COURSE: NURS 411
CREDITS: 4 credits
DESCRIPTION: Professional Role and Leadership in Nursing
CLASS MEETS: May 10, 2014 & May 24 & June 14
TIME: 8 a.m. to 12 noon
LOCATION: Third Academic Center, Room 111
INSTRUCTOR: Professor Cindy Todd
ctodd@spalding.edu.
Professor Todd does not have an office at the Spalding campus; she can be reached via email and she will respond within 48 hours.

COURSE DESCRIPTION:
This course focuses on theories and principles related to leadership and management in healthcare systems. During the course students will examine the changing health care environment including the ways in which legal, economic, political and socio-cultural issues impact the delivery of patient-centered care. Differences in health care policies and health care systems and methods for insuring quality in health care outcomes will be studied. Communication concepts including collaboration, negotiation, conflict management, delegation, and cooperation will be discussed and practiced.

Course Outcomes:
Upon completion of the course, the student will:

1. Implement the professional nursing role in collaboration with health team members to provide safe, effective care based on knowledge from nursing, health-related disciplines, and arts and sciences;
2. Analyze the role of leadership in creating a satisfying position working environment;
3. Integrate caring and respect for human dignity in professional nursing practice to colleagues, individuals, families, and communities in diverse populations
4. Lead peer-discussion groups to present issues pertinent to professional nursing practice;
5. Debate relevant socio-political, cultural, legal and ethical issues impacting the delivery of health care;
6. Critique resources that focus on critical thinking, problem solving and decision making in nursing;
7. Participate in research development and utilization, using relevant methods of scientific inquiry to explore problems and advance knowledge in nursing and healthcare;
8. Work collaboratively with peers to make decisions and resolve selected health care dilemmas;
9. Use effective communication skills to discuss nursing issues, present ideas and debate health care controversies.
10. Identify and demonstrate appropriate use of the skills of collaboration, negotiation, conflict management and delegation in their role as professional nurses;
11. Incorporate effective teaching-learning principles and skills in professional nursing practice.

Program Outcomes:
Upon completion, the graduate of Spalding University School of Nursing will be able to:

1. Implement the professional nursing role in collaboration with health team members to provide safe, effective care based on knowledge from nursing, health-related disciplines, and arts and sciences;
2. Communicate effectively using oral, written, and information technology in a variety of settings, with diverse individuals and groups;
3. Integrate critical thinking skills in the practice of professional nursing in diverse settings using knowledge from nursing, health-related disciplines, and arts and sciences;
4. Participate in research development and utilization, using relevant methods of scientific inquiry to explore problems and advance knowledge in nursing and healthcare;
5. Integrate caring and respect for human dignity in professional nursing practice to individuals, families, and communities in diverse populations;
6. Make decisions consistent with the professional nursing role and the diversity of others with a relevant ethical framework;
7. Influence change that promotes justice for diverse and vulnerable persons and promotes healthcare;
8. Incorporate effective teaching-learning principles and skills in professional nursing practice;
9. Manage client care using accessible human and material resources effectively;
10. Integrate leadership skills in a variety of professional and scholarly activities that promote the professional nursing practice role;
11. Engage in ongoing professional development through focused self-reflection within a specified framework;
12. Engage in responsible citizenship and service to community;

TEACHING/LEARNING EQIVALENCY
In the accelerated program, of instruction/learning activities are assigned for course equivalency. Each week the student is assigned 4 hours of reading with a summative quiz taking 1 hour. A weekly discussion forum will be addressed by the student taking approximately 1 hour. A clinical leadership project will require 4 hours per week. The student is expected to devote 2 hours per week to their formal paper and presentation.

Quizzes, forums and weekly assignments will be open only for the week that is assigned. Rationale for quizzes will not be available for the first quiz attempt. Two hours between first and second quiz attempt is expected for students to review the content prior to taking the second attempt.

