



**NURS 4561 LEADERSHIP IN PROFESSIONAL NURSING**  
**COURSE SYLLABUS: FALL 2024**

**INSTRUCTOR INFORMATION**

**Instructor:** Jere Hammer, PhD, RN (Course coordinator)

**Office Location:** Nursing Department, 218

**Office Hours:** Tuesday 0900-1000, Thursday 1400-1500

**Office Phone:** 903-886-5306

**Office Fax:** 903-886-5729

**University Email Address:** jere.hammer@tamuc.edu

**Preferred Form of Communication:** email

**Communication Response Time:** Two business days

**Clinical Adjunct Instructors:**

- Charlseia Prichard (817-846-5953, charlseia.prichard@tamuc.edu)

**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).

### **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. (Inclusive access)

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

- **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](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](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](https://www.bon.texas.gov/laws_and_rules_nursing_practice_act.asp.html)

ANA website: [www.nursingworld.org](http://www.nursingworld.org)

QSEN website: [www.qsen.org](http://www.qsen.org)

**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%

Assessments	Weight	SLO
<b>Class</b>		
• Exams (3)	45%	1,2,3,4,5,6
• CoursePoint Assignments	20%	5,6
• Readiness Assessment for Board Service	10%	1,5
• ATI Video Case Studies	10%	5,6
• ATI Leadership CMS Acknowledgement Quizzes	5%	1, 5, 6
• Proctored ATI Leadership Assessment & Focused Review	10%	1,2,3,4,5,6
<b>TOTAL</b>	100%	
<b>Clinical</b>	<b>PASS/FAIL</b>	
• Dosage Calculations Practice & Exam	1 hour	6
• Precepted Clinical Experience	84 hours	1,2,3,4,5,6
o Preceptor Agreement Form	2 hours	1,2,3,4,5,6
o Clinical Log & Journal		
o Clinical Evaluation		
• Simulated Clinical Leadership Exercises	3 hours	1,2,3,4,5,6
<b>TOTAL</b>	90 hours	

**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).

The clinical component of the course is PASS/FAIL and must be passed in order to pass the course. Successful completion of reading assignments, class/clinical activities, and assessments will enable the student to meet the student learning outcomes.

*The syllabus/schedule are subject to change.*

## Assessment Overview

### Class Assessments

- **Exams**
  - 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.
  - All students with an exam grade of less than 75 should review their exam. The student is responsible for contacting the course faculty or the Student Success Coach to set up an appointment to review the exam. The exam must be reviewed before the next scheduled exam is administered.
  
- **CoursePoint Chapter Assignments**
  - The CoursePoint Chapter Assignments present content, give students the opportunity to interact with content, and assess understanding of content. The assignments include:
    - Reading assignments
    - Pre-Tests
    - Lessons
    - Post-Tests
  - The chapter grade will be based on post-test scores. Students will have two attempts on each assigned post-test. The average of the two attempts will be posted as the post-test score for each chapter post-test.
  
- **Readiness Assessment for Board Service**
  - The purpose of the Readiness Assessment for Board Service is to provide an opportunity for the student to self-identify leadership skill proficiency 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:

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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 preparing for future board service.	Writes 3 or more SMART goals for improving skills based on results by personalizing suggestions from "Opportunities for Improvement."	Writes 2 SMART goals for improving skills based on results by personalizing suggestions from "Opportunities for Improvement."	Writes 1 SMART goal for improving skills based on results by personalizing suggestions from "Opportunities for Improvement."	Writes 0 SMART goals for improving skills based on results by personalizing suggestions from "Opportunities for Improvement."

- **ATI Video Case Studies**

- 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**

- 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.

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## Clinical Assessments

- **Dosage Calculation Practice Quiz & Exam**

- The purpose of dosage calculation practice quiz is to provide an opportunity for students to review prior to taking the dosage calculation exam.
- Successfully passing the exam 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.

- **Precepted Clinical Experience**

- The purpose of the precepted clinical experience is to allow the student to focus on a selected patient population in the role of provider and manager of care under the direction of a preceptor and clinical faculty member.
- Students should review the *Management of Care* concept below with their preceptors to ensure that students have the opportunity 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
  - 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

