



NURS 4661 Leadership in Professional Nursing Course Syllabus: Fall 2015

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COURSE INFORMATION

Materials- Textbooks, Readings, Supplementary Readings:

Textbook(s) Required:

Marquis, B. L., & Huston, C. J. (2012). *Leadership roles and management functions in nursing: Theory and application* (7th ed.). Philadelphia: Wolters Kluwer.

Previous nursing courses textbooks

Online resources and articles as directed

Other Required Resources:

Board of Nurse Examiners of Texas Differentiated Entry-Level Competencies-

http://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf

National Council of State Boards of Nursing Delegation Documents

Texas Nurse Practice Act and Documents on Delegation:

http://www.bon.state.tx.us/practice_delegation_resource_packet.asp

ANA website: www.nursingworld.org

QSEN website: www.qsen.org

COURSE DESCRIPTION: (6 credit hours)

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. Focuses on synthesis of this knowledge to develop innovative and creative approaches to nursing practice. Applies theoretical and empirical concepts of leadership through supervised experiences gained in local health care institutions.

Student Learning Outcomes:

At the completion of this course, the student will be able to:

1. Synthesize concepts of leadership, management, change and communication in relation to the role of the professional nurse, nurse leader and nurse manager.
2. Analyze the nurse manager's role in relation to cost and budgeting factors
3. Utilize knowledge of leadership/management theory in examining organizational effectiveness and nursing practice
4. Understand and apply theory related to computer-human interfaces, ethics, confidentiality and privacy, caring, ergonomics and nursing informatics to nursing practice.
5. Analyze economic, social, and demographic factors that influence the organization and management of rural health care organizations
6. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.
7. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice.
8. Employ principles of quality improvement, healthcare policy, and cost effectiveness to assist in the development of plans to improve practice and promote quality of healthcare delivery.
9. Compare and contrast the mission, vision and values of the National Council of State Boards of Nursing (NCSBN) and the Texas Board of Nursing (BON).
10. Explain in detail the NCLEX-RN test plan components.

Clinical Objectives:

At the completion of this clinical rotation, the student will be able to:

1. Demonstrate the ability to manage the care of a group of patients
2. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team as charge nurse and/or team leader.
3. Incorporate principles of leadership theory in the delegation of nursing care to members of nursing team
4. Demonstrate appropriate teambuilding and collaborative strategies when working with interprofessional teams.
5. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.
6. Identify leadership behaviors of the professional nursing staff that promote optimal team outcomes.

7. Apply research in nursing leadership and management in the coordination of patient care
8. Assess the staffing pattern for the specific unit assigned for the clinical experience
9. Assume accountability for personal and professional behaviors
10. Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in care.
11. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan.
12. Monitor client outcomes to evaluate the effectiveness of psychobiological interventions,
13. Create a safe care environment that results in high quality patient outcomes.
14. Demonstrate professional standards of moral, ethical, and legal conduct.
15. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This is a blended course without lecture requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in classroom activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include seminar, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, return demonstration, clinical assignments and supervision, post clinical conferences and check-off of appropriate skills and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Grading

Grades will be determined as follows:

QSEN Evaluation	25%
Group Change Presentation	25%
NCLEX Study Plan	15%
The American Nurse Evaluation	10%
Rural Nursing Paper	10%
Disaster Drill Leadership Paper	10%
Leadership Discussion Board	5%
HESI Exit Examination	Cr/NC
Medication Calculation Quiz	Cr/NC

TOTAL	100%
Clinical	PASS/FAIL

To be eligible to take the HESI Exit Examination you must have satisfactorily completed all senior level HESI Subject Examinations (Pediatrics, Psych/Mental Health, and Med-Surg). The HESI Exit Examination must be passed with a score of 950 or greater. If you do not achieve this score, you will have to undergo remediation and retesting.

For the Standardized Exit Examination, after two retakes without obtaining the benchmark score, a student will receive an incomplete grade in their NURS 4661 or NURS 4162 course as applicable. In addition, they are required to complete the following remediation: register in a one-unit course in the semester following the NURS 4661 or NURS 4162 course. In consultation with the instructor, the student will be required to develop learning objectives for the course to focus on areas needing remediation. In addition, the student will be required to purchase and complete an online or face-to-face NCLEX-RN review course during the semester. After completion of the NCLEX-RN review course and achievement of the course learning objectives, the student will retake the Standardized Exit Examination, at a cost to the student. This will be a minimum of one month after the previous examination retake.

