SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 4301 – NURSING MANAGEMENT AND LEADERSHIP
SUMMER 1 and 2 2022

SEMESTER HOURS: Three (3)
CONTACT HOURS:
CLINICAL HOURS: N/A
PREREQUISITES: Admission to the RN to BSN Completion Program

COURSE DESCRIPTION:

Examines leadership, management and organizational theories in relation to resource management, safety, and effective delivery of nursing to sets of clients. Focuses on the value of teamwork, communication and collaboration in systems and mid-level management in diverse settings.

FACULTY INFORMATION:

Name: Wilma Carbonel-Mason BSN. MSN/ED. MSHCA.
Office Hours:
Hours available via e-mail: Monday-Friday 5:30 pm to 10:00pm
Hours available in person in your Virtual office: Monday and Wednesday 6:00pm to 8:30pm
Hours available via office/home phone: Monday-Friday 9:00 am to 5:00 pm
Phone number: 830-776-2693
University E-mail: wxc14cy@sulross.edu

STUDENT LEARNING OUTCOMES:

Each student enrolled in the course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA's) in this course.

The student will be able to:

1. Apply leadership, management and organizational theories in relation to resource management, safety, quality, and effective delivery of nursing care to patients/clients.
2. Conclude the value of leader and manager in promoting and sustaining teamwork, effective communication and collaboration in systems.
3. Describe the legal, ethical, quality, and political issues that impact the nursing profession and affecting nursing practice.
4. Apply cost/budgeting principles to Leadership in case studies.

REQUIRED TEXTS:

1. Yoder, Patricia. Leading and managing in nursing. *7*th ed. St. Louis, MO: Elsevier/Saunders, 2019. ISBN: 978-0-323-44913-7

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITES:

Class, Discussion Board & Online Seminar Participation:
Students will participate in online collaborative activities that explore management issues in professional nursing and health care. Students are expected to participate in weekly discussion board providing at least two (2) substantial comments each week. Initial post must be between 200-300 words and responses to questions must be at least 150 words.

Individual Assignments:
Students will complete assignments throughout the semester that are designed to help the student recognize the differences among leading, managing, and following and to understand how and why these behaviors are essential for organizations to move forward.

Quiz/Project/Student application:
Students will be assigned activities that will assist in the application of the weekly objectives and validate student's achievement of the objectives.

Final Project:
Application of Leadership Principles. Professional Leadership Development Project.

Learning Team Projects:
Students must partner and work well in team dynamics as both leaders and followers to accomplish the learning objectives. Team members should respect one another. If you experience challenges working with your group, you are expected to resolve the issues within the team if possible. Learning Team projects are outcome-based, all members will receive the same grade for Learning Team projects.

COURSE EXPECTIONS:

Verbal and written responses to assignments will incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. All written assignments must be presented in APA format. Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.

Orientation to Course:
Online orientation provides students with instruction on how to manage on line learning and to address questions concerning the course and course requirements.

Faculty and Student Picture and Biography:

Faculty will submit a picture and summary of their educational and professional experiences that prepared them to teach in respective courses to be posted online.

During the first week of class, each student must submit a snap-shot of picture of themselves with a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

COMMUNICATIONS:

Students are required to regularly access, navigate, and utilize e-mail communication and the Blackboard (Bb) course site. Failure to access messages, announcements, or assignments sent or posted via these modalities may jeopardize the student's progress in the course and does not constitute a viable excuse for failing to meet course requirements and expectations.

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 9 am and 6 pm if possible.
- **Assignments** – All assignments should be submitted in Blackboard. In the event of a server outage, students should submit assignments through email to the instructor and post to the individual forum when systems are restored. Assignments will be reviewed and returned with feedback/grade within 6 days of submission.
- **Audio/Video Recording -** Students must receive prior permission of the person(s) presenting class information before audio and/or recording formal presentations or informal discussions
- **Writing and use of APA format** – All written assignments and discussion board postings will be submitted using the American Psychological Association (APA) Guidelines, as indicated by faculty. http://owl.english.purdue.edu/owl/resource/560/01

USE OF TECHNOLOGY:

Students ***must*** have continuous access to a computer and the Internet in order to take full advantage of the instructional delivery opportunities provided by the nursing program. If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

ATTENDANCE AND PARTICIPATION:

- Your attendance is expected at every class meeting online, if scheduled and requested by the students. To be in attendance each week you must post a message to any of the class discussions in our course week.
- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- Class discussions should incorporate new ideas, answering questions that increase the groups understanding, show consideration for other's ideas, interacting with groups to focus on pertinent questions, or challenging conclusions to think about the material in a new way.
- An online course requires participation in all areas for accurate evaluation of performance including responding to the faculty requests or communications.
- To earn full participation points, you must post at least two substantive messages during the course week.
- If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, e-mail, or text as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

RULES OF NETIQUETTE:

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It will apply primarily to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
    a. Use a meaningful title in the Subject line. For e-mail, include course number.
    b. Use the person's name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
    c. Close the posting by writing your full name at the end of the message.

