



NURS 4561 LEADERSHIP IN PROFESSIONAL NURSING
COURSE SYLLABUS: SPRING 2024

INSTRUCTOR INFORMATION

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COURSE INFORMATION

Course Description

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

By the end of the course, the student will be able to:

1. Synthesize concepts of leadership, management, change, and communication in relation to the roles of the professional nurse, nurse leader, and nurse manager (AACN BSN Essential II).
2. Analyze the nurse manager's role in relation to cost and budgeting factors (AACN BSN Essential II).
3. Utilize knowledge of leadership/management theory in examining organizational effectiveness and nursing practice (AACN BSN Essential II).

4. Discuss computer-human interfaces; ethics; confidentiality and privacy; caring; ergonomics; and nursing informatics related to nursing practice (AACN BSN Essential IV).
5. Identify leadership concepts, skills, and decision making for the provision of high-quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings (AACN BSN Essential II).
6. Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current practice (AACN BSN Essential II).

Clinical Learning Outcomes

By the end of the course, the student will be able to:

1. Demonstrate the ability to manage the care of a group of patients (AACN BSN Essentials IV & IX).
2. Demonstrate clinical judgment and accountability when delegating to and supervising other members of the healthcare team (AACN BSN Essentials VI & IX).
3. Demonstrate appropriate team building and collaborative strategies when working with interprofessional teams (AACN BSN Essential VI).
4. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships (AACN BSN Essential VI).
5. Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan (AACN BSN Essentials I, III & VII).
6. Create a safe care environment to promote desired patient outcomes (AACN BSN Essential IX).
7. Demonstrate professional standards of moral, ethical, and legal conduct (AACN BSN Essential VIII).

Materials – Textbooks, Readings, Supplementary Readings

- **Textbook(s) Required**

Huston, C. J. (2022). *Leadership roles and management functions in nursing: Theory and application* (11th ed.). Wolters Kluwer.

Previous nursing course textbooks.

Online resources and articles as directed.

- **Software Required**

Microsoft® Office Suite, ExamSoft Exemplify, ATI student account; Learning Management System (LMS) student account; Project**Concert** student account

The syllabus/schedule are subject to change.

- **Optional Texts and/or Materials**

Texas Board of Nursing, Differentiated Essential Competencies of Graduates of Texas Nursing Programs

https://www.bon.texas.gov/pdfs/publication_pdfs/Differentiated%20Essential%20Competencies%202021.pdf

Texas Board of Nursing, Frequently Asked Questions - Delegation

https://www.bon.texas.gov/faq_delegation.asp

Texas Nursing Practice Act

https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp.html

ANA website: www.nursingworld.org

QSEN website: www.qsen.org

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word, Microsoft Excel and PowerPoint.

Instructional Methods

This is a blended course requiring students to complete reading assignments, 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 lectures, seminars, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and assignments. 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.

Student Responsibilities or Tips for Success in the Course

- Logging into the course website and email regularly for faculty communication (especially the night before class/clinical)
- Updating semester calendar with communicated changes
- Studying a minimum of 2-3 hours per course credit hour per week. For example, 5-credit course = 10 to 15 hours of study each week.
- Attending all class meetings, clinical hours, seminars and simulations
- Reviewing and remediating examinations and assessments
- Preparing for class before entering the classroom

The syllabus/schedule are subject to change.

Grading

Final grades in this course will be based on the following scale and assessments.

- 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.

Successful completion of the assessments will enable the student to meet the student learning outcomes.

Assessments	Weight	SLO
Class		
• Exams (3)	50%	1,2,3,4,5,6
• Quality & Safety Education for Nurses (QSEN) Self-Evaluation	15%	5,6
• Readiness Assessment for Board Service	10%	1,5
• ATI Video Case Studies	10%	5,6
• Proctored ATI Leadership Assessment & Focused Review	10%	1,2,3,4,5,6
• Attendance & Participation	5%	1,2,3,4,5,6
TOTAL	100%	
Clinical	PASS/FAIL	
• Dosage Calculations Practice & Quiz	1 hour	6
• Precepted Clinical Experience	84 hours	1,2,3,4,5,6,
○ Preceptor Agreement Form	3 hours	
○ Clinical Log & Journal		
○ Clinical Evaluation	2 hours	1,2,3,4,5,6,7
TOTAL	90 hours	

Assessment Overview

Class Assessments

- **Exams (50%)**
 - The purpose of the three equally weighted course exams is to assess transfer knowledge and skills from the classroom to real-world scenarios presented in test items. Most test items are developed at the apply, analyze, and evaluate levels of Bloom’s revised taxonomy requiring the test taker to remember and understand concepts presented throughout the course.
 - Scores are based on individual student performance and are recorded as the percentage of points earned out of total points possible.

