

ANGELO STATE UNIVERSITY

GENERIC BACHELOR of SCIENCE in NURSING

NUR 4302

Leadership in Nursing Practice

Fall 2019

Susan Wilkinson, PhD, RN, CNS



ANGELO STATE UNIVERSITY
Department of Nursing

COURSE NUMBER

NUR 4302

COURSE TITLE

Leadership in Nursing Practice

CREDITS

Three Semester Credit Hours (3-0-0)

PREREQUISITE COURSES

NUR 4411 Adult Health Nursing II, & NUR 4321 Adult Health Nursing II Practicum

CO-REQUISITES

NUR 4205 Nursing Concept Synthesis, NUR 4404 Nursing Capstone Residency, & 4307 Community-Based Health Promotion and Disease Prevention

PRE-REQUISITE SKILLS

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of the Generic BSN program. Computer requirements are further delineated in the Department of Nursing Undergraduate Student Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Nursing Program Undergraduate Student Handbook should be reviewed before taking this course (<http://www.angelo.edu/dept/nursing/handbook/index.html>).

COURSE DELIVERY

This is a hybrid class that includes face-to-face course delivery that meets on Monday's from 9:30 am-11:50 am in room HHS 130 for most weeks and requires online content and projects to be completed during the off campus clinical residency.

BROWSER COMPATIBILITY CHECK

It is the student's responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

Be sure to perform a browser test. Select the "**Technology Support**" tab from the Blackboard homepage (<http://www.blackboard.angelo.edu>). Then select "**Test your Browser**" option located under the Browser Test header.

Please see computer requirements for BSN classes at this link:

http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

FACULTY

Susan Wilkinson, PhD, RN, CNS Office: HHS 318G

I am also the Regional Director for the Laura W. Bush Institute for Women's Health and have an office in the LWB suite on the first floor of the HHS building.

Office Phone: (325) 486-6606 (voicemails are emailed to my cell phone)

Fax: (325) 942-2236

susan.wilkinson@angelo.edu

OFFICE HOURS

Because I split my time between teaching and directing the LWB Institute- please contact me for an appointment if you need to meet with me in the office.

Times/days available by appointment-please email me to set this up.

COURSE DESCRIPTION

Current theories of management, leadership, and change are explored and related to the nursing process in organizing and providing health care to individuals, families, groups, community, and society. The student will apply management theory to nursing practice.

COURSE OVERVIEW

This course is taught in a hybrid fashion. A portion of the live content is compressed into eight weeks. Students will meet one time each week in the classroom with the teacher, and will also do some homework assignments/projects online weeks that class does not meet. Students are expected to come to class prepared with reading assignments completed because the in-class portion will be interactive with activities and group work. Through reading assignments, written work and in-class activities, this course will explore various concepts related to leadership and manager of care for the newly licensed registered nurse including: Legal and ethical issues, advocacy, client's rights, quality and safety, change theory, priority setting, delegation, teamwork & collaboration, budgeting, case management, conflict resolution, chemical dependency, performance appraisal, disciplinary action, and role transition.

BSN PROGRAM OUTCOMES

Upon completion of the program of study for the Generic BSN, the graduate will be prepared to:

1. Integrate nursing and related theories into the planning and/or delivery of safe nursing care.
2. Engage leadership concepts, skills and decision-making in the planning and/or implementation of patient safety and quality improvement initiatives.
3. Identify and appraise best research evidence to improve and promote quality patient outcomes.
4. Utilize technology to access information, evaluate patient data and/or document care.
5. Participate in political/legislative processes to influence healthcare policy.
6. Engage in effective collaboration and communication within interdisciplinary teams.
7. Design and/or implement health promotion & disease prevention strategies for culturally competent care.
8. Demonstrate standards of professional, ethical, and legal conduct.

9. Practice and/or coordinate, at the level of the baccalaureate prepared nurse, to plan and/or implement patient centered care.