4. Do not post anything too personal as all students in the class and your instructor will see what you write and the University archives all course materials;
5. Be courteous and respectful to students and faculty in the course.
    a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
    b. Be careful with the tones of what you are communicating, sarcasm and subtle humor; one person's joke may be another person's insults;
    c. Do not use all caps in the message box (it is considered shouting);
    d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
7. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to lurk, meaning you are just reading and not participating.
12. Quality of online communications/postings is important
    a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
    b. If the posting is going to be long, use paragraphs;
    c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
    d. Just as you would proofread a formal paper, before posting;
        i. Read what you have written for content;
        ii. Rethink what you have written for tone;
        iii. Reread what you have written for organization and coherence; and
        iv. Revise what you have written for grammar, punctuation and mechanics.
        v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
13. Don't send large files as someone in your class may have a relatively slow internet connection and be sure to check for viruses when sending files.
14. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students of faculty by e-mail, phone, or text.

ASSESSMENT OF STUDENT LEARNING:

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class discussion boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for

each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.

2. **Summary of Measures for Evaluations:**
The course grade is based on Discussion Board participation (10 topics), two (2) case studies, eight (8) assignments, thirteen (13) quizzes, one (1) leadership presentation, and one (1) professional development paper.

Course Requirements	Percentage
1. Participation in Discussion Board	25%
2. Assignment: Case study, application	25 %
3. Quizzes	20%
4. Midterm project	15 %
5. Final project	15%
Total points	**100**

3. **Calculation of Final Grade**: The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale
A = 90 – 100
B = 80 – 89
C = 75 – 79
D = 70 – 74
F = 69 or below

4. **Course Evaluation**
Students are required to complete the RN BSN Course evaluation two weeks before the class is over as a requirement from the CCNE board. See the last page.

POLICIES FOR EXAMS AND ASSIGNMENTS:

Online testing/Assessments: When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination. Students are expected to take all online assessments during the allotted time period.

Missed Examinations and Makeup Examinations: Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty. **Note:** Make-up exams will only be given at the discretion of the instructor.

Late and Make-up Assignments: To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Fifteen points per calendar day will be deducted for late submission of assignments. Technological issues are not considered valid grounds for late assignment submission. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.

Required by American with Disabilities Act Statement

(RGC)

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. RGC students seeking accessibility services should contact Paulette Harris, Executive Assistant to the Vice President and Dean, at 830-279-3023 or email pharris@sulross.edu. Ms. Harris's office is at 2623 Garner Field Road, Uvalde, TX 78801 (this is the mailing address, too).

(Alpine)

ADA Statement

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Libraries

(RGC)

Library Information

Required for Remote/Online Courses Only

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

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Recommended Statements

The Southwest Texas Junior College (SWTJC) Libraries at Uvalde, Del Rio, and Eagle Pass offer additional access to library spaces and resources. Del Rio, Eagle Pass, and Uvalde students may also use online resources available through SWTJC website, library.swtjc.edu. The SWTJC Libraries serve as pick-up locations for InterLibrary Loan (ILL) and Document Delivery from the Alpine campus. The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

(Alpine)

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your LobolD and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

Classroom Climate of Respect

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues.

Diversity Statement

I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your

performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

COURSE SCHEDULE: (This schedule is subject to change by faculty.)