- **Quality & Safety Education for Nurses (QSEN) Competency Self-Evaluation (15%)**
 - There are three purposes for the QSEN self-evaluation assignment.

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- A. Allow students to review the knowledge, skills, and attitudes (KSAs) associated with the six QSEN competencies (<https://www.qsen.org/competencies-pre-licensure-ksas>):
- Patient-Centered Care
 - Teamwork & Collaboration
 - Evidence-Based Practice
 - Safety
 - Quality Improvement
 - Informatics
- B. Guide students to assess their current level of competence as defined by nurse theorist, Patricia Benner (<https://nursology.net/nurse-theories/from-novice-to-expert>):
- Novice
 - This is where most students will be since they may have little or no experience with the competency under review.
 - Goals should be simple and focused on remembering, practicing, and supporting the KSA targets.
 - Advanced Beginner
 - Some students will be at this level since they may have enough experience to be comfortable understanding, performing, and supporting the competency under review.
 - Goals should be written at a higher level than the Novice level and should focus on applying the KSAs in ways that will facilitate moving to the next level
 - Competent
 - This level is usually reached after 2-3 years of work experience.
 - Aim for this level of competence first! "Competent by two."
 - Proficient
 - This level requires the experienced nurse to use standards of practice and research evidence in patient care.
 - Expert
 - This level occurs when the nurse knows what needs to be done because the standards and evidence have become part of the nurse. The nurse may seem intuitive because of the deep knowledge of and experience in patient care issues.
- C. Identify SMART goals to continuously improve the quality and safety of nursing care.
- The score is based on individual performance according to the following rubric:

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Criteria	Excellent (4 pts)	Good (3.5 points)	Fair (3 points)	Poor (0-1 points)
Part 1: Patient-Centered Care Competency				
Level of Competence • Knowledge • Skills • Attitude	100% of KSA targets rated as Novice or Advanced Beginner	-	-	<100% of KSA targets rated as Novice or Advanced Beginner
SMART Goals • Knowledge • Skills • Attitude	3 or more SMART goals for each target category (KSA) (9+ total)	2-3 SMART goals for each target category (KSA) (6-8 total)	1-2 SMART goals for each target category (KSA) (3-5 total)	1 SMART goals for some target categories (KSA) (0-2 total)
Part 2: Teamwork/Collaboration Competency				
Level of Competence • Knowledge • Skills • Attitude	100% of KSA targets rated as Novice or Advanced Beginner	-	-	<100% of KSA targets rated as Novice or Advanced Beginner
SMART Goals • Knowledge • Skills • Attitude	3 or more SMART goals for each target category (KSA) (9+ total)	2-3 SMART goals for each target category (KSA) (6-8 total)	1-2 SMART goals for each target category (KSA) (3-5 total)	1 SMART goals for some target categories (KSA) (0-2 total)
Part 3: Evidence-Based Practice Competency				
Level of Competence • Knowledge • Skills • Attitude	90-100% of KSA targets rated as Novice or Advanced Beginner	-	-	<100% of KSA targets rated as Novice or Advanced Beginner
SMART Goals • Knowledge • Skills • Attitude	3 or more SMART goals for each target category (KSA) (9+ total)	2-3 SMART goals for each target category (KSA) (6-8 total)	1-2 SMART goals for each target category (KSA) (3-5 total)	1 SMART goals for some target categories (KSA) (0-2 total)
Part 4: Quality Improvement Competency				
Level of Competence • Knowledge • Skills • Attitude	90-100% of KSA targets rated as Novice or Advanced Beginner	-	-	<100% of KSA targets rated as Novice or Advanced Beginner
SMART Goals • Knowledge • Skills • Attitude	3 or more SMART goals for each target category (KSA) (9+ total)	2-3 SMART goals for each target category (KSA) (6-8 total)	1-2 SMART goals for each target category (KSA) (3-5 total)	1 SMART goals for some target categories (KSA) (0-2 total)
Part 5: Safety Competency				
Level of Competence • Knowledge • Skills • Attitude	90-100% of KSA targets rated as Novice or Advanced Beginner	-	-	<100% of KSA targets rated as Novice or Advanced Beginner
SMART Goals • Knowledge • Skills • Attitude	3 or more SMART goals for each target category (KSA) (9+ total)	2-3 SMART goals for each target category (KSA) (6-8 total)	1-2 SMART goals for each target category (KSA) (3-5 total)	1 SMART goals for some target categories (KSA) (0-2 total)
Part 6: Informatics Competency				
Level of Competence • Knowledge • Skills	90-100% of KSA targets rated as	-	-	<100% of KSA targets rated as

