**Collin College RN-to-BSN Program**
**RNSG 4465**

**COURSE INFORMATION**

**Course Number:** RNSG 4465

**Course Title:** Leadership and Management

**Course Description:** This course emphasizes leadership and management theories in communication and conflict resolution, budgeting, human resource management, quality and safety, risk management, change, delegation, decision making, and current issues and trends. Clinical experiences focus on management of issues and interactive observation of leaders and managers in a variety of settings.

**Course Credit Hours:** 4

Lecture Hours: 3
Lab Hours: None
Clinical Hours: 1

**Prerequisite:** Admission in RN-to-BSN program

**Student Learning Outcomes:**

Upon completion of this course the student will be able to:

1. Lead safety and quality improvement activities as part of the interdisciplinary team using teamwork and collaboration
2. Monitor institutional, professional and health policy to adhere to standards of practice within ethical and legal precepts.
3. Utilize clinical judgment and evidence-based practice to support communication and professionalism, and enhance patient-centered care, patient education, and health promotion.

**Clinical Objectives**

1. Integrate concepts from leadership and management, resource management, and communication theories in the provision of patient-centered care.
2. Practice within a framework of professionalism, and ethical and legal precepts applicable to the nurse as leader, delegator, advocate, and coordinator and manager of health care organizations.
3. Incorporate health information technology in patient-centered care and communication.

**Secretary's Commission on the Acquisition of Necessary Skills (SCANS)** - SCANS skills are a group of foundational skills and workplace competencies that the Secretary's Commission on the Acquisition of Necessary Skills established as vitally important for workplace success in the 21st

century. In Collin's workforce programs, the SCANS skills are developed and reinforced throughout the curriculum to provide students with an opportunity to hone these skills/competencies in the context of their education. Over the course of an entire degree program, the successful student is expected to demonstrate all of the SCANS skills and competencies as part of their education. The SCANS Foundation Skills and Workplace Competencies are described at: http://www.collin.edu/academics/programs/Workforce_SCANS_Skills_Syllabi_Code_Key.pdf

**Withdrawal Policy:** See the current *Collin College Registration Guide* for the last day to withdraw.

**WITHDRAWAL PROCEDURE:**
See *Nursing Division Student Handbook* Procedure 10.17, Adding or Dropping Courses, regarding withdrawing procedures, and the current *Collin College Registration Guide* for last day to withdraw.

**Collin College Academic Policies:** See the current *Collin College Student Handbook*.

**Americans with Disabilities Act Statement:**
Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin College Student Handbook* for additional information.

**Strategies of Behavioral Intervention (SOBI)**
Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of *Student Code of Conduct (Code)* violations will be referred directly to the Dean of Student Development Office for disciplinary action.

To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible.

You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (https://www.collin.edu/studentresources/SOBI/).

**ACADEMIC ETHICS:**

The College may initiate disciplinary proceedings against a student accused of scholastic dishonesty.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree and/or the submission as one's own work material that is not one's own. Scholastic dishonesty may involve, but is not limited to, one (1) or more of the following acts: cheating, plagiarism, collusion, use of annotated texts or teacher's editions and/or falsifying academic records.

**Plagiarism** is the use of an author's words or ideas as if they were ones' own without giving credit to the source, including, but not limited to, failure to acknowledge a direct quotation.

**Cheating** is the willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, copying computer or Internet files, using someone else's work for assignments as if it were one's own or any other dishonest means of attempting to fulfill the requirements of a course.

**Collusion** is intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty, including but not limited to, failing to secure academic work; providing a paper or project to another student, providing an inappropriate level of assistance; communicating answers to a classmate during an examination or any other course assignment; removing tests or answer sheets from a test site, and allowing a classmate to copy answers.

Refer to *Nursing Division Student Handbook* Policy 10.41 and *Collin College Student Handbook*.

**Faculty Contact Information:**

See Nursing Faculty Contact List in Canvas

**INSTRUCTOR INFORMATION**
**Instructor's Name: TBD**
**Office Number:**
**Office Hours:** Hours posted on office door
**Phone Number:**
**Email:**

**Class Information:**
**Section Number: TBD**
**Meeting Times: In-class as scheduled**

**Meeting Location: Health Sciences Center, Collin College McKinney Campus**

**Course Format:**
Lecture, group activities, role playing, audiovisual materials, independent study: computer lab modules and/or study guides, assigned references, teacher student conferences, visits to community resource facilities, journaling, and other assignments as indicted.

**Course Requirements:**

1. Each student must attend class online and participate in learning activities/lab times. (See *Nursing Division Student Handbook* Procedures 10.10 and 10.11).
2. Complete all course assignments.
3. Each course carries its own grade. A grade of less than a C in a course equates to a failure of that course. If a student should withdraw from the RNSG 4465 course, the student can continue in all other enrolled nursing courses.
4. You may repeat this course only once after receiving a failing grade.
5. This course will follow all requirements found in the *Collin College Nursing Division Student Handbook*.