NURS 4301 – NURSING MANAGEMENT AND LEADERSHIP

Week & Module	Topics & Objectives	Required Readings & References	Learning Activities, Assignments & Submission Dates
Week 1 June 1-4	**Topic: Leading, Managing and Following** Objectives: **1.** Describe the evolution of the theoretical basis for leadership and management. **2.** Evaluate leadership and management theories for appropriateness in health care today. **3.** Apply concepts of complexity science to healthcare delivery and the evolution of nursing. **4.** Compare and contrast the actions associated with leading, managing, and following.	**Chapter 1** **Review all the exercises**	**Discussion Board 1** **Question:** In your opinion, what leadership theory will be successful in the nursing units? Explain at least in 200-300 words why you selected the theory.
	Topic: Clinical Safety: The Core of Leading, Managing, and Following Objectives: **1.** Differentiate the key organizations leading patient safety movements in the United States. **2.** Value the need for leaders and managers to focus on patient safety. **3.** Apply the concepts of today's expectations for how patient safety is implemented	**Chapter 2**	**Assignment 1:** Patient Safety Application • Have students review the report of the last TJC (or other accrediting body) visit to their facility. Develop a leadership plan to address any safety recommendations put forth by this committee, using an evidence-based approach.
	Topic: Legal and Ethical Issues Objectives: **1.** Examine nurse practice acts, including the legal difference between licensed registered nurses and licensed practical (vocational) nurses. **2.** Define *unprofessional conduct* according to the state nurse practice act. **3.** Apply legal principles to clinical practice settings, including negligence and malpractice, privacy, confidentiality, reporting statutes, and doctrines that minimize one's liability when acting in leading and managing roles. **4.** Evaluate informed-consent issues, including patients' rights in research and health literacy, from a nurse manager's perspective.	**Chapter 3**	Assignment: Case study 1 Legal and Ethical Issues Quiz 1- Chapter 1, 2, 3

	5. Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice. **6.** Analyze ethical principles, including autonomy, beneficence, nonmaleficence, veracity, justice, paternalism, fidelity, and respect for others. **7.** Apply the Code of Ethics for Nurses and the MORAL model from the nurse manager's perspective. **8.** Discuss moral distress and its implications for nurse managers. **9.** Analyze the role of institutional ethics committees. **10.** Analyze decision making when legal and ethical situations overlap using the Theresa M. Schiavo case as the framework for this analysis.		**MID-TERM Project:** Magnet Hospital Group Project Due Week 5
Week 2 June 5-11	**Topic: Cultural Diversity and Inclusion in Health Care** Objectives: 1. Describe common characteristics of any culture. 2. Evaluate the use of concepts and principle of acculturation, culture, cultural diversity, and cultural sensitivity in leading and managing situations 3. Analyze differences between cross-cultural, transcultural, multicultural, and intracultural concepts and cultural marginality. 4. Evaluate individual and societal factor involved with cultural diversity. 5. Value the contributions a diverse workforce can make to the care of people. **Topic: Gaining Personal Insight: The Beginning of Being a Leader** Objectives: 1. Value the need to gain insight into one's self in order to develop leadership skills.	**Chapter 4** **Chapter 5**	**Assignment 2** Activity 4-2 Cultural Values Checklist **Discussion board: 2** Chapter 5 List the Four Agreements For each of the four agreements, list examples of ways a leader can present

	2. Determine how insight into personal talents and abilities can help nurses be effective in their role of nurse and leader.		themselves and how they should act in and interact with the world. **Quiz 2**- Chapter 4-5
Week 3 June12-18	**Topic: Being an effective Follower** Objectives: 1. Envision the goals of the Quadruple Aim in reference to the active follower. 2. Understand the difference between Leader, Effective Follower, and Ineffective Follower. 3. Define the characteristics and role of the Effective Follower within a healthcare team. 4. Compare different theories about followership between nursing and the business world. **Topic: Managing Self: Stress and Time** Objectives: **1.** Define *self-management*. **2.** Define *emotional intelligence*. **3.** Explore personal and professional stressors. **4.** Analyze selected strategies to decrease stress. **5.** Evaluate common barriers to effective time management. **6.** Critique the strengths and weaknesses of selected time-management strategies. **7.** Evaluate selected strategies to manage time more effectively. **8.** Assess the manager's role in helping team members manage stress **Topic: Communication and Conflict** Objectives: **1.** Describe behaviors and techniques that affect communication among members of the healthcare team. **2.** Use a model of the conflict process to determine the nature and sources of perceived and actual conflict. **3.** Assess preferred approaches to conflict and commit to be more effective in resolving future conflict. **4.** Determine which of the five approaches to conflict is the most appropriate in potential and actual situations. **5.** Identify conflict-management techniques that will prevent lateral violence and bullying from occurring.	**Chapter 6** **Chapter 7** **Chapter 8**	**Discussion board 3-** Guidelines for Quadruple aim **Assignment 3** **Chapter 7** Exercise 7-5 Answer**:** Using the PDSA (PLAN, DO, CHECK, ACT) Methodology – Quiz 3- CHAPTER 8 **MID-TERM Project:** Magnet Hospital Group Project Due Week 5