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Criteria	Excellent (4 pts)	Good (3.5 points)	Fair (3 points)	Poor (0-1 points)
<ul style="list-style-type: none"> Attitude 	Novice or Advanced Beginner			Novice or Advanced Beginner
SMART Goals <ul style="list-style-type: none"> Knowledge Skills Attitude 	3 or more SMART goals for each target category (KSA) (9+ total)	2-3 SMART goals for each target category (KSA) (6-8 total)	1-2 SMART goals for each target category (KSA) (3-5 total)	1 SMART goals for some target categories (KSA) (0-2 total)

• Readiness Assessment for Board Service (10%)

- The purpose of the Readiness Assessment for Board Service is to provide an opportunity for the student to self-identify leadership skills and potential areas for growth. This is intended for personal use. This assessment highlights seven (7) leadership competencies:
 - Governance
 - Leadership
 - Relationship Building & Collaboration
 - Inspire
 - Adaptability
 - Communication
 - Engage
- The score is based on individual performance according to the following rubric:

Criteria	Excellent (4 pts)	Good (3.5 points)	Fair (3 points)	Poor (0-1 points)
Assessment complete with score totals recorded in each competency area (A-G).	Complete	-	-	Incomplete
Results placed in shaded bar graph	Complete	-	-	Incomplete
Interpretation of scores	Thoughtfully interprets the meaning of the personal readiness scores; Identifies strengths & areas for growth & improvement in 7 skill areas; Reflects on personal feelings about future board service	Briefly interprets personal readiness scores; Identifies strengths & areas for growth & improvement in 4-6 skill areas; States personal feelings about future board service with some reflection	Reports scores with little interpretation; Identifies strengths &/or areas for growth & improvement in 1-3 skill areas; Mentions personal feelings about future board service without reflection	Does not interpret scores; Does not identify strengths or areas for growth & improvement; Does not address personal feelings about future board service
Includes a brief plan for future preparation for board service.	Writes 3 or more SMART goals for improving skills based on results by personalizing	Writes 2 SMART goals for improving skills based on results by personalizing	Writes 1 SMART goal for improving skills based on results by personalizing suggestions from	Writes 2 SMART goals for improving skills based on results by personalizing

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	suggestions from "Opportunities for Improvement."	suggestions from "Opportunities for Improvement."	"Opportunities for Improvement."	suggestions from "Opportunities for Improvement."
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- **ATI Video Case Studies (10%)**

- Video Case Studies (VCSs) provide a review of selected leadership concepts. Live-actor video scenarios help students visualize what to expect in clinicals, ending with a prompt. Students exercise clinical judgment skills to form and articulate their own plan of care then hear an expert response, which they consider before completing a self-reflection.
- The score for each VCS is based on the initial quiz score. All scores will be averaged for a final VCS score in the grade book.

- **Proctored ATI Leadership Assessments & Focused Reviews (10%)**

- The purpose of the ATI leadership assessments is to assess student mastery of the management of care concepts. Two practice assessments (A & B) will be completed prior to the final Leadership Content Master Series (CMS) assessment. Focused reviews at the end of each assessment identify the priority remediation areas and engages the student in an interactive review designed to close knowledge gaps in preparation for the NCLEX-RN®.
- The score for this assessment is calculated as described in the ATI handout in the Course Resources module of the LMS.