**Minimum Technology Requirement:**
**Computer System Requirements:** The basic computer specifications for Canvas use are available at: https://community.canvaslms.com/docs/DOC-2059
The Canvas browser requirements and settings information for both desktop and mobile devices are available at: https://community.canvaslms.com/docs/DOC-1284
High speed Internet connection (cable modem or DSL) is recommended. If you are using a mobile Canvas App or Wi-Fi, you may want to get on a direct internet connection to minimize internet interruptions.
HESI system requirements for both Mac and Windows users are available at: https://hesiinet.elsevier.com/

**Computer Skills Needed:** You should know how to access a Web site when given an address (URL) or link, use the features of your Web browser, download files, attach files to emails, and use MS Word processing software. You will also need to use MS Excel.

**Technical Support:** Technical support for Canvas is available 24 hours a day; 7 days a week; 365 days per year. The eCollin Learning Center (eLC) Student Canvas Resources page, including an online student orientation to Canvas, can be found at:
https://www.collin.edu/academics/ecollin/studentcanvasresources.aspx
You may contact technical support at 1-972-377-1777. In addition, online support is available through the eCollin Learning Center (eLC): http://online.collin.edu/

**Minimum Student Skills:**

**Netiquette Expectations:** In all communications whether electronic discussion or mail, all students are expected to abide by the Student Civility Contract. All parties: faculty, staff and students will behave in a socially productive manner in any and all interactions. Your communications will demonstrate respect and control toward one another, cause another to feel valued and contributes to mutual respect.

**Course Resources:** See required supplies and textbooks

**Supplies:** None

**Textbooks & Equipment:**

***Required Textbooks & Equipment***

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Huber, D. (2018). *Leadership and nursing care management.* (6th ed.). St. Louis, MO: Saunders-Elsevier.

**Suggested Reading (Journal Articles)**

Casida, J., & Pinto-Zipp, G. (2008). Leadership-organizational culture relationship in nursing units of acute care hospitals. *Nursing EconomicS, 26*(1). 7-15.

Luquette, J. S. (2005). The role of on-site counseling in nurse retention. *Oncology Nursing Forum, 32*. 234-236.

Virkstis, K. L., Westheim, J., Boston-Fleischhauer, C., Matsui, P. N., & Jaggi, T. (2009). Safeguarding quality: Building the business case to prevent nursing-sensitive hospital-acquired conditions. *The Journal of Nursing Administration, 39*(7/8), 350-355.

Semester syllabus *(Available on-line)*

RN to BSN Nursing Program Student Handbook *(Available on-line)*

**Attendance Policy:** See below

**Attendance Procedure:** See *Nursing Division Student Handbook* Procedure 10.10 and 10.11. Class Attendance. Please see class schedule for last day to withdraw. For religious holy days, please refer to the current *Collin College Student Handbook.*

**Additional Instructor Student Learning Outcomes:** May vary by instructor

**Method of Evaluation**:

| Assignment | Points | Weighed |
|---|---|---|
| Analysis Paper | 100 | 20% |
| Peer Review of Analysis Paper | 50 | 10% |

| | | |
|---|---|---|
| Seven (7) Discussion Board (50 points each) | 350 | 15% |
| Four (4) Clinical Papers (100 points each) | 400 | 30% |
| Leadership Interview | 100 | 30% |
| Two (2) Presentations<br>Didactic presentation (15 points)<br>Clinical presentation (15 points) | 30 | 5% |
| **Total** | **1030** | **100%** |

927-1030 points = A 824-926 points = B 721-823 = C Below 721 points = F

**Course Calendar**: See calendar posted in Canvas

**COURSE OUTLINE:**

**Week 1 – Leadership (Part 1)**

1. Characteristics of effective leaders and managers
2. Management functions
3. Motivational theories and skills
4. Delegation
5. Decision making

**Class Objectives:**

Relate leadership and management theories to important functions and behaviors of professional nursing.

1. Describe how self-knowledge and emotional intelligence impact power, influence, and authority and are needed for professional nursing practice.
2. Develop personal attributes to effectively lead, manage, and follow.
3. Improve decision-making as a leader, manager, or follower.

**Concepts:**

Leadership and Management

Interpersonal relationships
Professionalism
Teamwork and collaboration

**Exemplars:**

- Complexity theory
- Emotional intelligence
- Leadership
- Management Theory

**Reading assignment:**

Huber (6th ed.), Ch. 1

**Class activities**

Divide class into groups. Assign each group to research and present to class one of the following. Include the contributor, key ideas, and application to practice:

A. Trait Theories
B. Style Theories
C. Situational/Contingency Theories
D. Transformational Theories
E. Two-factor Theory
F. Expectancy Theory

**Week 2 – Business Skills (Part V)**

1. Recruitment, Selection, Hiring and Orientation
2. Performance Evaluation and Staff development
3. Problems and Issues in Human Resource Management
4. Staffing Process and Care Delivery

**Class Objectives:**

1. Differentiate common personal/personnel issues.
2. Discuss methods of using role concepts to clarify personnel issues.
3. Explore strategies for resolving personnel issues.
4. Relate leadership aspects to the role of the professional nurse in different stages of experience.

**Concepts:**

Mood and affect
Interpersonal relationships
Communication
Professionalism

**Exemplars:**

- Role Strain
- Role Stress
- Absenteeism
- Orientation
- Performance Evaluation

**Reading assignment:**

Huber (6th ed.), Ch. 21

**Class activities**

A. Review the policies of a healthcare organization regarding recruiting, hiring, and termination. What are the conditions for employment? What are the conditions for immediate termination? What are the conditions associated with substance abuse at work?