Late Submissions

It is expected that you will submit all assignments on time. If you need an extension, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Paper submissions

All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

Medication Calculation: If a student did not receive 100% on the medication calculation questions on the final exam of the Adult 2 course, they will be on remediation during the Leadership course. Students will have to complete a medication calculation quiz in the final semester at 100% to complete remediation and receive credit.

The clinical component is PASS/FAIL and must be passed in order to pass the course. To receive a passing grade in clinical you must achieve at least 75% on the clinical assignments and receive a satisfactory clinical evaluation.

Grading Scale:

A = 90-100

B = 80-89

C = 75-79

D = 60-74

F = Below 60

A minimum grade of 75 is required to pass the course.

TECHNOLOGY REQUIREMENTS

- This course will be enhanced using eCollege, the Learning Management System used by Texas A&M University-Commerce. To login to the course, go to <http://leo.tamuc.edu/login.aspx>.
- You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu
- To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
 - sound card, which is usually integrated into your desktop or laptop computer
 - speakers or headphones.
- Depending on your course, you might also need a:
 - webcam
 - microphone

For courses where interactive tools are used, like Voice Thread or Class Live Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: <http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: <https://secure.ecollege.com/tamuc/index.learn?action=technical>

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

It is expected that you will check your eCollege course and email at least **DAILY** for communication from the instructor.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via office phone. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

<http://www.albion.com/netiquette/corerules.html>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures

CLASS

1. Class Cancellation: In the event that a class is canceled, the student is expected to do the readings and complete the objectives for that day. The content will still be included on examinations. The material in this syllabus and dates identified in the Course Calendar are subject to change.
2. Class attendance is expected. The students should notify course faculty in advance of any absence.

3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. In the event that the student will be absent, the course instructor must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the university catalog for excused absence criteria.
4. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.

CLINICAL EXPERIENCE

1. Clinical attendance is mandatory. Refer to the Nursing Student Guide for absence policy information.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location.
3. Students are expected to meet clinical expectations outlined in the clinical evaluation tool.
4. Based on student learning needs, the faculty will determine the appropriate amount of time and clinical assignments needed to assess student growth. Faculty may require additional assignments and clinical work to ensure students have met clinical objectives. Students are expected to comply with any additional assignments or clinical hours assigned.
5. Students are expected to prepare for clinical practice in order to provide safe, competent care.
6. Clinical assignments must be handed in on time to the clinical instructor as directed. No exceptions.
7. Clinical is graded Pass/Fail. If the student fails the clinical component, the entire course must be repeated.

UNSATISFACTORY CLINICAL PERFORMANCE

1. There are several infractions that might lead to a student being given a clinical warning for the day, including but not limited to:
 - Absences
 - Tardiness
 - Violation of dress code
 - Incomplete health immunization records
 - Expired CPR certification
 - Failure to turn in written assignments on time
 - Incomplete hospital orientation
 - Lack of preparation

2. Accumulation of two (2) warnings in this clinical course may lead to failure of the clinical rotation and therefore, failure of the entire course.
3. Other offenses which may lead to immediate failure of the course include but are not limited to:
 - A pattern of lack of accountability for class, clinical and lab skills preparation
 - Unsafe or unprofessional practices or behaviors
 - HIPPA violations
 - Inability to pass required clinical assignments
 - Falsification of records

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)
<http://www.albion.com/netiquette/corerules.html>

ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Content Outline

Week-Monday Date	Content	Reading Assignment/Class Information
1-8/31	Orientation Critical Thinking & Decision Making Delegation	Chapters 1 & 20 Class Meeting 8/31 MT/CM
2-9/7	Leadership & Management Theory	Chapters 2 & 3 Leadership Discussion Board due 9/11
3-9/14	NCLEX Preparation	Class Meeting 9/15 MT
4-9/21	Teamwork Workplace Culture	Chapters 16 & 18
5-9/28	QSEN Models of client care	Chapter 14 & 17 Class Meeting 9/29 MT
6-10/5	Values & Ethics Rural Nursing Leadership	Chapter 4 Two Articles on eCollege Rural Nursing Paper due 10/9
7-10/12	Change Evidence-based practice	Chapter 8 Class Meeting 10/13 CM Disaster Drill Leadership Paper due 10/13
8-10/19	QI Incident Reporting	Chapters 5 & 23 QSEN Evaluation due 10/23 Exit HESI practice examination due 10/23
9-10/26	Interprofessional Roles & Communication Conflict Resolution	Chapters 19 & 21 Exit HESI 10/26 Class Meeting 10/27 CM
10-11/2	Healthcare Policy Healthcare Technology	
11-11/9	Staff Development	Chapters 11, 15, & 24 Novice-to-expert document Class Meeting-11/10 Career Development