Management of Care is a subcategory of the **client need** of *Safe and Effective Environment*. Management of care concepts require the nurse to:

- Integrate advance directives into client plan of care
- Delegate and supervise care of client provided by others (e.g., LPN/VN, assistive personnel, other RNs)
- Organize workload to manage time effectively
- Practice and advocate for cost effective care
- Initiate, evaluate and update client plan of care
- Provide education to clients and staff about client rights and responsibilities
- Advocate for client rights and needs
- Collaborate with multi-disciplinary team members when providing client care (e.g., physical therapist, nutritionist, social worker)
- Manage conflict among clients and health care staff
- Maintain client confidentiality and privacy
- Provide and receive hand-off of care (report) on assigned clients
- Use approved terminology when documenting care
- Perform procedures necessary to safely admit, transfer and/or discharge a client
- Prioritize the delivery of client care based on acuity
- Recognize and report ethical dilemmas
- Practice in a manner consistent with the nurses' code of ethics
- Verify the client receives education and client consents for care and procedures

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- Receive, verify and implement health care provider orders
 - Utilize resources to promote quality client care (e.g., evidence-based research, information technology, policies and procedures)
 - Recognize limitations of self and others and utilize resources
 - Report client conditions as required by law (e.g., abuse/neglect and communicable diseases)
 - Provide care within the legal scope of practice
 - Participate in performance improvement projects and quality improvement processes
 - Assess the need for referrals and obtain necessary orders
- (National Council of State Boards of Nursing, Inc. (NCSBN) | 2023)

• **Attendance & Participation (5%)**

- Attendance & participation are expected.
- An attendance “grade” will be based on the percentage of days attended out of 16 possible class meetings.
- A participation “grade” will be determined by the following rubric:

	Excellent (4 pts)	Good (3.5 pts)	Fair (3 Pts)	Unsatisfactory (0-1 pts)
Frequency of participation in class	Initiates two or more contributions during each class period.	Initiates one contribution during each class period.	Initiates contribution at least in half of the class periods.	Student does not initiate contribution but must be prompted to contribute during each class period.
Quality of comments	Always insightful & constructive; appropriate terminology; Balanced between general impressions, opinions &	Mostly insightful & constructive; Terminology mostly appropriate; Mostly balanced between general impressions, opinions	Sometimes insightful & constructive; Terminology sometimes appropriate; Sometimes irrelevant	Comments are uninformed, Terminology rarely appropriate; Heavy reliance on opinion & personal taste, e.g., “I love it”, “I hate it”, “It’s bad” etc.
Listening Skills	Fully attentive to others	Mostly attentive to others	Often inattentive; occasionally disruptive while others are speaking	Does not listen to others; regularly talks or does not pay attention while others speak; detracts from discussion; sleeps, etc.

Clinical Assessments

• **Dosage Calculation Practice & Quiz**

- The Dosage calculation practice provides an opportunity for students to review prior to taking the dosage calculation quiz. Successfully passing the quiz with a score of 100% demonstrates that students are proficient in dosage calculations and are less likely to make calculation errors during the medication administration process.
- Refer to the dosage calculations policy in the BSN Student Guidebook.

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- **Precepted Clinical Experience**
The student focuses on a selected patient population in the role of provider and manager of care under the direction of a preceptor and clinical faculty member.
- **Clinical Log & Journal**
The weekly clinical log and journal tracks clinical hours and allows the student to briefly reflect on accomplishments and experiences during each clinical shift.
- **Clinical Evaluation**
The clinical evaluation tool quantifies student development and progress over time in the course. The student and preceptor provide feedback on student performance to the clinical instructor after 50% and after completion of all provide input

To pass this course, the student must:

1. **achieve a minimum exam grade average of 75%**
2. **pass the clinical portion of the course**
3. **complete and submit all required assignments**
4. **achieve a final course grade of 75% or higher**

The minimum exam average must be met before other course grades are averaged to compose the final grade. If the exam average is below 75%, the student will receive a grade of "D or F" for the course regardless of any other grade(s). Students are encouraged to schedule an appointment to review each course exam before the next scheduled exam.