ORGANIZING FRAMEWORK APPLICATION FOR NURS 411:
- Students will demonstrate leadership in influencing colleagues/classmates to cultivate a spirit of inquiry through activities on nursing leadership presented in class.
- Research related to best practice will be demonstrated through the student’s review of literature regarding current evidence based practice in management and leadership in nursing.
- Ethics is demonstrated in the Class I discussion of employment laws and ethical issues specific to nursing management and leadership.
- Communication/Change/Teaching/Learning is demonstrated in the student’s clinical leadership project and presentation.
• **Cultural competence** is demonstrated through Class II activity on the changing healthcare and socio-cultural groups.

• **Critical Thinking** is demonstrated in forum discussions, classroom and weekly activities surrounding critical thinking in nursing management.

• **Health Care Management** is identified in the formal paper in discussion of use of resources in nursing leadership and activities focusing on budget, assessment of unit needs and implementation of clinical leadership project.

**COURSE ATTENDANCE POLICIES:**
A student is expected to attend all meetings of the class in which he or she is enrolled. To receive academic credit, a student must earn a passing grade that is determined by the combined results of class assessments, class assignments, and compliance with attendance requirements as specified in the class syllabus.

A student registered for a face-to-face AAP class must attend the first meeting of each class. An AAP student who knows that he or she will be unable to attend the first meeting of a class must drop that class at least 24 hours prior to the first class meeting. Failure to do so will result in the student’s being assigned the grade of F for the class as well as being billed for a percentage of the class tuition. After the first meeting of an AAP class, a student who does not intend to complete that class for any reason or who has missed two class meetings must withdraw from that class prior to the fourth class meeting or receive the grade of F for the class. That student will be responsible for the tuition accrued for the number of class meetings he or she has attended. AAP students cannot withdraw from a class after the fourth class meeting.

**Student Responsibilities:** Prior to enrolling in classes, students in all University programs should anticipate the number of class meeting absences that may result from family obligations, work-related responsibilities, and such other University-sponsored activities as Debate Team and athletic events. Once a class has begun, a student who anticipates that he or she will not meet the attendance requirements to earn a passing grade should withdraw from the class. According to University policy, a student must follow official procedures for withdrawing from a class in order to receive a tuition refund. Any student who stops attending a class without having officially withdrawn from that class will receive the grade of F and must assume any remaining financial obligations for the class. Please see the Withdrawal Policy for additional information.

Please see the Undergraduate Attendance Policy in the Spalding University Catalog for further details.

**REQUIRED TEXT:**


**PRE-ASSIGNMENT FOR FIRST CLASS**

**Read:** Yoder-Wise, P. (2011) *Leading and Managing in Nursing*. Philadelphia, PA: Mosby: Chapters 1 and 3. Develop a preliminary plan to work with a nurse manager in developing and implementing a clinical leadership project that can be completed within the time constraints of the course. Bring the attached completed project proposal to Class I reflecting this preliminary plan.

**TOPICAL OUTLINE:**
Week 1: Chapters 1, 3, 4, 5
   A. Managing, Leading and Following
   B. Developing the Role of Leader
   C. Developing the Role of Manager
   D. Legal and Ethical Issue
Week 2: Chapters 6, 7, 8, 10
A. Making Decisions and Solving Problems
B. Healthcare Organizations
C. Understanding and Designing Organizational Structure
D. Power, Politics, and Influence

Week 3: Chapters 11, 12, and 13
A. Caring and Communicating and Managing Technology
B. Managing Costs and Budgets
C. Care Delivery Strategies

Week 4: Chapters 14, 15, 17 and 18
A. Staffing and Scheduling
B. Selecting, Developing and Evaluation Staff
C. Leading Change
D. Building Teams Through Communication and Partnerships

Week 5: Chapters 20, 22, 23
A. Managing Quality and Risk
B. Consumer Relationships
C. Conflict: The Cutting Edge of Change

Week 6: Chapters 24, 25 and 26
A. Managing Personal/Personnel Problems
B. Workplace Violence and Incivility
C. Delegation: An Art of Professional Practice

ASSESSMENT OF OUTCOMES FOR NURS 411:
1. Competency Performance Assessments
   a. Weekly Quizzes
   b. Formal Paper
   c. PowerPoint Presentation
   d. Weekly Forums
   e. Proposal and Completion of Clinical Leadership Project