Week 4 June 19-25	**Topic: Power, Politics and Influence** Objectives: **1.** Consider the value the concept of power as it relates to leadership and management in nursing. **2.** Use different types of power in the exercise of nursing leadership. **3.** Develop a power image for effective nursing leadership. **4.** Implement appropriate strategies for exercising power to influence the politics of the work setting, professional organizations, legislators, and the development of health policy. **Topic: Healthcare Organizations** Objectives: 1. Identify and compare characteristics that are used to differentiate healthcare organizations. **2.** Classify healthcare organizations by major types. **3.** Analyze economic, social, and demographic forces that drive the development of healthcare organizations. **4.**Describe opportunities for nurse leaders and managers during the evolution of healthcare organizations. **Topic: Organizational Structures** Objective: 1. Analyze the relationships among mission, vision, and philosophy statements and organizational structure. **2.** Analyze factors that influence the design of an organizational structure. **3.** Compare and contrast the major types of organizational structures. **4.** Describe the differences between redesign, restructuring, and reengineering of organizational systems.	**Chapter 9** **Chapter 10 Power Point Presentation** **Chapter 11 Power Point Presentation**	**Discussion Board 4** **Chapter 9** Power, Politics and Influence **Quiz4- Chapter 10** **Assignment:** **Case study** 2 Chapter 11 Magnet Recognition **Quiz 5- Chapter 11** **Prepare for Presentation for Magnet Status**
Week 5 June 26- July 2	**Topic: Care Delivery Strategies** Objectives: 1. Analyze the major factors that are raising the cost of health care in the United States today and apply each factor directly to nursing healthcare delivery systems.	**Chapter 12 Power Point Presentation**	**Quiz 6 – Chapter 12 & 14**

	2. Differentiate reimbursement methods with regard to providing incentives to control cost. 3. Examine various aspects of cost considerations for nurses in managed care environments. **Topic: Staffing and scheduling** Objectives: **1.** Integrate current research into principles to effectively manage nurse staffing. **2.** Use technology to plan implement and evaluate staffing, scheduling, and the effectiveness of a unit's productivity. **3.** Examine personal scheduling needs in relation to patients' requirements for continuity of care and positive outcomes, as well as the nurse manager's need to create a schedule that is balanced and fair for all team members. **4.** Relate floating, mandatory overtime, and the use of supplemental agency staff to nurse satisfaction and patient care outcomes. **5.** Evaluate the impact of patient and hospital factors, nurse characteristics, nurse staffing, and other organizational factors that influence nurse and patient outcomes. **Topic: Workforce Engagement Through Collective Action and Governance** Objectives: 1. Explain the role of nurse empowerment/engagement in creating healthy work environments. **2.** Evaluate how key characteristics of selected collective action strategies apply in the workplace through shared governance, workplace advocacy, and collective bargaining. **3.** Explain how participation of direct care nurses in decision making relates to job satisfaction and improved patient outcomes. **Topic: Making Decisions and Solving Problems** Objectives: 1. Apply a decision-making model to create the best option to solve a problem. **2.** Evaluate the effect of faulty information gathering on a decision-making experience. **3.** Analyze the decision-making style of a nurse leader or manager.	**Chapter 13** **Chapter 14** **Chapter 15**	**Discussion board 5** Staffing **Quiz 6- Chapter 12 &14** **Presentation week of Magnet Status** **Assignment: 4** Chapter 15 Using a fishbone diagram p. 270
	Topic: The Impact of Technology	**Chapter 16**	**Assignment: 5**

Week 6 July 3-9	Objectives: 1. Articulate the role of technologies in patient safety. **2.** Describe the core components of informatics: data, information, and knowledge. **3.** Analyze three types of technology for capturing data at the point-of-care. **4.** Discuss decision support systems and their impact on patient care. **5.** Explore the issues of patient safety, ethics, and information security and privacy within information technology. **Topic: Delegating: Authority, Accountability, and Responsibility in Delegation Decisions** Objectives: **1.** Examine the role of the employer or nurse leader, nurse delegator and delegate in the delegation process. **2.** Distinguish between authority, accountability and responsibility in the delegation process. **3.** Evaluate how tasks and relationships influence the process of delegation. **4.** Describe the challenges of delegating to unlicensed nursing personnel (UNP). **5.** Identify strategies to overcome under delegation, over delegation, and improper delegation. **6.** Comprehend the legal authority of the registered nurse in delegation. **Topic: Leading Change** Objectives: 1. Analyze the nature and types of change in the healthcare system. **2.** Evaluate theories and conceptual frameworks for understanding and navigating change. **3.** Examine the use of select functions, principles, and strategies for initiating and managing change. **4.** Formulate desirable qualities of both staff nurses and nurse leaders who are effective change agents. **5.** Explore methods for sustaining change. 1.	**Chapter 17** **Chapter 18**	**Exercises 16.1 to 16.6** **Quiz 7** – Chapter 17 **Discussion Board 6** Chapter 18 Change process
Week 7 July 10-16	**Topic: Building Effective Teams** Objectives: 1. Evaluate the differences between a group and a team.	**Chapter 19**	**Quiz:** 8- Chapter 19