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- 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)
- Students will work with the preceptor according to the preceptor's posted work schedule.
- Students are not permitted to work on a night shift on Sunday or any shift on Monday.
- Refer to the course calendar to verify when all clinical hours must be completed for the semester.
- **Simulated Clinical Leadership Exercises**
  - The purpose of the simulated clinical leadership exercises is to focus on time management and systems thinking strategies.
  - The exercises will be conducted on campus outside of class time as shown in the course calendar.
- **Clinical Log & Journal**
  - The purpose of the weekly clinical log and journal is to track clinical hours and allow the student to briefly reflect on accomplishments and experiences during each clinical shift.
  - The clinical instructor will set expectations for due dates based on the individual student's clinical schedule.
- **Clinical Evaluation**
  - The purpose of the clinical evaluation tool is to quantify student development and progress over time in the course.
  - The student will provide feedback on individual performance to the clinical instructor after 50% and after completion of all clinical hours. An online link will be posted in the LMS for students for the mid-clinical evaluation and a separate link for the final clinical evaluation.
  - The preceptor will provide informal verbal feedback to the student and clinical instructor throughout the preceptorship. A final evaluation link will be provided to the preceptor by the clinical instructor for written feedback at the conclusion of the preceptorship.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students must have an adequate working knowledge of the learning management system, Leomail, Microsoft Office Suite, Exemplify, ProjectConcert, and ATI online products.

### **Instructional Methods**

Teaching methods include lectures, seminars, discussion, small group work, independent study of texts and library resources, computer-assisted instruction, audio-

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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

### **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 Assignment Submissions:**

The faculty expects all class and clinical assignments to be submitted on time. If an extension is needed, the student should request the extension before the due date/time. The request for an extension will be approved or denied at the discretion of the course coordinator.

Unexcused late assignments will be penalized 10% per day for the first two days overdue; on the third day, the grade will be assigned as 0%. Communication with the faculty 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

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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](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](mailto: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 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>

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### **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**

#### **BSN Program Student Guide**

Specific information for students regarding nursing program policies and procedures can be found in the BSN Program Student Guidebook 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 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.

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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**

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 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.

### **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**

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

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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>

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**

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](#)

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<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>

### **Artificial Intelligence (AI) Use Policy**

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.

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

### **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

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Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<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.

### **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.

### **Mental Health and Well-Being**

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.



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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. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/](http://www.tamuc.edu/)

### **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](mailto: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

<b>NURS 4561 Leadership in Professional Nursing Course Schedule - Fall 2024</b>		
<b>Date/Time</b>	<b>Content</b>	<b>Assignments (Due Dates)</b>
<b>Week 1</b>  <b>8/26/24</b> <b>1150-1440</b>	Becoming a Nurse Leader/Manager  Review: <ul style="list-style-type: none"> <li>• Huston (2024)               <ul style="list-style-type: none"> <li>○ Ch. 1 (pp. 1-4, 7-10, 12-16, 20-25, Key Concepts)</li> <li>○ Ch. 2 (p. 45 [Transactional &amp; Transformational Leadership], Key Concepts)</li> <li>○ Ch. 3 (Key Concepts)</li> </ul> </li> <li>• ATI Nursing Leadership &amp; Management (Edition 9.0)               <ul style="list-style-type: none"> <li>○ Ch.1 Leading &amp; Managing Client Care</li> </ul> </li> <li>• <a href="#">NCLEX-RN Test Plan</a></li> <li>• <a href="https://www.nursingworld.org/practice-policy/nursing-excellence/leadership-in-nursing/">https://www.nursingworld.org/practice-policy/nursing-excellence/leadership-in-nursing/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Dosage calculations exam (in class)</li> <li>• Course<b>Point</b> Assignments (9/1/24 NLT 2359)</li> <li>• ATI Reading Assignment Acknowledgement Quiz (9/1/24 NLT 2359)</li> <li>• ATI VCS Delegation (9/1/24 NLT 2359)</li> </ul>
<b>Week 2</b>  <b>9/2/24</b> <b>Online</b>	9/2 - Labor Day Holiday 9/3-9/8 Delegation - Preparation for Preceptorship  Review: <ul style="list-style-type: none"> <li>• Huston (2024)               <ul style="list-style-type: none"> <li>○ Ch. 20 (pp. 509-517, Display 20.1, Display 20.4, Key Concepts)</li> </ul> </li> <li>• ATI Nursing Leadership &amp; Management (Edition 9.0)               <ul style="list-style-type: none"> <li>○ Ch. 2 Coordinating Client Care</li> </ul> </li> <li>• <a href="#">How do you spell clinical judgment?</a></li> <li>• <a href="#">BON Rule 224</a></li> <li>• <a href="#">Rule 224 Flow Chart</a></li> </ul>	<ul style="list-style-type: none"> <li>• Course<b>Point</b> Assignments (9/8/24 NLT 2359)</li> <li>• ATI Reading Assignment Acknowledgement Quiz (9/8/24 NLT 2359)</li> <li>• ATI VCS Priority Setting (9/8/24 NLT 2359)</li> </ul>
<b>Week 3</b>  <b>9/9/24</b> <b>1150-1440</b>	Planning Roles & Functions: Organizational, Change, & Time Management  Review: <ul style="list-style-type: none"> <li>• Huston (2024)               <ul style="list-style-type: none"> <li>○ Ch. 7 (Display 7.1, Key Concepts)</li> <li>○ Ch. 8 (Display 8.1, pp. 182-187, 191-192, 193-195 [Complexity, CAS, Chaos Theories], Key Concepts)</li> <li>○ Ch. 9 (p. 204, Display 9.1, Figure 9.1, Display 9.2, Display 9.3, Display 9.4, pp. 214-216, Key Concepts)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dosage calculations make-up exam (end of class)</li> <li>• Course<b>Point</b> Assignments (9/15/24 NLT 2359)</li> <li>• Preceptor Agreement 9/15/24 NLT 2359</li> </ul>
<b>Week 4</b>  <b>9/16/24</b> <b>1150-1440</b>	Exam #1 (Content from weeks 1-3)  Review: <ul style="list-style-type: none"> <li>• ATI Nursing Leadership &amp; Management (Edition 9.0)               <ul style="list-style-type: none"> <li>○ Ch. 3 Professional Practice</li> <li>○ Ch. 4 Inclusive &amp; Evidence-Based Care Environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ATI VCS Informatics (9/22/18/24 NLT 2359)</li> <li>• ATI Reading Assignment Acknowledgement Quiz (9/22/24 NLT 2359)</li> </ul>