GRADING SCALE FOR SCHOOL OF NURSING
*final grades reported to the university registrar are reported as whole grades

<table>
<thead>
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<th>Grade</th>
<th>Points</th>
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<tr>
<td>A+</td>
<td>99 – 100*</td>
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<tr>
<td>A</td>
<td>95 – 98</td>
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<tr>
<td>A-</td>
<td>93 – 94*</td>
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<tr>
<td>B+</td>
<td>91 – 92*</td>
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<tr>
<td>B</td>
<td>87 – 90</td>
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<tr>
<td>B-</td>
<td>85 – 86*</td>
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<tr>
<td>C+</td>
<td>83 – 84*</td>
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<tr>
<td>C</td>
<td>79 – 82</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78*</td>
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<td>F</td>
<td>&lt;76</td>
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Theory Portion of Grade

<table>
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<tr>
<th>Activity</th>
<th>Points</th>
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<tr>
<td>Quiz #1</td>
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<td>Quiz #2</td>
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<tr>
<td>Quiz #5</td>
<td>100</td>
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<tr>
<td>Weekly Forum (5 at 1 points each)</td>
<td>50</td>
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<tr>
<td>Weekly Activity (5 at 2 points each)</td>
<td>100</td>
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<tr>
<td>Proposal and Completion of</td>
<td></td>
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<tr>
<td>Leadership Clinical Project</td>
<td>100</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>50</td>
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<tr>
<td>Formal Paper</td>
<td>150</td>
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<tr>
<td>Presentation of Formal Paper</td>
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1000 points
**LATE ASSIGNMENTS/PAPERS:** No late assignments will be accepted unless the instructor is notified prior to the due date of the assignment.

**ACCESSIBILITY STATEMENT:** In keeping with Spalding's Mission Statement our community of faculty, staff and students is diverse. This brings a richness to our campus and, more importantly, to our classrooms. Spalding University recognizes and respects individual differences in our educators and our learners. Any student, who requires academic assistance for documented learning or health issues, should contact the Director of Student Support Services in the Academic Resource Center. Registering with the Office of Student Support Services, by the student, in a timely manner is critical. Accommodations are not retroactive.

**ACCESSIBILITY IN OUR LEARNING ENVIRONMENT:** Your academic progress in this class is important. If you are aware of a life circumstance that may affect your academic performance please let me know as soon as possible. If, during the course, you encounter any obstacle please discuss this with me immediately. Once these hindrances are disclosed we can work together to develop strategies to overcome them.

This class seeks inclusion for all participants. Individuals with documented academic differences of any kind (including learning differences, ADHD, depression, health conditions), who require instructional, curricular, or test accommodations are responsible for making such needs known to the instructor as early as possible. First, you must be registered with the Director of Student Support Services. The director will request documentation confirming your need for academic accommodation and a completed application for Accessibility Services. Contact information for the Director of Student Support Services: Academic Resource Center, Egan Leadership Center, Room 200, 502-873-4169

**ACADEMIC POLICIES:** The current *Spalding University Catalog*, School of Nursing *Handbook for Undergraduate Students and the AAP Student Policy* delineates pertinent academic policies including academic and professional integrity. Carefully review the Examination Policy in the Student Handbook. The Catalog is available on-line @ [www.spalding.edu](http://www.spalding.edu). Each student is responsible for compliance with these policies and procedures.

**COURSE WITHDRAWAL DATES AND FINACIAL AID INFORMATION:** The last day to drop this course is before the first class meeting. The last date to withdraw is before the fourth week of class. Specific course withdrawal information is available from the Office of the University Registrar. Be certain to contact the Office of Financial Aid and speak with your counselor before withdrawing from any class as this may impact your financial aid status.

**GRIEVANCE POLICY:** The current *Spalding University Catalog* and the School of Nursing *Handbook for Undergraduate Students* delineates pertinent academic policies including the grievance policy. Carefully review the Grievance Policy in the Student Handbook.