The clinical component of the course is PASS/FAIL and must be passed in order to pass the course. Successful completion of the examinations and all classroom and clinical activities and assignments will enable the student to meet the student learning outcomes for the course.

ATI Standardized Practice & Learning Material/Assessments:

TAMUC School of Nursing utilizes Assessment Technologies Institute (ATI) assessment materials (content mastery practice assessments and content mastery proctored assessments) to guide and assess mastery of nursing content necessary for entry into practice. Specific ATI assessment and grading guidelines are outlined in the document entitled "ATI Content Mastery Series (CMS) Assessment Grading Rubric" in the LMS module folder entitled "ATI Assessment Grading Rubric".

Late Submissions:

It is expected that you will submit all class and clinical assignments on time. If you need an extension, it should be requested before the due date/time 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

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grade will be assigned as 0%. Communication on these matters is the student's responsibility.

Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

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.

Group Work:

All members of the group will receive the same grade on any group work. 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. It is expected that the group will make the attempt to resolve the situation within the group before instructor intervention.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These

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methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Communication between faculty and students is important for success. If a face-to-face meeting is desired, an appointment should be made in advance. Students will be treated with respect and are expected to communicate likewise.

The nursing department faculty and staff follow and expect students to follow the chain of command in all academic matters. If problems arise in a course, the student should first contact the instructor, then proceed as needed to the course coordinator, then the program coordinator, then the department head for nursing, and finally the college dean.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Nursing Student Guide

Specific information for students regarding the nursing program and current policies and procedures can be found in the BSN Student Guide located in the Nursing Success Coaching Course in the LMS. Students are responsible for reviewing and following the policies and procedures provided in the student guidebook.

Syllabus Change Policy

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

Class and Clinical Conduct

Please turn off or silence, and put away all cell phones, pagers, iPods, headphones, etc., before entering the classroom lab, sim hospital, or clinical setting. No obscene or

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vulgar language will be permitted. Faculty reserve the right to drop a student for violations of any student conduct rules listed in the student guide.

Students must also adhere to the expected clinical behaviors. Any instance of violation of any of the objectives listed in the Student Performance and Behaviors Evaluation Form may result in clinical suspension, receipt of a Student Performance and Behaviors Evaluation form, failure of clinical, failure of the course, and/or removal from the nursing program. See Student Guide for additional information.

Class Policies

1. Class Cancellation: If 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 in 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 the course coordinator in advance of any absence.
3. Exam dates are listed in each course syllabus, and the student is expected to be present for exams. If the student will be absent, the course coordinator 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 BSN Student Guide for the exam absence process.
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 would be covered in class. Students are expected to come to class prepared.

Clinical Policies

Some of our clinical partners are requiring the COVID-19 vaccine for faculty and students. We are not requiring the vaccine. If you choose not to take the vaccine, and we cannot find a facility that will accept unvaccinated students, you will not be able to complete the clinical requirements for the course. You will fail the course and be unable to progress in the program.

1. Clinical attendance is mandatory. Refer to the BSN Student Guide for clinical attendance policy information. Violation of the clinical attendance policy may result in the student receiving a Student Performance and Behaviors Evaluation Form and may lead to failure of the clinical portion of the course.
2. Immunizations, CPR, and TB status must be current for students to be able to attend clinical experience at the assigned clinical location. Suspension from clinical for failure to maintain required immunizations will be considered an absence.
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

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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 completed on time and submitted to the clinical instructor as directed. No exceptions without prior permission from the instructor.

