Jurisprudence Exam Discussion of Blog Assignments	Quiz 2 Chapters 2.4

Week 3	Read Chapters 5, 6 Read and Audio pod cast	Legal and Ethical Issues Making Decisions and Problem Solving Healthcare Organizations	Quiz 3 Chapters 5, 6,7
Week 4		Exam 1 Chapters 1-7 Review of exam	
Week 5	Read Chapters 8,9,10 Read and Audio pod cast Blog assignment - 1	Understanding and Designing Organizational Structures Cultural Diversity in Health Care Power, Politics, and Influence Develop a root cause analysis of a medication administration error Blog Assignment 1	Quiz 4 Chapters 8, 9, 10 Blog Assignment 1
Week 6	Read Chapters 11, 12, 13 Read and Audio pod cast Blog assignment 1 continued	Caring, Communicating, and Managing with Technology Managing Costs and Budgeting Care Delivery Strategies Blog assignment 1 comments	Quiz 5 Chapters 11,12,13 Blog assignment 1 comments
Week 7	Read Chapters 14,15,16 Read and Audio pod cast	Staffing and Scheduling Selecting, Developing, and Evaluating Staff Strategic Planning, Goal-Setting, and Marketing	Quiz 6 Chapters 14,15,16
Week 8		Exam 2 Chapters 8 – 16 Review of exam	

Week 9	Read Chapters 17,18, Read and Audio pod cast Blog Assignment 2	Leading Change Building Teams, Through Communication and Partnerships Blog Assignment 2	Quiz 7, Chapters 17,18 Blog Assignment 2
Week 10	Read Chapters 19,20,21 Read and Audio pod cast Blog assignment 2 continued	Collective Action Managing Quality and Risk Translating Research into Practice Blog assignment 2 comments	Quiz 8 Chapters 19,20,21 ATI-non-proctored Blog assignment 2 comments
Week 11	Read Chapters 22,23 Read and Audio pod cast Resume and Cover Letter	Consumer Relationships Conflict: The Cutting Edge of Change	Quiz 9 Chapters 22,23 ATI-non-proctored Resume and cover letter
Week 12		Exam III Chapters 17-23 Review of exam	ATI non-proctored
Week 13	Read Chapters 24,25,26 Blog Assignment 3 Read and Audio pod cast	Managing Personal and Personnel Problems Workplace Violence and Incivility Delegation: An Art of Professional Practice Blog Assignment 3	In Class Delegation Assignment ATI non-proctored
Week 14	Read Chapters	Role Transition	Quiz 10

	27,28,29,30 Blog assignment 3 continued	Self-Management: Stress and Time Managing Your Career Thriving for the Future Blog assignment 3 continued	ATI-non proctored
Week 15		Exam IV Chapters 24-30 Review exam	ATI non-proctored
Week 16		ATI Management Exam Comprehensive Final Exam	

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. 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.

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.