**Week 3 – Knowledge of the Health Care Environment (Part IV)**

1. Mission, Vision, and Philosophy
2. Organizational Culture
3. Organizational Development

**Class Objectives:**

1. Analyze the mission, vision, and philosophy statements and organizational structure of a healthcare organization.
2. Analyze the design of an organizational structure and the factors that influence it.
3. Compare and contrast organizational structure
4. Evaluate methods of re-engineering organizational systems.

**Concepts:**

Healthcare organizations

**Exemplars:**

- Bureaucracy
- Organizational chart
- Shared governance
- Hierarchy

**Reading assignment**

Huber (6th ed.), Ch. 13, Ch. 15

**Class activities**

A. Obtain a copy of the philosophy statement of a nursing department. As a class, identify and discuss behaviors that are observed that relate or do not relate to the beliefs and values included in the statement.

**Week 4 – Business Skills (Part 5)**

1. Budgetary concepts and considerations
2. Types of budgets
3. Economics and health care financing
4. Costing out nursing services

**Class Objectives:**

1. Explain factors that increase the cost of healthcare.
2. Evaluate reimbursement methods and incentives to control costs.
3. Differentiate between costs, charges, and revenues with respect to patient visits, hospital stays, or patient procedures.
4. Discuss why healthcare organizations must make a profit.
5. Explain the budget process
6. Identify variances on expense reports.

**Concepts:**

Healthcare organizations
Budgetary process
Capitation

**Exemplars:**

- Budget
- Cost
- Cost-based reimbursement
- Full-time Equivalent
- Managed Care

**Reading assignment:**

Huber (6th ed.), Ch. 23

**Class activities**

A. Discuss the contractual allowance when a hospital charges $800/day to care for a ventilator-dependent patient and an insurance company reimburses the hospital $685/day. Discuss the impact on hospital revenue if this reimbursement continues for 2500 patient days.

**Week 5– Leadership (Part 1)**

1. Change theories
2. Steps to planned change
3. Types of Change and Responses to Change
4. Manager's role as change agent

**Class Objectives:**

1. Analyze the characteristics of change in organizations.
2. Relate the models of planned change to the levels of change.
3. Evaluate theories for managing change.
4. Describe desirable qualities of effective change agents.

**Concepts:**

Communication
Professionalism
Healthcare Organizations
Health policy
Leadership and management

**Exemplars:**

- Barriers
- Change agents
- Strategies
- Chaos theory

**Reading assignment:**

Huber (6th ed.), Ch. 1, Ch. 2

**Class activities**

A. Describe an Innovation in Health Care. How Receptive Are You to Change and Innovation? Discuss as a class.

**Week 6 – Knowledge of the Health Care Environment (Part IV)**

1. Quality Care Management
2. Care Transitions

**Class Objectives:**

1. Apply quality management principles to clinical situations.
2. Identify the six-steps of the quality improvement process.
3. Assess roles of leaders, managers, and followers to create a quality management culture.

**Concepts:**

Quality improvement

**Exemplars:**

- Benchmarks
- Performance improvement

**Reading assignment:**

Huber (6th ed.), Ch. 18

**Class activities**

A. As a class, think of something that can be improved in your school or work setting. Define the problem, using as many facts as possible. List the advantages to the people and to the organization of improving this problem. Describe possible solutions. Who would you contact to partner with and share your suggestions?

**Week 7 – Communication and Relationship Building (Part III)**

The nurse-manager's role:

1. Patients and staff
2. Advocacy
4. Teaching
5. Leadership

**Class Objectives:**

1. Assess the results of changes that have influenced patient relationships in healthcare.
2. Evaluate the quality of a nurse-patient relationship when a service-oriented philosophy is used.
3. Apply the three major responsibilities of nursing- advocacy, teaching, and leadership- to the promotion of successful nurse-patient-staff relationships.

**Concepts:**

Patient Teaching
Health Promotion
Patient-Centered Care

**Exemplars:**

- Advocate
- Health Literacy
- Patient Satisfaction

**Reading assignment:**

Hubert (6th ed.), Chapters 7, 8, 11

**Class activities**

A. Determine how a culturally competent nurse can mediate the cultural differences between the patient, the family, and the nursing staff.

**Week 8 – Professionalism (Part II)**

1. Causes of malpractice for nurse managers
2. Employment laws and Labor Relations Issues

**Class Objectives:**

1. Examine Nurse Practice Acts
2. Analyze the causes of malpractice for nurse managers
3. Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice.

**Concepts:**

Ethics and Legal Precepts

**Exemplars:**

- Nurse Practice Act
- Licensure
- Negligence
- Standard of Care
- Malpractice

**Reading assignment:**

Huber (6th ed.), Ch. 6

**Class activities**

A. Read your state's Nurse Practice Act, including rules and regulations, and statements of the State Board of Nursing. Does your state have different licensing boards for RNs and LPNs/LVNs? How does your state address Advanced Practice Registered Nursing? How do the definitions for nurse vary? Discuss why the nurse manager must know these differences and distinctions.

**Week 9 – Communication and Relationship Building (Part III)**

1. Interpersonal relationships
2. Health Information Technology
3. Teamwork and Collaboration with interdisciplinary committees/teams

**Class Objectives:**

1. Evaluate the differences between a group and a team.
2. Demonstrate an effective communication interaction.
3. Identify 5 communication pitfalls.