	2. Value four key concepts of teams. 3. Describe the process of debriefing team functioning. 4. Apply the guidelines for acknowledgment to a situation in your clinical setting. 5. Compare a setting that uses agreements with your current clinical setting. 6. Develop an example of a team that functions synergistically, including the results such a team would produce. 7. Discuss the importance of a team to patient safety and quality. **Topic: Managing Cost and Budgets** Objectives: 1. Explain several major factors that are escalating the costs of health care. **2.** Evaluate different reimbursement methods and their incentives to control costs. **3.** Differentiate costs, charges, and revenue in relation to a specified unit of service, such as a visit, hospital stay, or procedure. **4.** Value why all healthcare organizations must make a profit. **5.** Give examples of cost considerations for nurses. **6.** Discuss the purpose of and relationships among the operating, cash, and capital budgets. **7.** Explain the budgeting process. **8.** Identify variances on monthly expense reports. **Topic: Selecting, Developing, and Evaluating Staff** Objectives: 1. Compare and contrast the various methods of employee performance appraisal. 2. Describe the principle that supports behavioral interviewing technique. 3. Provide examples of appropriate and inappropriate performance feedback. 4. Articulate the importance of a job description in the orientation of a new employee.	**Chapter 20** **Chapter 21**	**Assignment 6** Chapter 20 Scenario- Cost effective and high- quality care **Discussion Board 7** Chapter 21 Performance appraisal
Week 8 July 17-23	**Topic: Person-Centered Care** Objectives: 1. Describe the evolution of person-centered	**Chapter 22**	**Quiz 9-** Chapter 22 and Chapter 25

	care as a focal point in healthcare delivery. 2. Describe factors impacting the importance of person-centered interactions within the healthcare system. 3. Evaluate the impact of effective person-centered care in fostering patient engagement. 4. Appraise the major responsibilities of nursing in relation to the promotion of person-centered care. **Topic: Managing Quality and Risk** Objectives: 1. Apply quality management principles to clinical situations. 2. Use the six steps of the quality improvement process. 3. Practice using select quality improvement strategies to do the following: • Identify customer expectations. • Diagram clinical procedures. • Develop standards and outcomes. • Evaluate outcomes. 4. Incorporate roles of leaders, managers, and followers to create a quality management culture of continuous readiness. 5. Apply risk management strategies to an agency's quality management program. **Topic: Translating Research into Practice** Objectives: 1. Value the nurse's obligation to use research in practice. **2.** Analyze the differences among research, evidence-based practice, and practice-based evidence, comparative effectiveness research, outcomes research and quality improvement. **3.** Formulate a clinical question that can be searched in the literature. **4.** Identify resources for critically appraising evidence. **5.** Describe the potential of "big data" in a connected healthcare system. **6.** Assess organizational barriers to and facilitators for the translation of research into practice.	**Chapter 23** **Chapter 24**	**Assignment 7** Chapter 23 Scenario- Quality process **Discussion board 8** Chapter 24 Evidence-based guidelines