STUDENT LEARNING OUTCOMES

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	Mapping to BSN Program Outcomes	Mapping to BSN Essentials	Mapping to QSEN
1. Integrate effective leadership and management theories and skills to promote and attain positive patient outcomes.	Self-reflection logs #1- #2 IHI Open School modules Exams Case Management Project ATI Exam	1, 2, 3, 5, 6, 9	1.1, 1.4, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3.4, 3.5, 5.2, 6.3, 6.6, 9.14	EBP QI SAF
2. Utilize research data and findings as a basis for making sound nursing leadership and management assessment and decisions.	Case Management Project In class activities	1, 2, 3, 4	1.3, 2.1, 3.4, 3.5, 3.6, 4.6	INF
3. Promote cohesive and effective teamwork and collaboration.	IHI Open School modules Case Management Project In class activities	1, 2, 6, 7, 9	1.4, 2.1, 2.2, 3.5, 6.2, 6.3, 7.10, 9.4	T&C
4. Plan efficient, effective, safe, ethical and legal health care delivery to individuals or groups within a variety of settings.	IHI Open School modules Case Management Project Exams ATI Exam	1, 2, 3, 4, 6, 8	1.4, 1.6, 2.1, 2.2, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11, 2.12, 3.4, 3.5, 3.6, 4.8, 6.2, 6.3, 8.1, 8.10, 8.11	SAF PCC
5. Manage health care resources through planning, budgeting, quality improvement, cost containment, and performance appraisal.	IHI Open School modules Case Management Project In class activities	1, 2, 5, 6		T&C EBP PCC

6. Explore the role of the case manager and practice discharge planning.	Case Management Project Exams ATI Exam	1, 2, 4, 5, 6, 7, 9	1.4, 1.5, 1.6, 2.1, 2.5, 2.7, 2.8, 4.5, 5.12, 6.2, 7.3, 7.5, 7.10, 9.1, 9.7, 9.8	PCC
7. Prepare for transition into the role of a registered nurse.	IHI Open School modules Exams Vitae, portfolio assignment ATI Exam	1, 2, 4, 6, 8	1.4, 2.1, 4.5, 6.2, 8.3, 8.4	T&C
8. Engage in thoughtful and constructive self and peer evaluation to develop the leadership role of the baccalaureate nurse.	Self-reflection logs #1 - #2 Case Management Project Peer evaluation	1, 8	1.4, 1.9, 8.2, 8.6, 8.13	T&C

REQUIRED TEXTS AND MATERIALS

- Weiss, S. A., Tappen, R. M., & Grimley, K.A. (2019). *Essentials of Nursing Leadership and Management* (7th ed). Philadelphia: F. A. Davis ISBN: 978-0-8036-6953-6
- Assessment Technologies Institute, LLC (ATI), (2013). *Nursing leadership and management* (6th ed.). www.atitesting.com. ISBN: 978-1-56533-543-1
- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN 13: 978-1-4338-0562-2)

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Webcam (Logitech highly recommended)
- Logitech USB microphone headset

REFERENCED TEXTS

- Arbinger Institute. (2010). *Leadership and self-deception: Getting out of the box*. San Francisco: Berrett-Koehler Publishers.
- Bennis, W. (2009). *On becoming a leader*. Sudbury, MA: Addison-Wesley.
- Bennis, W. Nanus, B. (1985). *Leaders the strategies for taking charge*. New York: Harper & Row.

- Covey, S. R. (1991). Principle-centered leadership. New York: Simon & Schuster
- Kotter, J. & Rathgeber, H. (2017). Our iceberg is melting. New York: Portfolio/Penguin.
- Dunham-Taylor, J; & Pinczuk, J. Z. (2014). Financial management for nurse managers: Merging the heart with the dollar. (3rd ed.). Sudbury, Mass: Jones & Bartlett Publishers
- Johnson, S. (2002). Who moved my cheese? An amazing way to deal with change in your work and in your life. New York: G. P. Putnam's Sons.