**Concepts:**

Interpersonal Relationships
Communication
Teamwork and Collaboration
Health Information Technology

Safety
**Exemplars:**

- Active Listening
- Effective Communication
- Group
- Team

**Reading assignment**

Huber (6th ed.), Ch. 7

**Class activities (Teaching strategies)**

A. In pairs, compare effective guidelines for communication with communication pitfalls. Give examples of each from your personal experiences. Hypothesize how the pitfalls could be changed to positive interactions

**Week 10 - Analysis Paper Due**
Write a 1,000- to 1,250-word paper in APA format that addresses the following: Based on your reading, who do you see as having a successful leadership style, and why do you consider him or her a successful leader? Provide an example of a historical figure or someone you know. Review the results of your Leadership and Team Self-Management Assessment. How does your leadership style compare to the successful leader you identified? What traits does the successful leader have that you think you need to develop? What strengths do you have from which your example leader could benefit?

Leadership Assessment
https://www.thecalculator.co/personality/Leadership-Style-Questionnaire-554.html
Team Member Assessment
https://www.mindtools.com/pages/article/leadership-style-quiz.htm

**Leadership Practice Grading Rubric**

| **Leadership Practice Grading Rubric Elements** | **Basic** -------- | **Proficient** ---------- | **Exemplary** ---------- |
|---|---|---|---|
| | 79 or less Points | 80 – 89 Points | 90 – 100 Points |
| **Introduction to Leadership Practice Paper** | | | |

| | | | |
|---|---|---|---|
| Introduction | There is an introduction. It falls short in expectations. | The introduction is well written and alerts the reader to all the parts in the paper yet to come. | The introduction not only introduces the paper, its purpose, and all of its parts, but also does so in a creative and interesting way that invites the reader into the body of the paper. |
| **Conceptual Framework Guiding this Leadership Practice** | | | |
| Description of the Conceptual Framework that guides the organization of this paper. | Description of the conceptual framework is basic with little evidence of how this framework will support the writing of this paper. | Description of the conceptual framework is detailed and provides evidence that s/he understands how this framework will support the writing of this paper. | Description of the conceptual framework is detailed, nuanced and provides for the reader evidence of not only how s/he might apply a leadership practice but also that the leadership practice has depth and is grounded in the literature of leadership for urban organizations. schools. |
| **Background and Context of Leadership Practice** | | | |
| Identification of Targeted Goal (TG) to Promote Leadership in Nursing Practice | The TG is unclear, not well defined, and therefore no feasible way to indicate if the goal was achieved. No references cited. | The TG is clearly stated in positive achievable language that would indicate if the goal was achieved. Some references cited. | Not only is the TG clearly stated in positive achievable language that would indicate if the goal had been achieved, but also the goal is well grounded in the literature for leadership for urban education. |
| Potential Outcome Measures (OM) with Leadership Practice | Little is provided in the way of a potential OM. No | One or more potential OM related to the TG is presented. Some references. | Several OM that are linked to the TG along with strong support from the literature on Leadership for urban education are presented. |

| | | | |
|---|---|---|---|
| | reference citations. | | |
| **Analysis of Obstacles and Implementation Plan for Leadership Practice** | | | |
| Introduction | There is a basic introduction to this section of the paper, but key parts are missing. | The introduction to this section sets up all the parts of this section to follow. | The introduction to this section sets up all the parts to follow in a way that encourages the reader to continue reading this paper. |
| Leverage Points (LP) | At least one LP was presented but without a rationale for selection or how the LP when engaged would counter obstacles or achieve the targeted goal. No citations. | Several LPs were presented along with a rationale for selection and how when engaged they would be capable of countering obstacles and achieving the targeted goal. Some citations were offered. | Several LPs related to the targeted goal along with a rationale for that selection that are well supported with references to the literature on leadership for urban organizations. This section is written is such a way that the reader can follow the logic of how action on and from these leverage points has the potential to counter and overcome obstacles and lead to the achievement of the targeted goal. |
| Evidence-Based Leadership Strategies (E-BLS) | At least one E-BLS is presented, but no rationale for the selection of, or how E-BLS strategy intersects with overcoming obstacles or engaging LPs in order to achieve the goal. No references. | Several E-BLS are presented with rationale for selection, but response does not provide an argument for why that strategy could influence LP or the behavior of others. Some | A combination of E-BLS linked to LPs that purport overcome obstacles and to make gains on achieving the targeted goal are presented along with a compelling rationale. The argument for this combination of E-BLS is well grounded in references from the literature on leadership for urban organizations. |