Medication Administration Policy

1. A dosage calculation quiz will be given prior to the start of clinical rotations. Students must achieve 100% on the quiz to administer medications. In addition to being unable to administer medications, students not achieving 100% on the medication calculation exam will be required to complete remediation. Scheduling of remediation is the student's responsibility. A general remediation plan is in the course syllabus. A specific remediation plan may be created between the student and course faculty at the discretion of the course faculty.
2. Students may remediate with their clinical faculty, course faculty, skills lab coordinator or with tutor depending on availability. The student must email in advance to schedule remediation and receive a confirmation response.
3. Students not achieving 100% on the medication calculation quiz will have the opportunity to take another medication calculation quiz at least weekly until 100% is achieved or until the 4th week of clinical.
4. In lieu of a separate medication calculation quiz, a student who achieves 100% on medication calculation questions on a course exam will have demonstrated sufficient knowledge of medication calculation and will have met the remediation requirement. After being removed from remediation, students will be allowed to administer medication in clinical. Clinical faculty will be notified once a student can administer medications.
5. Students who fail to achieve 100% on the medication calculation quiz by the fourth week of clinical will be suspended from all clinical activities for inability to meet minimum patient care safety requirements. Clinical hours missed during suspension must be completed before the semester's end.
6. While on suspension, it is the student's responsibility to set up and attend remediation. Medication calculation quizzes will be set up at the discretion of the course coordinator.
7. A student may miss no more than 2 clinical experiences due to suspension before failure of the clinical portion of the course. A student must make a 100% on the medication calculation quiz during this time to pass the clinical portion of the course.

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.

Late Submissions

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Class and clinical assignments must be submitted on time. If an extension is needed, a request must be submitted to the course coordinator before the assignment is due. Extension approval is 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. Multiple instances of late assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

Advising Statement

Once admitted into the BSN nursing program, the nursing faculty serves as the student's academic advisor. Any advisement questions or other concerns should first be discussed with the clinical or course instructor who is your course advisor for that semester.

Computer Privacy Screens

Students are required to purchase a computer privacy screen for use during all computerized exams.

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. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

The syllabus/schedule are subject to change.

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)
[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

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 reasonable accommodation for their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Velma K. Waters Library Rm 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@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.

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Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

AI Use Policy [Draft 2, May 25, 2023]

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

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In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty

Department or Accrediting Agency Required Content

The Texas A&M University-Commerce Department of Nursing has full approval by the [Texas Board of Nursing](#).

Texas Board of Nursing

333 Guadalupe, Suite 3-460

Austin, TX 78701-3944

512.305.7400

webmaster@bon.texas.gov

The baccalaureate degree program in nursing and the master's degree program in nursing at Texas A&M University-Commerce are accredited by the [Commission on Collegiate Nursing Education](#).

Commission on Collegiate Nursing Education

655 K Street NW, Suite 750

Washington, DC 20001

202.887.6791

NURS 4561 Leadership in Professional Nursing Course Schedule - Spring 2024		
Date/Time	Content	Assignments/Due Dates
Week 0 1/11/24	Course Introduction and Syllabus Overview	0900-1200
Week 1 1/16/24 Online	Leadership Matters Review: <ul style="list-style-type: none"> Huston Ch 1, 2, 3 NCLEX-RN Test Plan https://www.nursingworld.org/practice-policy/nursing-excellence/leadership-in-nursing/ 	Practice quiz: dosage calculations
Week 2 1/22/24 1300-1530	Clinical Judgment & Decision-Making Delegation Review: <ul style="list-style-type: none"> How do you spell clinical judgment? Huston Ch. 20 Delegation BON Rule 224 Rule 224 Flow Chart ATI Leadership Ch.1 	Dosage calculations quiz ATI VCS Delegation 1/21/24 NLT 2359
Week 3 1/29/24 1300-1530	Planning: Organizational, Change, & Time Management Review: <ul style="list-style-type: none"> Huston Ch. 7 Organizational Planning Huston Ch. 8 Planned Change Huston Ch. 9 Time Management ATI Leadership p. 23-24 	ATI VCS Priority Setting 2/4/24 NLT 2359 Preceptor Agreement 2/4/24 NLT 2359
Week 4 2/5/24 1300-1530	Planning: Budgeting & Professional Development Review: <ul style="list-style-type: none"> Huston Ch. 10 Fiscal Planning... Huston Ch. 11 Career Planning... 	Quality & Safety Education for Nurses (QSEN) Self-Evaluation – Part 1 2/11/24 NLT 2359
Week 6 2/12/24 1300-1530	Organizing: Structure & Power Review: <ul style="list-style-type: none"> Huston Ch. 12 Organizational Structure Huston Ch. 13 ...Power ATI Leadership p. 25-48 	Quality & Safety Education for Nurses (QSEN) Self-Evaluation – Part 2 2/25/24 NLT 2359
Week 5 2/19/24 1300-1530	Exam #1 (Content from weeks 1-4) Review: <ul style="list-style-type: none"> ATI Leadership pp. 1-17 	ATI VCS Informatics 2/18/24 NLT 2359