TOPIC OUTLINE

AD vs BSN prepared in leadership role
 BSN Essentials and NCLEX test plan
 Leading versus managing
 Emotional intelligence
 Ethical, legal, advocacy
 Patient-centered care
 Prioritizing/Delegating
 Quality & safety
 Time management
 Teamwork and communication
 Conflict resolutions
 Civility
 Planning change/change theory
 Costs and budgets
 Evaluation of outcomes
 Professional image
 Resume writing, job searching, job interviewing
 Nurse-manager expectations
 Performance appraisal
 Disciplinary action
 Chemical dependency
 Case management
 Role transitions/reality shock

GRADING SYSTEM

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 90.00-100 points
 B = 80.00-89.99 points
 C = 70.00-79.99 points
 D = 60.00-69.99 points
 F = 0-59.99 points
 (Grades are never rounded up)

EVALUATION AND GRADES

Graded assignments, activities and percent of the overall course grade:

Assessment Activity	Grade %
1. IHI Open School Online Modules: <ul style="list-style-type: none">• L 101: Intro to Healthcare Leadership• QI 105: Leading Quality Improvement• PS 101: Introduction to Patient Safety• PS 104: Teamwork and Communication	20% (5% each)
2. Self-Reflection Logs <ul style="list-style-type: none">• #1: Becoming a Leader• #2: Leader as Change Agent	20% (10% each)
3. Exams: <ul style="list-style-type: none">• Exam 1• Exam 2	20% (10% each)
4. Group Assignments/Activities <ul style="list-style-type: none">• Quality & Safety Grid• Informed Consent/Advocacy Activity	10% (5% each)
5. Vitae, Letter of Application, 1 Professional Reference Letter.	10%
6. Case Management Group Activity <ul style="list-style-type: none">• Case Management Case Study Assignment• Peer Evaluation of Group Work	10%
8. ATI Practice Exams: RN Leadership	2%
9. ATI Leadership Proctored Exam	8%
	100%

TEACHING STRATEGIES

- Assigned readings
- PowerPoint presentations
- Online Institute for Healthcare Improvement Open School modules
- In class group activities/discussions and case studies and questions
- Evidence-based literature review/critiques
- Self-reflection
- ATI Leadership and Management NCLEX practice questions
- Internet resources – websites and professional databases
- Case management project
- Exams
- ATI Comprehensive Final Exam
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

ASSIGNMENT/ACTIVITY DESCRIPTIONS

***Please note: Rubrics for all assignments and activities are located at the end of this syllabus.**

Institute for Healthcare Improvement (IHI) Open School Online Modules

There are four IHI courses that you are assigned to complete as part of the course.

- | | | |
|---------------|----------------------------------------|------------|
| • IHI L 101: | Introduction to Health Care Leadership | 100 points |
| • IHI QI 105: | Leading Quality Improvement | 100 points |
| • IHI PS 101: | Introduction to Patient Safety | 100 points |
| • IHI PS 104: | Teamwork and Communication | 100 points |

Self-Reflection Logs

Self-reflection Logs embody a useful way to help individuals begin the interesting and often difficult process of critiquing oneself. Warren Bennis, an expert on leadership indicates that a quality common to all great leaders is self-awareness!! (See Bennis, 2009; as listed in referenced texts list).

Self-Reflection will occur during 2 times this semester to have the student reflect on concepts of leadership, communication and change. One reflection will be at the beginning of the semester, and the other, after the change project. Students should take time to write a quality

self-reflection. Self-reflections will be graded on thoroughness of exploration of the assigned topic and quality writing expected of the BSN level. Self-reflection topics are as follows:

Self-Reflection #1: Becoming a Leader

Self-Reflection #2: Leader as a Change Agent

(See specifics for each self-reflection in Blackboard, Self-Reflection Tab).

Exams

Two exams are given online throughout the course. See course calendar. Exams evaluate students' comprehension and level of competence in meeting unit objectives. Exams also prepare students for the ATI Leadership exam and NCLEX. Exams will test reading material as assigned to assess student achievement of specific learning objectives. Access to exams will be through Respondus™ Lockdown Browser and Monitor.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access
- Ethernet Cable
- Webcam (**Please note:** a plug-in webcam allows the student to perform thorough environmental scans).

Refer to **Angelo State University's Distance Education** website for further technology requirements:

http://www.angelo.edu/distance_education

Class Preparation and Participation

Students will participate in many interactive in-class activities. In Blackboard, the Class Outlines tab provides information regarding each class session including learning objectives, pre-class activities, in-class activities and post-class activities. For effective learning and application of concepts, students should complete all pre-class assignments and quizzes before coming to class. Articles and concepts will be explored during in-class discussions. Students are expected to make substantive and quality comments in class that enrich the discussion and support development of critical reasoning. If a pre-class quiz is assigned for the class period under pre-class activities, the student should post completed quiz in Blackboard prior to attending class on that day to receive credit.