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| | | references are provided. | |
| Engaging Others in the Leadership Effort (EO) | The rationale for EO is provided. No "OTHERS" are identified. No references are cited. No HOW TO activities are offered. | The rationale for EO is presented (others are identified), along with references from the literature on leadership for urban education. One or more HOW TO strategies for EO are offered. | Author links the rational for EO (with others identified) to leadership efforts to engage LPs with specific E-BLS efforts in order to overcome obstacles and to achieve goals. HOW TO strategies suggested are grounded not only in the literature on leadership for urban organizations but also in the literature on collaboration. |
| Evaluating the Impact of Leadership (Theory of Change) **Content** | Evaluation plan is not well specified and does not reference any measures to the "theory of change" of the leadership effort (**Content**). | The evaluation plan specified takes into account the TG, OM, LP, E-BLS, EO related to this project (as related to the "theory of change" of the leadership effort (**Content**). | The evaluation plan specified takes into account the TG, OM, LP, E-BLS, EO related to this project (as related to the "theory of change" of the leadership effort (**Content**) of the leadership effort. This plan is well grounded in the literature of leadership for urban organizations. |
| Evaluating the Impact of Leadership (Theory of Implementation) **Process** | Evaluation plan is not well specified and does not reference any measures related to the "theory of implementation" (**Process**) of the leadership effort. | The evaluation plan specified takes into account the TG, OM, LP, E-BLS, EO elements as related to the "theory of implementation" (**Process**) of the leadership effort. | The evaluation plan specified takes into account the TG, OM, LP, E-BLS, EO elements as related to the "theory of implementation" (**Process**) of the leadership effort. This plan and its elements are well grounded in the literature of leadership for urban organizations. |

| Summary | | | |
|---|---|---|---|
| Now that I've written this paper, here is what I am thinking now for me and the leader in my case and the steps that we contemplate taking next …. | The summary pulls together most of the threads in the paper. There is no reference to new learning. | The summary pulls together the threads of paper and provides a new perspective on the issues. Some citations to references were made. | The summary pulls together the threads of the paper, provides a new/alternative perspective on the issues, and outlines several next steps for taking on this problem in real life. This summary makes references appropriate literature on leadership for urban organizations. |
| **APA Formatting and M.E.A.L. Writing Conventions** | | | |
| Title Page, Headers, Running head, Page Numbers, Title, Author(s), Institutional Affiliation Abstract, Headings, Levels of Headings, Indented Paragraphs, Correct use of Series, Correct use of Lists, Block Quotes, Citations in Text, References | Many APA formatting errors. No evidence of awareness of APA style. | Only a few APA formatting errors. For the most part this Leadership Practice paper has professional writing skills | APA formatting in this paper is No errors. |

**Week 11 – Communication and Relationship Building (Part III)**

1. Types of conflict
2. Conflict and Resolution Process
3. Recognizing and managing irresolvable conflict

**Class Objectives:**

1. Determine the guidelines for acknowledging a situation in your clinical setting.
2. Identify the qualities of a team that works synergistically, include the impact of such a team.

3. Discuss the importance of team and communication to patient safety and quality.

**Concepts:**

Safety
Teamwork and Collaboration

**Exemplars:**

- Group
- Synergy
- Team

**Reading assignment:**
Huber (6th ed.), Ch. 10

**Class activities**

A. As a class, discuss current issues facing teams. What are the strengths of the team and of the organization? Does your supervisor prevent you from being as effective as you'd like to be? What changes would you be willing to make to facilitate a better-functioning team and to accomplish team goals?

**Week 12– Business Skills (Part V)**

1. Community involvement
2. Health promotion
3. Patient education
4. Hospital Preparedness Gap Analysis

**Class Objectives:**

1. Examine emergency management committee membership responsibilities
2. Examine current issues and trends for disaster management
3. Examine an effective gap analysis for emergency preparedness

**Concepts:**

Health Promotion
Patient Education
Communication

**Exemplars:**

- Triage Decision Makers
- Hospital Role in the Community
- Patient Safety
- Emergency Preparedness

**Reading assignment:**

Huber (6th ed.), Chapter 25

**Class activities (Teaching strategies)**

A. Review the case study for Chapter 25, p. 424.
B. Identify strategies to address and emergency management and preparedness

**Week 13 – Peer Review of Analysis Paper Due at End of Class (Bring Your Laptops)**

Peer review is an important part of this class for several reasons. It is helpful to get feedback from other writers, even—perhaps especially—writers with very different styles or perspectives or skills. It is also extremely useful to practice reviewing and work-shopping other essays, both because many flaws are easier to see in someone else's paper and because this kind of joint work will be a part of your future academic and professional work. **Review your peer's Leadership paper offering suggestions in a formal response paper using 500-1,000 words and APA format.**

**This paper is either a 0 (not submitted or professionally written) or 100 (Exceptional paper utilizing suggestions as presented below)**

**Tips for writing the Analysis paper**

1. What are the paper's main strengths? Identify 2-3 aspects that should not be lost in revision.

2. What are the paper's main weaknesses? Identify 2-3 aspects that should be primary foci during revision. For each, suggest how the authors might go about improving them.

**Further Questions for Analysis:**

- If you can, identify the author's thesis and major arguments, whether explicitly or implicitly stated.
- Identify a section where evidence from the text is used well.
- Identify a section where evidence (or more evidence) is needed.
- Where do you think this paper is going?
- What point or argument in this paper was most interesting to you?
- If any questions were raised in the cover letter, answer them.
- Summary of suggestions for improving overall ORGANIZATION (structure, flow of informat ion)
  of the paper: (NOTE: grammar and spelling are not organizational features of a paper – or ganization is about the telling of the story)

**Week 14 – Presentation of Your Leadership Topic**

**(0 points – Presentation not done) or (100 points- Presentation done professionally)**

Presentation Criteria:

