

SEMESTER HOURS: Three (3) **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: Dr. Kim Leftwich, DNP, RN

Office Hours:

Hours available via e-mail: Monday-Friday 5:30 pm to 9:00pm Hours available in person in your office: N/A Hours available via office/home phone: Monday-Friday text so we can set up a time.

Phone number: 432-664-4340

University E-mail: kx123w1@sulross.edu

Personal Email: kleftwich@echd.org

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 (OSEN) 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

REQUIRED TEXTS:

1. Yoder, Patricia. Leading and managing in nursing. 7th 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:

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.

Final Project:

PowerPoint- Leadership Styles

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.
- 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 <u>must</u> 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:

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.

Course Rec	<u>uirements</u> <u>Percentage</u>	
1.	Participation in Discussion Board	30%
2.	Assignment: Ethics in Leadership	25%
3.	Leader Interview Paper	25%
4.	Final project: PowerPoint -Leadership Style	20%
	Total points	100

1. 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 - 100B = 80 - 89C = 75 - 79D = 70 - 74F = 69 or below



2. <u>Course Evaluation</u>

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:

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.



COURSE SCHEDULE: NURS 4301 – NURSING MANAGEMENT AND LEADERSHIP

Week			Learning Activities,
& Module	Topics & Objectives	Required Readings & References	Assignments & Submission Dates
Week 1 January 15th-19th	 Topic: Leading, Managing and Following Objectives: Describe the evolution of the theoretical basis for leadership and management. Evaluate leadership and management theories for appropriateness in health care today. Apply concepts of complexity science to healthcare delivery and the evolution of nursing. Compare and contrast the actions associated with leading, managing, and following. 	Chapter 1	Discussion Board Questions: Introductions DQ1 – Week 1 DQ2- Week 1
	 Topic: Clinical Safety: The Core of Leading, Managing, and Following Objectives: Differentiate the key organizations leading patient safety movements in the United States. Value the need for leaders and managers to focus on patient safety. Apply the concepts of today's expectations for how patient safety is implemented 	Chapter 2	
	 Topic: Legal and Ethical Issues Objectives: Examine nurse practice acts, including the legal difference between licensed registered nurses and licensed practical (vocational) nurses. Define <i>unprofessional conduct</i> according to the state nurse practice act. 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. Evaluate informed-consent issues, including patients' rights in research and health literacy, from a nurse manager's perspective. 	Chapter 3	



	 Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice. Analyze ethical principles, including autonomy, beneficence, nonmaleficence, veracity, justice, paternalism, fidelity, and respect for others. Apply the Code of Ethics for Nurses and the MORAL model from the nurse manager's perspective. Discuss moral distress and its implications for nurse managers. Analyze the role of institutional ethics committees. Analyze decision making when legal and ethical situations overlap using the Theresa M. Schiavo case as the framework for this analysis. 		
Week 2 January 20 th	Topic: Cultural Diversity and Inclusion in Health Care	Chapter 4	Discussion Board Questions:
to 26 th	Objectives:		
	1. Describe common characteristics of any culture.		DQ1 – Week 2 DQ2 Week 2
	 Evaluate the use of concepts and principle 		DQ2- Week 2
	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.		
	1 1		
	Topic: Gaining Personal Insight: The Beginning of Being a Leader	Chapter 5	
	Objectives:		
	1. Value the need to gain insight into one's self in order to develop leadership skills.		
	 Determine how insight into personal talents and 		
	abilities can help nurses be effective in their		
	role of nurse and leader.		
Week 3	Topic: Being an effective Follower	Chapter 6	Discussion Board
Jan 27 th to	Objectives:		Questions:
Feb 2nd	1. Envision the goals of the Quadruple Aim in reference to the active follower.		DQ1 – Week 3
	 Understand the difference between Leader, 		DQ1 – Week 3 DQ2- Week 3
	Effective Follower, and Ineffective Follower.		



	 Define the characteristics and role of the Effective Follower within a healthcare team. Compare different theories about followership between nursing and the business world. 		Assignment Due the
	 Topic: Managing Self: Stress and Time Objectives: Define self-management. Define emotional intelligence. Explore personal and professional stressors. Analyze selected strategies to decrease stress. Evaluate common barriers to effective time management. Critique the strengths and weaknesses of selected time-management strategies. Evaluate selected strategies to manage time more effectively. Assess the manager's role in helping team members manage stress 	Chapter 7	Assignment Due the 2nd at 11:59pm: Ethics In Leadership
	 Topic: Communication and Conflict Objectives: Describe behaviors and techniques that affect communication among members of the healthcare team. Use a model of the conflict process to determine the nature and sources of perceived and actual conflict. Assess preferred approaches to conflict and commit to be more effective in resolving future conflict. Determine which of the five approaches to conflict is the most appropriate in potential and actual situations. Identify conflict-management techniques that will prevent lateral violence and bullying from occurring. 	Chapter 8	
Week 4 Feb 3 rd to 9 th	 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 	Chapter 9	Discussion Board Questions: DQ1 – Week 4 DQ2- Week 4