Vitae, Letter of Application, One Professional Reference Letter

During Class 2, the topic of professional image will be presented to facilitate effective job acquisition. Resume preparation and job interviewing skills will also be taught. Students will prepare a vitae/resume, and a cover letter for a specific nursing job they have identified at a healthcare institution as an exercise to prepare to enter the nursing profession. The vitae must have a professional look, with information neatly presented, no typographical, spelling or grammatical errors. Also should include personal identifying information, professional objective, education, and work experience, and any special skills / abilities that you have to offer for the position.

The cover letter should also be written neatly using a formal tone, contain no typographical, spelling or grammatical errors. It should be formatted in a business style with return address, date, salutation, body, complimentary closing and signature. Include an introduction of self and give a specific purpose of the letter, indicate the specific job you are applying for, summarize your personal qualifications for the position and request an interview.

The student should also provide one professional letter of reference written by current or former employer, supervisor or clinical faculty.

All three items, the vitae, cover letter and one professional reference letter should be uploaded in Bb and put in the professional portfolio binder for the NUR 4325 class. (This portfolio is a course requirement for the NUR 4325 Synthesis class).

Students are encouraged to practice interviewing each other and participate in a mock job interview, if possible.

Case Management Activity

In this class students learn about the role of the case manager/care coordinator and then are assigned in groups to plan care for a specific patient. Working in groups, the students will

complete an activity packet that introduces the patient and provides demographics, history, diagnosis and reason for admission. This unit explores the role of the nurse as case manager, identifies training and certifications available for case managers; presents expected patient outcomes for the assigned patient; describes the integration of clinical services; explores patient discharge planning needs; and makes recommendations for appropriate community resources. The activity will be graded on thoroughness of responses for each category. See Case Management Unit under the Class Outlines tab in Blackboard. Students will evaluate their peers for contribution to the overall success of the group. See grading rubrics in syllabus attachments.

ATI Leadership Practice Exams and Comprehensive Proctored Assessment with Remediation:

An ATI comprehensive final exam will evaluate student competence in meeting overall course objectives and preparation for the NCLEX exam, specifically, the Management of Care content area from the National Council State Board of Nursing 2019 NCLEX-RN Detailed Test Plan. The test plan may be accessed at the following link:

https://ncsbn.org/2019_RN_TestPlan-English.htm

The ATI exam is during the final class meeting in the testing center. To help students prepare for this exam, two ATI practice exams have been assigned for students to complete prior to taking the comprehensive predictor. Students are encouraged to study and prepare for these practice exams; and use their books and notes during the practice exams.

Students access the practice exams by logging into the student account at www.atitesting.com and selecting the practice assessments tab. Students should post copies of best results on both practice exams to the link provided in the ATI tab. The faculty will take an average of the two highest raw scores earned on ATI Practice Exams for the score on this assignment.

For the proctored ATI Leadership assessment, scores will be calculated as follows:

ATI Level	Description of Level	Percentage ATI Test Score	Points Earned for this Course
< Level 1	A student scoring less than Proficiency Level 1 will plan and complete remediation in this content area.	<61.7%	55
Level 1	A student meeting criterion for Proficiency Level 1: <ul style="list-style-type: none"> is expected to just meet NCLEX-RN® standards in this content area. should demonstrate the minimum level of knowledge in this content area required to support academic readiness for subsequent curricular content. should meet the absolute minimum expectations for performance in this content area. 	61.7% - 75%	70
Level 2	A student meeting the criterion for Proficiency Level 2: <ul style="list-style-type: none"> is expected to readily meet NCLEX-RN standards in this content area. should demonstrate a level of knowledge in this content area that more than adequately supports academic readiness for subsequent curricular content. should exceed minimum expectations for performance in this content area. 	76.7% - 86.7%	85
Level 3	A student meeting the criterion for Proficiency Level 3: <ul style="list-style-type: none"> is expected to exceed NCLEX-RN standards in this content area. should demonstrate a high level of knowledge in this content area that confidently supports academic readiness for subsequent curricular content. should exceed most expectations for performance in this content area. 	88.3% - 100%	100

ATI determines the cut-off scores for each level, based on exam psychometrics normed on a national level. These cut-offs will not be adjusted. For example, if a student's raw score on the ATI was a 75% and earns a Level 1, then the grade entered will be 70 points, as indicated by the above table.