1. Dress professionally

2. Be prepared

3. Make sure all peers have necessary materials to be active participants

4. Give a professional and thorough presentation that, at a minimum, includes the following items (remember your total presentation must last at least 15 minutes)

   a. PowerPoint or Prezi Presentation of the content (print with 6 slides per page)

   b. Hands-on Activity that allows peers to apply learning (consider a 5-minute activity)

   c. Visual component (ex: video relating to your content) (5-minute maximum)

   d. Kahoot review at the end of your presentation with at least 2 questions for your peers

**Discussion Board Questions**

**Questions to ask a nurse leader during your clinical rotations. Use the rubric to guide you. You will also be required to make four (4) peer responses for full credit with at least one credible source from a nursing journal or required readings. (Use of APA rules and professional standards is required.)**

Due Week 2 --*What led to your leadership position?*

Due Week 4-- *Tell me about how you help support the staff, patients, fellow peers?*

Due Week 6-- *Tell me about the leadership training you have received?*

Due Week 8 –*Describe the most difficult decision you have had to make in your career?*

**Protocol for Posting and Contributing to an Online Discussion**

| |
|---|
| A. You are expected to participate on at least three (3) different days between postings (i.e. for four (4) postings on three (3) separate days prior to moving on to Week four posting) |
| B. You should begin at least one thread and provide at least one post in response to other participants' threads. |
| C. Posting should be a minimum of one short paragraph and a maximum of two paragraphs. Word totals for each post should be in the **100-200 words range**. Whether you agree or disagree explain why with supporting evidence and concepts from the readings or a related experience. Include an APA reference, link, or citation when appropriate. |

| |
|---|
| D. Be organized in your thoughts and ideas. |
| E. Incorporate correlations with the assigned readings or topics. |
| F. Stay on topic. |
| G. Provide evidence of critical, college-level thinking and thoughtfulness in your responses or interactions. Avoid summarizing. |
| H. Contribute to the learning community by being creative in your approaches to topics, being relevant in the presented viewpoints, and attempting to motivate the discussion. |
| I. Be aware of grammar and sentence mechanics. |
| J. Use proper etiquette. Remember that being respectful is critical. |

**Rubric for Discussion Board Questions**

| |
|---|
| Participating is measured by posting on 3 different days. You should make a minimum of five (5) postings in total: one new thread and four thoughtful responses to *different* members on three (3) different days. Your participation will be graded on a ten-point scale as follows. |
| **A. Discussion (37-50 points) – participated 3 times, minimum of 4-5 posts**<br>***A-level postings:*** |
| ▪ Are made in a timely fashion, giving others an opportunity to respond |
| ▪ Are thoughtful and analyze the content or question asked |
| ▪ Make connections to the course content and/or other experiences |
| ▪ Extend discussions already taking place or pose new possibilities or opinions not previously voiced |
| ▪ Are from participants aware of the needs of the community, motivate group discussion, and present a creative approach to the topic |
| *If these criteria are met but the 100-200-word count is not met, the score will drop two points. |
| **B. Discussion (24-36 points) – participated 2 times, minimum of 3-4 posts**<br>***B-level postings:*** |
| ▪ Are made in a timely fashion, giving others an opportunity to respond |
| ▪ Are thoughtful and analyze the content or question asked |
| ▪ Make connections to the course content and/or other experiences, but connections are unclear, not firmly established or are not obvious |
| ▪ Contain novel ideas, connections, and/or real-world application but lack depth, detail and/or explanation |
| ▪ Are from participants who interact freely and occasionally attempt to motivate discussion |
| *If these criteria are met but the 100-200-word count is not met, the score will drop two points. |

| **C. Discussion (10-23 points) – participated 2-time, minimum of 3 posts**<br>***C-level postings:*** |
|---|
| ▪ Are usually, but not always, made in a timely fashion |
| ▪ Are generally accurate, but the information delivered is limited |
| ▪ Make vague or incomplete connections between class content and posting by other students |
| ▪ Summarize what other students have posted and contain few novel ideas |
| ▪ Show marginal effort to become involved with group |
| *If these criteria are met but the 100-200-word count is not met, the score will drop two points. |
| **D. Discussion (1-9 points) – participated 1 time, minimum 2 posts**<br>***D level postings:*** |
| ▪ Are not made in timely fashion, if at all |
| ▪ Are superficial, lacking in analysis or critique |
| ▪ Contribute few novel ideas, connections, or applications |
| ▪ May veer off topic |
| ▪ Show little effort to participate in learning community as it develops |
| *If these criteria are met but the 100-200-word count is not met, the score will drop two points. |
| **F. Discussion (0 points)** |
| ▪ Participant was rude or abusive to other course participants. In this case, the number and quality of other posts is irrelevant |
| **OR** |
| ▪ Participant failed to meet the basic criteria for the "D Discussion" |

**Presentation Grading Criteria**

**Purpose:** Students will demonstrate professional communication, use of presentation technology, effective group process, and presentation skills.

| **Professional Presentation** | **Points** | **Score** |
|---|---|---|
| • Introduce presentation topic(s) and objectives | | |
| • Cover required Group Presentation Objectives<br>○ Focused presentation on required objectives<br>○ Provided accurate information<br>○ Presented easy to understand material | | |
| • Utilize effective professional presentation skills<br>○ Maximum of 5-6 bullets per PowerPoint slide<br>○ Used professional PowerPoint template<br>○ Used one PowerPoint template for presentation<br>○ PowerPoint template color scheme easy to read<br>○ Font size readable at back of classroom | | |

| | | |
|---|---|---|
| • Demonstrate effective communication skills<br>○ Used PowerPoint bullet points to guide presentation: Did not read slides<br>○ Spoke loudly enough to hear at back of classroom<br>○ Spoke to audience and made eye contact<br>○ Presentation flowed despite multiple speakers<br>○ Used professional language with no slang or colloquialisms | | |
| • Complete presentation within allotted time | | |
| **TOTAL** | **15** | |