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<b>NURS 4561 Leadership in Professional Nursing Course Schedule - Fall 2024</b>		
<b>Date/Time</b>	<b>Content</b>	<b>Assignments (Due Dates)</b>
<b>Week 5</b> <b>9/23/24</b> <b>1150-1440</b>	Planning Roles & Functions: Budgeting & Professional Development  Review: <ul style="list-style-type: none"> <li>• Huston (2024)               <ul style="list-style-type: none"> <li>○ Ch. 10 (Display 10.1, pp. 235-238, Learning Exercise 10.2, Key Concepts)</li> <li>○ Ch. 11 (Display 11.1, pp. 260-265, Key Concepts)</li> </ul> </li> <li>• ATI Nursing Leadership &amp; Management (Edition 9.0)               <ul style="list-style-type: none"> <li>○ Ch. 5 Culture of Safety in Delivering Care (pp. 63-68)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Course<b>Point</b> Assignments (9/29/24 NLT 2359)</li> <li>• ATI Reading Assignment Acknowledgement Quiz (9/29/24 NLT 2359)</li> </ul>
<b>Week 6</b> <b>9/30/24</b> <b>1150-1440</b>	Organizing Roles & Functions: Structure & Power  Review: <ul style="list-style-type: none"> <li>• Huston (2024)               <ul style="list-style-type: none"> <li>○ Ch. 12 (Display 12.1, Display 12.2, pp. 290-304, Key Concepts)</li> <li>○ Ch. 13 (Display 13.1, Table 13.1, Learning Exercise 13.9, Key Concepts)</li> </ul> </li> <li>• ATI Nursing Leadership &amp; Management (Edition 9.0)               <ul style="list-style-type: none"> <li>○ Ch. 5 Culture of Safety in Delivering Care (pp. 69-78)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Course<b>Point</b> Assignments (10/6/24 NLT 2359)</li> <li>• ATI Reading Assignment Acknowledgement Quiz (10/6/24 NLT 2359)</li> </ul>
<b>Week 7</b> <b>10/7/24</b> <b>1150-1440</b>	Organizing Roles & Functions: Patient Care  Review: <ul style="list-style-type: none"> <li>• Huston (2024)               <ul style="list-style-type: none"> <li>○ Ch. 14 (pp. 339-348, Display 14.1, Key Concepts)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ATI Leadership CMS Practice A Assessment (in class)</li> <li>• Course<b>Point</b> Assignments (10/13/24 NLT 2359)</li> <li>• ATI Leadership CMS Practice A Focused Review (10/13/24 NLT 2359)</li> </ul>
<b>Week 8</b> <b>10/14/24</b> <b>1150-1440</b>	Staffing Roles & Functions: Recruitment, Retention, & the Learning Organization  Review: <ul style="list-style-type: none"> <li>• Huston               <ul style="list-style-type: none"> <li>○ Ch. 15 (Display 15.2, Table 15.1, Display 15.5, Key Concepts)</li> <li>○ Ch. 16 (pp. 395-405, Display 16.1, Display 16.2, Key Concepts)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Course<b>Point</b> Assignments (10/20/24 NLT 2359)</li> </ul>
<b>Week 9</b> <b>10/21/24</b> <b>1150-1440</b>	Staffing Roles & Functions: Socializing & Scheduling  Review: <ul style="list-style-type: none"> <li>• Huston               <ul style="list-style-type: none"> <li>○ Ch. 17 (Display 17.1, Figure 17.1, Table 17.2, Key Concepts)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Course<b>Point</b> Assignments (10/27/24 NLT 2359)</li> </ul>