Following completion of the ATI proctored assessments, students receiving a score of below level 1 will complete written remediation for content/concepts missed and submit to Blackboard under the ATI Testing tab. Written remediation will be due by Friday, December 6th @ 5pm.

GENERAL POLICIES RELATED TO THIS COURSE

All students are required to follow the policies and procedures presented in the following documents:

- Angelo State University Student Handbook located on the ASU website:
<http://www.angelo.edu/student-handbook/>
- ASU Undergraduate Catalog located on the ASU website
[https:// http://www.angelo.edu/catalogs/documents/catalogs/2015-16_Catalog.pdf](https://http://www.angelo.edu/catalogs/documents/catalogs/2015-16_Catalog.pdf)

ASU Nursing Program Undergraduate Student Handbook, located on the Nursing website
<http://www.angelo.edu/dept/nursing/handbook/index.html>

IMPORTANT UNIVERSITY DATES

August 26 th	Fall classes officially begin
September 2 nd	Labor Day Holiday – online class this week
November 27-29 th	Thanksgiving Break
November 1 st	Last day to drop a class or withdraw from the University for fall semester
December 9-13 th	Final Exams Week
December 13 th	Last Day of spring semester
December 14 th	Fall Graduation

STUDENT RESPONSIBILITY & ATTENDANCE

LECTURE: Class attendance is necessary and required for successful and satisfactory completion of all course objectives; therefore, students must attend all course sessions. If a situation arises that prevents the student from attending, he or she should contact the instructor **prior** to missing class.

According to the undergraduate handbook, a week's worth of cumulative absences in any one course will result in faculty evaluation of the student's ability to meet course objectives and may result in failure of the course. Three tardies (over 5 minutes late for lecture, campus laboratory, or clinical) will equal 1 hour of absence. Failure to meet these requirements hinders the student's ability to complete the course. Attendance will be checked for each lecture.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!

- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

ASSIGNMENT SUBMISSION

In this class, all assignments need to be submitted through the Assignments link in the Blackboard course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at susan.wilkinson@angelo.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

LATE WORK OR MISSED ASSIGNMENTS POLICY

Due dates and times for assignments are listed in the course calendar and posted in Bb. Failure to submit your assignments on the assigned date will result in an automatic ten percent deduction for each day after the posted deadline. No papers or postings will be accepted more than 2 days past the assigned due date unless arrangements are made with the faculty prior to the original due date and due to extenuating circumstances. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

ACADEMIC INTEGRITY

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their educational experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU. All codes and policies are set forth in the University Student Handbook of Angelo State University <http://www.angelo.edu/student-handbook/> as well as the Department of Nursing Undergraduate Student Handbook <http://www.angelo.edu/dept/nursing/handbook/index.html>

PLAGIARISM

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers are subject to be evaluated for originality via Bb Safe Assignment or Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center http://www.angelo.edu/dept/writing_center/academic_honesty.php.

STUDENTS WITH DISABILITIES AND SPECIAL ACCOMMODATIONS REQUEST

"Disability Services is part of the Office of Student Affairs at Angelo State University. Angelo State's Office of Student Affairs works to ensure that qualified students with disabilities have equal access to all institutional programs and services. The office advocates responsibly for the needs of students with disabilities and educates the campus community so that others can understand and support students with disabilities."

For more information on learning disabilities and how to apply for accommodations through the ASU Disability Services visit <http://www.angelo.edu/services/disability-services/>

The following includes contact information for Disability Services at ASU:

ada@angelo.edu

Phone: 325-942-2047

Fax: 325-942-2211

Address: Houston Harte University Center, 112, ASU Station #11047, San Angelo, TX 76909

INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

"A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence." Please see ASU Operating Policy 10.19.

COPYRIGHT POLICY

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the

copyright holders or publishers.