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**Clinical Component**

**Weeks 1 and 2**

*Leadership in Management*

**Objectives:**

1. Identify the leadership style of the manager and leadership skills he/she exhibits.
2. Describe types of obstacles, delegation, critical thinking skills, and problem-solving observed with nurse managers

**Focused Content Due Prior to Week 3:**

1. Take the following delegation test. Submit key bullet points on areas requiring improvement. Submitted responses are graded using 0 or 100 points in Canvas. http://scrubsmag.com/nclex-quiz-prioritization-delegation-and-communication-safety/
2. Discussion Board Question: Initial Response should be at 250 words in length and requires one substantive post to a peer's post. Use APA format for full credit.
    a. Respond using verbiage from objectives for Weeks 1 and 2
        i. Why is important that nurse managers understand personal leadership styles?

ii. What type of leadership style is most effective for the unit observed these weeks?

**Weeks 3 and 4**

*Quality Improvement*

**Objectives:**

1. Define and describe key core measures statistically analyzed on the unit?
2. What National Patient Safety Goals (NPSGs) does the unit measure daily?

**Focused Content Due Prior to Week 5:**

1. Review the following site and describe all how leadership integrates 2-3 key aspects in the "Leadership Support" Core Practices Table into practice. Submitted Responses (0 or 100 points) should be substantive using APA format)

   file:///C:/Users/allpub/Desktop/core-practices.pdf
2. Discussion Board Question: Initial Response should be at 250 words in length and requires one substantive post to a peer's post. Use APA format for full credit.
   a. Respond using verbiage from objectives for Weeks 2 and 3
      i. How does the manager receive Quality and Safety data from key core measures for the unit?
      ii. How does the manager educate staff on Quality and Safety Improvements? (i.e. Reporting errors and/ or Near Misses)

**Weeks 5 and 6**

*Organizational Components*

**Objectives:**

1. Describe budget considerations for the manager for unit resources and staff?

2. Describe how the budget issues impact staff?

**Focused Content Due Prior to Week 7:**

1. Review the following site and describe all how mangers should integrate best methods (at least 2) for budget planning. Submitted responses (0 or 100 points) should be substantive using APA format.

   https://www.americannursetoday.com/the-business-of-caring-what-every-nurse-should-know-about-cutting-costs/

2. Discussion Board Question: Initial Response should be at 250 words in length and requires one substantive post to a peer's post. Use APA format for full credit
   a. Respond using verbiage from objectives for Weeks 2 and 3
      i. Who does the manager report to for the unit's budget management and what is the time allotted within the fiscal year for budgeting?
      ii. How does the manager educate staff on reducing waste and staying with budget for the fiscal year?

**Weeks 7 and 8**

Interview the Nurse Manager utilizing the following five (5) parts from the Huber resources

**Part I: Leadership** How do nurse leaders aligns with the AONE competency category

**Part II: Professionalism** How does the nurse leader aligns with the AONE competency category while utilizing Critical Thinking and Decision-Making Skills, Managing Time and Stress, and Legal and Ethical Issues for the unit.

**Part III: Communication and Relationship Building** How does the nurse leader align with the AONE competency category for the following: Communication Leadership, Team Building and Working with Effective Groups, Delegation, Power and Conflict, and Workplace Diversity.

**Part IV: Knowledge of the Health Care Environment** How does the nurse leader covers the AONE competency category for the following: Case and Population Health Management,

Organizational Structure, Decentralization and Shared Governance, Professional Practice Models, Evidence-Based Practice: Strategies for Nursing Leaders, Quality and Safety, and Measuring and Managing Outcomes.

**Part V: Business Skills** How does the nurse leader align with the AONE competency category on business skills and principles for the following: Strategic Management; Nursing Shortage; Recruitment and Retention; Staffing and Scheduling; Budgeting, Productivity, and Costing Out Nursing; Performance Appraisal; and Prevention of Workplace Violence

**Weeks 9 and 10**

1. Work on your paper while interviewing the manager (this is very time consuming, break the sections up for the remaining weeks in clinical)
2. Review the following site

   http://www.aone.org/initiatives/workplace-violence.shtml

3. Submit 5-7 slide PowerPoint presentation on the prevention of Work Place Violence in Nursing. The Reference Slide does not count and should be in APA format

**Weeks 10 and 11**

1. Continue to work on your paper while interviewing the manager
2. Rate your nurse manager using the following link and sample

   file:///C:/Users/allpub/Desktop/sample-report.pdf

**Weeks 11 and 12**

1. Continue to work on your paper while interviewing the manager
2. Submit your rating of the nurse manager

**Week 13 and 14**

**Submit your paper by the end of Week 13**

Capstone presentation of your paper to peer by the end of week 14 (Include your rating of the nurse manager with the capstone presentation)