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<b>Date/Time</b>	<b>Content</b>	<b>Assignments (Due Dates)</b>
<p><b>Week 10</b>  10/28/24 1150-1440</p>	<p>Exam #2 (Content from weeks 5-9)</p> <p>Review:</p> <ul style="list-style-type: none"> <li>• Needleman, J. (2023). Getting Nurses on Boards. <i>Nursing Economics</i>, 41(6), 301-303. <a href="https://login.proxy.tamuc.edu/login?url=https://www.proquest.com/scholarly-journals/getting-nurses-on-boards/docview/2909232603/se-2">https://login.proxy.tamuc.edu/login?url=https://www.proquest.com/scholarly-journals/getting-nurses-on-boards/docview/2909232603/se-2</a></li> <li>• <a href="#">Nurses on Boards Coalition</a></li> <li>• <a href="#">Board Core Competencies</a></li> </ul>	<ul style="list-style-type: none"> <li>• Readiness Assessment for Board Service (11/3/24 NLT 2359)</li> </ul>
<p><b>Week 11</b>  11/4/24 1150-1440</p>	<p>Directing Roles &amp; Functions: Motivating &amp; Communicating</p> <p>Review:</p> <ul style="list-style-type: none"> <li>• Huston                             <ul style="list-style-type: none"> <li>○ Ch. 18 (Display 18.1, Display 18.3, Display 18.4, Key Concepts)</li> <li>○ Ch. 19 (Display 19.1, Display 19.2, Table 19.5, Key Concepts)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CoursePoint Assignments (11/10/24 NLT 2359)</li> <li>• ATI VCS Handoff Report (11/10/24 NLT 2359)</li> </ul>
<p><b>Week 12</b>  11/11/24 1150-1440</p>	<p>Directing Roles &amp; Functions: Conflict Management &amp; Bargaining</p> <p>Review:</p> <ul style="list-style-type: none"> <li>• Huston (2024)                             <ul style="list-style-type: none"> <li>○ Ch. 21 (Display 21.1, Figure 21.3, Display 21.2, Display 21.3, Display 21.4, Display 21.5, Display 21.6, Key Concepts)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ATI Leadership CMS Practice Assessment B (in class)</li> <li>• CoursePoint Assignments (11/10/24 NLT 2359)</li> <li>• Complete all clinical hours (11/17/24 NLT 0700)</li> <li>• ATI Leadership CMS Practice Assessment B Focused Review (11/24/24 by 1700)</li> </ul>
<p><b>Week 13</b>  11/18/24 1150-1440</p>	<ul style="list-style-type: none"> <li>• Simulation Exercises</li> </ul> <p>Review:</p> <ul style="list-style-type: none"> <li>• Huston (2024)                             <ul style="list-style-type: none"> <li>○ Ch. 22 (Display 22.1, Display 22.3, Display 22.4, Display 22.5, Display 22.6, Key Concepts)</li> <li>○ Ch. 23 (pp. 601-606, Display 23.1, Display 23.2, Key Concepts)</li> </ul> </li> </ul>	<p>No clinical shifts authorized this week</p>
<p><b>Week 14</b>  11/25/24 Online</p>	<p>Controlling Roles &amp; Functions: Quality Control; Performance Appraisal &amp; Discipline</p> <p>Review:</p> <ul style="list-style-type: none"> <li>• Huston (2024)                             <ul style="list-style-type: none"> <li>○ Ch. 24 (Display 24.1, Display 24.2, Display 24.3, Display 24.4, Key Concepts)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• CoursePoint Assignments (12/2/24 NLT 2359)</li> </ul>

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<b>NURS 4561 Leadership in Professional Nursing Course Schedule - Fall 2024</b>		
<b>Date/Time</b>	<b>Content</b>	<b>Assignments (Due Dates)</b>
	<ul style="list-style-type: none"> <li>○ Ch. 25 (Display 25.1, Table 25.1, Display 25.4, Display 25.5, Display 25.5, Display 25.6, Display 25.7, Key Concepts)</li> </ul>	
<b>Week 15</b>  <b>12/2/24</b> <b>1150-</b> <b>1440</b>	ATI Leadership CMS Proctored Exam	<ul style="list-style-type: none"> <li>• ATI Proctored Leadership CMS Focused Review (12/8/24 NLT 2359)</li> </ul>
<b>Week 16</b>  <b>12/9/24</b> <b>TBD</b>	Final Exam Week Exam #3 (Content from weeks 10-14)	

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