	7. Identify strategies for translating research into practice within the context of an organization. **Topic: Managing Personal and Personnel Problems** 1. Differentiate common personal and personnel problems. 2. Relate role concepts to clarification of personnel problems. 3. Examine strategies useful for approaching specific personnel problems. 4. Prepare specific guidelines for documenting performance problems. 5. Value the leadership aspects of the role of the novice nurse. 1.	**Chapter 25**	**Quiz 9** Chapter 25
Week 9 July 24-30	**Topic: Role Transition** Objectives: **1.** Describe the phases of role transition by using a life experience. **2.** Compare and contrast the role transition between a nurse changing specialties to a nurse moving into a nurse leader role. **3.** Delineate strategies that will assist nurses through a successful role transition **4.** Construct the full scope of a manager role by outlining responsibilities, opportunities, lines of communication, expectations, and support. **Topic: Managing Your Career** Objectives: 1. Interpret key concepts in career development. **2.** Appraise academic programs, continuing education activities, certifications, and organizational involvement to support professional development goals. **3.** Develop marketing documents to apply for a specific employment position. 4.Prepare for an employment interview. **Topic: Self-Management: Developing the Role of Leader** **Objectives:** 1. Analyze the role of leadership in creating a satisfying working environment for nurses. **2.** Evaluate transactional and transformational leadership techniques for effectiveness and potential for positive outcomes.	**Chapter 26** **Chapter 27** **Chapter 28**	**Quiz 10-** Chapter 26 **Quiz 11-** Chapter 27 **Discussion board 9** Chapter 28 What Nurses Value in Their Leaders

	3. Value the leadership challenges in dealing with generational differences. **4.** Compare and contrast leadership and management roles and responsibilities. **5.** Describe leadership development strategies and how they can promote leadership skills acquisition. **6.** Analyze leadership opportunities and responsibilities in a variety of venues. **7.** Explore strategies for making the leadership opportunity positive for both the leader and the followers. **Topic: Developing the Role of Manager** Objectives: 1. Value the need for leaders, managers, and followers to focus on patient safety. 2. Describe the role of the nurse manager in creating a healthy work environment. 3. Apply the concepts of leadership styles and mentoring and their relevance to promoting a healthy work environment with positive patient outcomes. 4. Identify tools to navigate complex systems, utilizing technology and maximizing the use of resources. **Topic: The Strategic Planning Process** **Objectives:** 1. Explain the purpose of a strategic planning process 2. Understand the strategic planning process. 3. Describe the four components of a SWOT analysis. **4.** Create a SMART goal. **Topic: Thriving for Future** Objectives: 1. Value the need to think about the future while meeting current expectations. **2.** Ponder two or three projections for the future and what they mean to the practice of nursing. **3.** Determine three projections for the future that have implications for individual practice. individual practice	**Chapter 29** **Chapter 30** **Chapter 31**	**Assignment 8** Chapter 29 Scenario and answer **Quiz 12- Chapter 30** – **Quiz 13- Chapter 31**
Week 10 Jul. 31- Aug. 6	**Topic: Application of Leadership Principles** Objectives: Value the need to think about the future while meeting current expectations.		**Professional Leadership Development Project submission**

			Discussion board- 10 Chapter 30 - Application of SWOT

Revised: May 3, 2022

SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE
RN TO BSN COMPLETION PROGRAM
NURS 4301 – NURSING MANAGEMENT AND LEADERSHIP
SUMMER 1 and 2 2022

Course Evaluation:

Course Name & Number: NURS 4301 **Term & Year: Summer1 2021**

Faculty: Wilhelmina Carbonel-Mason

In order to provide high quality education experiences, your instructors are interested in your perceptions of this course. This form includes statements related to both didactic and clinical components (as applicable) of the course as well as faculty instruction. If there was no clinical in your course please check *"Not Applicable."* You are encouraged to offer specific advice and constructive appraisal of your learning experiences as you answer the open-ended questions at the end of the form. Thank you for providing feedback to improve the course.

Evaluation of Theory and Didactic Course	**Strongly Agree 5**	**Agree 4**	**Uncertain 3**	**Disagree 2**	**Strongly Disagree 1**	**Not Applicable 0**
The course orientation provided helpful information about expectations for successful completion of the course.						
The introduction to Black Board, online learning, weekly learning activities and computer competency was for your learning needs.						
The course syllabus was well organized.						
Course materials were provided in sufficient time to allow you to prepare adequately for assignments.						
Assignments were helpful in acquiring a better understanding of course content.						
The use of Black Board Discussions was helpful to accomplish the course requirements.						
The course provided ample opportunities to collaborate and learn from other students in synchronous and asynchronous assignments.						
Student responsibilities (being prepared, participation, group projects, communication etc.) were well defined in this course.						

The frequency of student & instructor interaction was adequate.						
Grading criteria and rubrics were clearly stated in the syllabus & consistent with methods used to assign grades.						
Assignment grades and/or test results were provided.						
Tests (if applicable) were directly related to assignments, Black Board discussions, and other planned activities.						
Appropriate technical assistance was readily available.						
The quality of online instruction using synchronous and asynchronous methods was excellent.						
Adequate online library resources were provided.						
Course assignments were related to the focus of the course and related to the level of the program.						