**Rubric for BSN Leadership Interview Paper**

| Criteria | Exceptional Leadership Qualities | Average Leadership Qualities | Poor Leadership Qualities |
|---|---|---|---|
| **Critical-thinking Reflection** | **80 points:**<br>The student integrated critical self- analysis for all components in the paper | **40 points:**<br>The student integrated average critical self-analysis for some components in the paper | **0 points:**<br>The student did not apply critical self-analysis in the paper |
| **Mechanics, Grammar, and Spelling** | **20 points:**<br>Writing level within the guidelines of APA standards and expectations for a baccalaureate-level class. Less than 2-3 grammar errors present with full sentence structure | **10 points:**<br>Writing level less than the guidelines of APA standards and expectations for a baccalaureate-level class. More than 3 grammar errors and sentence structure requiring further analysis by the student | **0 points:**<br>Responses do not reflect writing level expected for a baccalaureate-level class. Answers were not written in complete sentences and/or have more than 4 grammar and spelling errors or student did not submit assignment |
| **Total Points** | **/100** | | |

**Rubric for Leadership Clinical Discussion Questions**

**Student Name**_____ **Date**_____

| 15 Points | 10 Points | 5 Points | 0 Points | Points Earned |
|---|---|---|---|---|
| Fully answers the question by Wednesday (11:59 p.m. CT) of the week assigned. Initial response contains at least 2 references<br>*Initial post must be a minimum of 250 words | Fully answers the question by Wednesday (11:59 p.m. CT) of the week assigned. Initial response contains less than 2 references<br>*Initial post is a minimum of 250 words | Fully answers the question by the end of the week assigned or no references included<br>*Initial post is less than minimum of 250 words | Does not fully answer the question during the current week | /15 |
| Demonstrates synthesis of knowledge and includes practice (real-world) examples to support posting | Demonstrates synthesis of knowledge in initial posts but does not relate knowledge to practice (real-world) examples to support posting | Posts indicate minimal knowledge of subject matter | Posts are not relevant, or no subject matter knowledge is evident | /15 |
| **15 Points** | **10 Points** | **5 Points** | **0 Points** | **Points Earned** |
| Provides a minimum of two substantive replies per question with reference(s) by the end of the week (Monday 0559 CT). A minimum of one (1) reference is required per peer reply<br>*Each peer reply must be a minimum of 150 words | Provides less than the two (2) replies per question by the end of the week (Monday 0559 CT). A minimum of one (1) reference is required for each peer reply<br>*Each peer reply must be a minimum of 150 words | Provides replies to each question with simple comments and/or reference(s) not provided<br>*Each peer reply is less than minimum of 150 words | Does not reply to each question by the end of the week | /10 |
| **2 Points** | **1.5 Points** | **1 Point** | **0 Points** | **Points Earned** |
| Participates in discussion a minimum of 2 separate days of the current week, excluding the Sunday before the week begins | Participates in discussion 2 separate days of the week, including the Sunday before the week begins | Participates in discussion less than 2 days of the week | Does not reply to each question by the end of the week | /2 |

| 2 Points | 1.5 Points | 1 Point | 0 Points | Points Earned |
|---|---|---|---|---|
| Organization is logical, ideas are clearly presented, and transitions are smooth between topics | Organization adequate, ideas usually clear and transitions mostly smooth | Organization is minimally effective; problems with clarity and/or transitions | Organization does not meet requirements | /2 |
| Spelling, grammar, punctuation, mechanics and word usage are correct and consistent with Standard American English | Spelling, grammar, punctuation, mechanics, and word usage are adequate and consistent with Standard American English; errors do not interfere with meaning or understanding | Spelling, grammar, punctuation, mechanics, and word usage are distracting and could interfere with meaning or understanding | Spelling, grammar, punctuation, mechanics and/or word usage interfere with understanding and do not reflect scholarly writing | /2 |
| All references are relevant, scholarly and contemporary, up to 10 years. Classic nursing works older than 10 years may be included | References meet two requirements of relevant, scholarly or contemporary, up to 10 years. Classic nursing works older than 10 years may be included | References meet one requirement of relevant, scholarly or contemporary | No use of references | /2 |
| Correct APA format of in-text citations and references | Less than 2 APA errors | 3-4 APA errors | No use of APA format or 5+ errors | /2 |
| | | | **Total Points** | /50 |

Faculty Name_____ Date_____

**Presentation Grading Criteria**

**Purpose:** Students will demonstrate professional communication, use of presentation technology, effective group process, and presentation skills.

| **Professional Presentation** | **Points** | **Score** |
|---|---|---|
| • Introduce presentation topic(s) and objectives | | |
| • Cover required Group Presentation Objectives<br>○ Focused presentation on required objectives<br>○ Provided accurate information<br>○ Presented easy to understand material | | |
| • Utilize effective professional presentation skills<br>○ Maximum of 5-6 bullets per PowerPoint slide<br>○ Used professional PowerPoint template<br>○ Used one PowerPoint template for presentation<br>○ PowerPoint template color scheme easy to read<br>○ Font size readable at back of classroom | | |
| • Demonstrate effective communication skills<br>○ Used PowerPoint bullet points to guide presentation: Did not read slides<br>○ Spoke loudly enough to hear at back of classroom<br>○ Spoke to audience and made eye contact<br>○ Presentation flowed despite multiple speakers<br>○ Used professional language with no slang or colloquialisms | | |
| • Complete presentation within allotted time | | |
| **TOTAL** | **15** | |