12-11/16	Advocacy	Chapter 6 NCLEX Study Plan due 11/20
13-11/23	The American Nurse	Class Meeting 11/24 CM
14-11/30		Change Presentation 12/1 @1300 The American Nurse Evaluation due 12/4
15-12/7	Fiscal Planning	Chapter 10 NO CLASS
16	Finals Week	

Lecture Assignments

Types of Lecture Assignments and Purpose of Each: There is a variety of assignments for this class to accommodate different learning styles.

1. QSEN Evaluation

25%

10/23

For each area indicated on the QSEN document, review the Knowledge (K), Skills (S), and Attitudes (A) for that section. Review the course and clinical assignments and experiences you have had throughout your nursing program (including those for courses in this semester). Choose a course and/or clinical assignment or experience that helped you meet or partially meet each K, S, or A, and write it in the identified area. If you did not meet that criterion in any of the three categories, indicate not met and why you feel it was not met. Make sure you respond to each criteria in each of the twenty-five areas (example below has 2 for K, 3 for S and 3 for A). You MUST complete each area to receive credit for the entire assignment and show evidence of thoughtful reflection (examples from all courses). This assignment is credited all or nothing. Recommend that you review the QSEN document prior to development of your clinical objectives, so if there are areas that have not been met or only partially met, you can work this semester to meet them.

For example, this example may or may not apply to you, make sure you individualize your response:

Demonstrate knowledge of basic scientific methods and processes Describe EBP to include the components of research evidence, clinical expertise, and patient/family values.	Participate effectively in appropriate data collection and other research activities Adhere to Institutional Review Board (IRB) guidelines Base individualized care plan on patient values, clinical expertise and evidence	Appreciate strengths and weaknesses of scientific bases for practice Value the need for ethical conduct of research and quality improvement Value the concept of EBP as integral to determining best clinical practice	K-Met: research course quantitative research critique; Adult 1: course content S-Partially Met: research course retrieved evidence assignment; did not participate in IRB; Adult 2 Group Paper/Poster A-Partially Met: research class: Not sure why scientific basis is important;
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			understand need for ethical conduct and EBP
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2. Change Presentation

25%

12/1

You will be assigned based on your community assessment groups. The group needs to identify the goal of their community assessment and develop a plan to implement the change required for the community to reach the goal. Using the PowerPoint example as a guide, develop this presentation, which is added to your community assessment presentation that includes the identified content. On the day of the presentation, turn in a copy of your entire PowerPoint presentation and a reference page(s) in APA format to the course instructors. The grading rubric is on eCollege.

This presentation is a group or team project. All members of the group will receive the same grade on the paper. However, a student can be removed from his/her team if the other students in the group come to the instructor and report that a student is not doing his/her fair share of the work. If that happens, the instructor will notify the student in writing. The student will then be responsible for doing the assignment on his/her own.

3. Leadership Discussion Board

5%

9/11

You will identify a leader that all members of the class would be aware of and indicate what three factors you feel make the person a leader in their field or in general. Each student will have to identify a different leader. You also have to provide evidence to support the leader chosen by one of your classmates.

4. Disaster Drill Leadership Paper

10%

10/13

After your experience in the disaster drill, you need to complete the following: write a 2-3 page paper (in APA format with a title page and reference page-not included in the page total) describing the leadership you observed during the drill. Identify at least two classmates (by name) that provided leadership during the drill. Describe the type of leadership the two classmates used and whether it was effective or not in this situation. Analyze why their leadership was or was not effective. Also, include one paragraph on how you would improve the drill for future nursing students. It is due by 2359 the day after the experience. The grading rubric is on eCollege.

5. HESI Exit Practice Examination

Cr/NC

10/23

Complete online non-proctored exam by October 23rd with a score of 90% or better to receive credit. RN-BSN students receive credit for this assignment.

6. HESI Exit Examination**Cr/NC****10/26**

To be eligible to take the HESI Exit Examination you must have satisfactorily completed all senior level HESI Subject Examinations (Pediatrics, Psych/Mental Health, and Med-Surg). Complete proctored exam on October 26th with a score of 950 or better to receive credit. If you receive below 950, you will have to complete remediation and re-take the examination to receive credit. RN-BSN students receive credit for this assignment.