r		1	
	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. 	Chapter 10	
	 Topic: Organizational Structures Objective: Analyze the relationships among mission, vision, and philosophy statements and organizational structure. Analyze factors that influence the design of an organizational structure. Compare and contrast the major types of organizational structures. Describe the differences between redesign, restructuring, and reengineering of organizational systems. 	Chapter 11	
Week 5 Feb 10 th to 16 th	 Topic: Care Delivery Strategies Objectives: 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. Differentiate reimbursement methods with regard to providing incentives to control cost. Examine various aspects of cost considerations for nurses in managed care environments. 	Chapter 12	Discussion Board Questions: DQ1 – Week 5 DQ2- Week 5
	 Topic: Staffing and scheduling Objectives: Integrate current research into principles to effectively manage nurse staffing. Use technology to plan implement and evaluate staffing, scheduling, and the effectiveness of a unit's productivity. 	Chapter 13	



	 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. Relate floating, mandatory overtime, and the use of supplemental agency staff to nurse satisfaction and patient care outcomes. 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 	Chapter 14	
	 Collective Action and Governance Objectives: Explain the role of nurse empowerment/engagement in creating healthy work environments. Evaluate how key characteristics of selected collective action strategies apply in the workplace through shared governance, workplace advocacy, and collective bargaining. 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 15	
Week 6 Feb 17 th to 23 rd	 Topic: The Impact of Technology 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. 	Chapter 16	Discussion Board Questions: DQ1 – Week 6 DQ2- Week 6



	5. Explore the issues of patient safety, ethics,		Assignment Due the
	and information security and privacy within		23rd at 11:59pm:
	information technology.	Chapter 17	Leadership Interview
	mormation technology.		Leader ship Inter view
	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).Identify strategies to overcome under		
	5. Identify strategies to overcome under delegation, over delegation, and improper		
	delegation.		
	6. Comprehend the legal authority of the		
	registered nurse in delegation.	Chapter 18	
		F	
	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.Formulate desirable qualities of both staff		
	4. Formulate desirable quanties of both starr nurses and nurse leaders who are effective		
	change agents.		
	 Explore methods for sustaining change. 		
	Explore methods for sustaining enange.		
Week 7	Topic: Building Effective Teams	Chapter 19	Discussion Board
Feb 24th to	Objectives:	-	Questions:
Mar 2nd	1. Evaluate the differences between a group		
	and a team.		DQ1 – Week 7
	2. Value four key concepts of teams.		DQ2- Week 7
	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.		



		I	1
	7. Discuss the importance of a team to patient		
	safety and quality.		
	Topic: Managing Cost and Budgets	Chapter 20	
	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	Chapter 21	
	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		
	3. Provide examples of appropriate and inappropriate performance feedback.		
	 Articulate the importance of a job 		
	description in the orientation of a new		
	employee.		
Week 8	Topic: Person-Centered Care	Chapter 22	Discussion Board
March 3rd to	Objectives:		Questions:
9 th	1. Describe the evolution of person-centered		
	care as a focal point in healthcare delivery.		DQ1 – Week 8
	2. Describe factors impacting the importance of		DQ2- Week 8
	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.		



	 bic: Managing Quality and Risk ectives: 1. Apply quality management principles to clinical situations. 1. Use the six steps of the quality improvement process. 2. Practice using select quality improvement strategies to do the following: Identify customer expectations. Diagram clinical procedures. Develop standards and outcomes. Evaluate outcomes. 3. Incorporate roles of leaders, managers, and followers to create a quality management culture of continuous readiness. 4. Apply risk management strategies to an agency's quality management program. 	Chapter 23	Assignment Due the 9th at 11:59pm: Leadership Style PowerPoint
	 bic: Translating Research into Practice lectives: Value the nurse's obligation to use research in practice. Analyze the differences among research, evidence-based practice, and practice- based evidence, comparative effectiveness research, outcomes research and quality improvement. Formulate a clinical question that can be searched in the literature. Identify resources for critically appraising evidence. Describe the potential of "big data" in a connected healthcare system. Assess organizational barriers to and facilitators for the translation of research into practice. Identify strategies for translating research 	Chapter 24	
Pro	 into practice within the context of an organization. bic: Managing Personal and Personnel oblems Differentiate common personal and personnel problems. 2. Relate role concepts to clarification of personnel problems. 3. Examine strategies useful for approaching specific personnel problems. 	Chapter 25	



 4. Prepare specific guidelines for documenting performance problems. 5. Value the leadership aspects of the role of the novice nurse. 		
--	--	--

Revised: January 18th, 2025