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<p align="center">NURS 4561 Leadership in Professional Nursing Course Schedule - Spring 2024</p>		
Date/Time	Content	Assignments/Due Dates
<p>Week 7 2/26/24 1300-1530</p>	<p>Leadership Practice Assessment A Organizing: Patient Care</p> <p>Review:</p> <ul style="list-style-type: none"> Huston Ch. 14 Organizing Patient Care 	<p>ATI Leadership Practice Assessment A Focused Review 3/3/24 NLT 2359</p>
<p>Week 8 3/4/24 1300-1530</p>	<p>Staffing: Recruiting & Educating</p> <p>Review:</p> <ul style="list-style-type: none"> Huston Ch. 15 Recruitment... Huston Ch. 16 Educating... (p. 395-405) 	<p>Quality & Safety Education for Nurses (QSEN) Self-Evaluation – Part 3 3/10/24 NLT 2359</p>
<p>3/11-3/15</p>	<p>SPRING BREAK</p>	
<p>Week 9 3/18/24 1300-1530</p>	<p>Staffing: Socializing & Scheduling</p> <p>Review:</p> <ul style="list-style-type: none"> Huston Ch. 16 Educating... (p. 405-419) Huston Ch. 17 Staffing Needs... 	<p>Quality & Safety Education for Nurses (QSEN) Self-Evaluation – Part 4 3/24/24 NLT 2359</p>
<p>Week 10 3/25/24 1300-1530</p>	<p>Exam #2 (Content from weeks 5-9)</p> <p>Review:</p> <ul style="list-style-type: none"> ATI Leadership pp. 51-61 	<p>Readiness Assessment for Board Service 3/31/24 NLT 2359</p>
<p>Week 11 4/1/24 1300-1530</p>	<p>Directing: Motivating & Communicating</p> <p>Review:</p> <ul style="list-style-type: none"> Huston Ch. 18 Creating a Motivating Climate Huston Ch. 19...Communication in Team Building ATI Leadership pp. 65-69 	<p>ATI VCS Handoff Report 4/7/24 NLT 2359 Quality & Safety Education for Nurses (QSEN) Self-Evaluation – Part 5 2/11/24 NLT 2359</p>
<p>Week 12 4/8/24 1300-1530</p>	<p>Directing: Conflict Management & Bargaining</p> <p>Review:</p> <ul style="list-style-type: none"> Huston Ch. 21 Conflict, Violence, & Negotiation Huston Ch. 22 Collective Bargaining... ATI Leadership pp. 69-74 	<p>Complete all clinical hours 4/20/24 NLT 0700</p>
<p>Week 13</p>	<p>ATI Leadership Practice Assessment B Controlling: Quality & Safety</p>	<p>ATI Leadership Practice Assessment B Focused Review</p>

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NURS 4561 Leadership in Professional Nursing Course Schedule - Spring 2024		
Date/Time	Content	Assignments/Due Dates
4/15/24 1300-1530	Review: <ul style="list-style-type: none"> Huston Ch. 23 Quality Control... 	4/21/24 by 1700 Quality & Safety Education for Nurses (QSEN) Self-Evaluation – Part 6 4/21/24 NLT 2359
Week 14 4/22/24 1300-1530	Controlling: Performance Appraisal & Discipline <ul style="list-style-type: none"> Huston Ch. 24 Performance Appraisal Huston Ch. 25 Problem Employees... 	No clinical shifts authorized this week ATI NCLEX-RN Review (4/24, 4/25, 4/26)
Week 15 4/29/24 1300-1530	ATI Proctored Leadership Exam	No clinical shifts authorized this week ATI Proctored Leadership Focused Review 5/5/24 NLT 2359
Week 16 5/8/24	Final Exams Exam #3 (Content from weeks 11-14)	

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