For the Standardized Exit Examination, after two retakes without obtaining the benchmark score, a student will receive an incomplete grade in their NURS 4661 or NURS 4162 course as applicable. In addition, they are required to complete the following remediation: register in a one-unit course in the semester following the NURS 4661 or NURS 4162 course. In consultation with the instructor, the student will be required to develop learning objectives for the course to focus on areas needing remediation. In addition, the student will be required to purchase and complete an online or face-to-face NCLEX-RN review course during the semester. After completion of the NCLEX-RN review course and achievement of the course learning objectives, the student will retake the Standardized Exit Examination, at a cost to the student. This will be a minimum of one month after the previous examination retake.

7. NCLEX Study Plan**15%****11/20**

Complete a personalized NCLEX study plan. The study plan is what you will do each day between the due date and the date of your examination (mid-February 2016) to prepare. This includes amount of time, study topic, study resources, etc. On eCollege are a calendar and a study area form to assist you in developing your study plan.

8. Rural Nursing Paper**10%****10/9**

Complete a 3-4 page paper (not including the title page and reference page) discussing what theme of rural nursing leadership (identified in the Bish article) you feel is the most important and why. Describe how nursing practice in rural environments (identified in the Rural Nurse chapter) influence your decision to practice or not practice in a rural environment. The grading rubric is on eCollege.

9. The American Nurse Evaluation**10%****12/4**

In class on November 24th, you will be viewing the movie, "The American Nurse." After viewing this movie, you need to write a 2-3 page paper (not including title page and reference page) discussing what aspects of the movie you found to be most useful for your nursing practice. Also, discuss what you would like to have seen in the movie that was not included. Upload the paper in Dropbox by 2359 on the due date. The grading rubric is on eCollege

Clinical Assignments

Types of Clinical Assignments and Purpose of Each: There is a variety of assignments for this clinical to accommodate different learning styles. All clinical assignments must be completed with a grade of 75% or higher or they will have to be repeated.

1. Clinical Log Cr/NC Weekly

You must complete a clinical log for each day you are on the floor as a team member and complete the team leader assignment form when you are a team leader. Both of these forms are on eCollege. The form is to be turned in to your clinical instructor at the beginning of post-conference.

**2. Simulation Day Effectiveness Journal 9/8
11/19**

The student will be exposed to a client(s) in the simulation to improve their familiarity and comfort with varying client situations. The experience in the simulation will be graded pass/fail for each individual student. In addition, the student will reflect on their experience during the simulation day by completing the simulation effectiveness tool. The simulation effectiveness tool is posted on eCollege. Circle your responses to the questions and in the comment area reflect on your experience. It is due by 2359 the day of your simulation experience and is to be submitted on eCollege in the Dropbox.

3. Team Leader Journal Varies

For the first two days you are assigned as a team leader, you will need to complete a team leader experience journal. The journal guidelines are on eCollege. The journal is due by 2359 the day after your experience uploaded in Dropbox on eCollege.

4. Team Process Journal 12/4

For two of the days you are assigned as a member of a team, you will need to complete a reflective journal. The journal guidelines and rubric are on eCollege. One journal must be completed for each unit you are assigned to as a team member and cannot be completed for the first day you are on that unit. All journals are due by 2359, December 4th in Dropbox on eCollege.

5. Clinical Objectives 9/16 or 9/18

You will need to develop seven (7) objectives that you want to accomplish during the semester in clinical. These objectives need to be SMART format. No more than

three (3) objectives can be skills related. A form is available on eCollege to assist you. The final objectives are due in clinical on the relevant date listed. You can submit a rough draft of your objectives to your clinical instructors at the beginning of clinical on 9/9 or 9/11 (recommended) for their feedback. They will return the feedback to you by the end of that clinical day. These objectives will be accessible to your classmates for use when they are Team Leader. Bring a copy of your objectives with you each clinical day.

6. Nurse Manager Interview Journal **Varies**

You will spend a day with a nurse administrator/manager in a healthcare organization (0800-1630). Use the nurse manager interview guidelines available on eCollege to guide your experience. Complete the journal and upload it in Dropbox by 2359 the day after your experience.

7. NCLEX Seminars **9/14, 9/21, 9/28, 10/5**

You will have to attend all four (4) seminars and participate in the seminar process to receive credit.

8. Clinical Evaluation **End of semester**

You will be evaluated by your clinical instructor at the end of the semester. The overall evaluation of your clinical performance must be satisfactory. You must pass the clinical evaluation to pass the course regardless of the rest of your clinical grade