SYLLABUS CHANGES

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

WEBLINKS:

Board of Nursing for the State of Texas:

<https://www.bon.texas.gov/index.asp>

BSN Student Resources

http://www.angelo.edu/dept/nursing/student_resources/

http://www.angelo.edu/dept/nursing/student_resources/computer_requirements.php

COURSE EVALUATION

In order to ensure consistent, sufficient student feedback regarding programs and services provided for students by the Department of Nursing, as required by our accreditation requirements, opportunities for students to evaluate both their courses and course instructors will be provided. Student opinions and feedback are valued and are part of each Course and Instructor evaluation process. Students are strongly encouraged to participate in a course evaluation at the end of the semester. Areas on the IDEA evaluation include:

- Learning to apply course material (to improve thinking, problem solving, and decisions).
- Developing specific skills, competencies, and points of view needed by nurses.

RUBRICS FOR ASSIGNMENTS (See attachments and Blackboard).

Angelo State University GBSN Program
NUR 4302 LEADERSHIP IN NURSING PRACTICE
Informed Consent /Advocacy Activity

Student Name:

Date:

Score: / 50 possible

Directions:

- View the informed consent examples at the following link:
http://www.dialogmedical.com/sample_land/
- Read ATI Review module Nursing Leadership and Management Edition 6.0 pages 49-56;
- Answer the following questions
- Post to the grade center online for credit, and bring the completed document to class 2.
- Prepare to discuss in class.

Nurses are accountable for protecting the rights of clients. Name five situations that require particular attention by the nurse (5 points):

- 1.
- 2.
- 3.
- 4.
- 5.

6. List the basic tenants of client's rights that the nurse should protect. (5 points).

7. If a client refuses treatment, or decides to leave the facility without a discharge order, what actions should the nurse take? What must be documented by the nurse in the patient's chart? (5 points).

Name four types of information needs to be provided to a client for a consent to be an informed consent.

- 8.
- 9.
- 10.
- 11.

12. What is the nurse's role in the informed consent process?

13. What is the difference between implied consent and written consent?

14. Name four categories of individuals authorized to grant consent for another person.

Fill in the blank:

15. The form for informed consent must be signed by a _____ adult.

16. The person who signs the form must be capable of

_____.

17. When the person giving the informed consent is unable to communicate due to a language barrier or hearing impairment, what measures must be taken?

18. The nurse is preparing a patient for surgery when the patient states: "I'm not sure if this surgery is the right choice for me. What if there are other options that I haven't considered?" What is the best way for the nurse to respond? (5 points).

19. The nurse is preparing a patient for surgery and administers preoperative anti-anxiety and pain medication. About one half of an hour later, the nurse checks the surgical consent and

notices that it is not signed. What should this nurse do, knowing that the surgery is scheduled within the hour and the consent must be signed? (5 points).

20. The nurse is caring for a Vietnamese patient pre-operatively, and is unable to communicate with the patient who speaks only Vietnamese. The surgical consent needs to be signed. What should this nurse do? What are some other interventions the nurse could provide to be patient centered and better meet the patient's needs? (5 points).

FOR IN-CLASS DISCUSSION:

21. Consider what it means to provide *Patient- and Family-Centered Care*. Prepare to list three examples of what you think are not consumer-friendly practices or situations in a nursing setting. For each example, list 1-2 strategies to help address each problem. (10 points).

Angelo State University GBSN Program
NUR 4302 LEADERSHIP IN NURSING PRACTICE

Group Activity: Organizations That Promote Quality and Safety

Directions: Working in groups of 3 or 4, use the internet sites of organizations that promote quality and safety; and complete the table below. Identify the purpose of the organization, publications and writings related to quality and safety; and summarize how this organization influences/impacts quality and safety for nursing care.

Organization & Website Address	Purpose/Mission	Publications/Writings	Summary of how organization influences Q&S in Nursing
National Academy of Medicine (previously Institute of Medicine (IOM))			
Agency for Health Care Research and Quality (AHRQ)			
National Quality Forum (NQF)			
Centers for Medicare and Medicaid Services			

Organization & Website Address	Purpose/Mission	Publications/Writings	Summary of how organization influences Q&S in Nursing
(CMS)			
The Joint Commission			
Magnet Recognition Program			
Institute for Healthcare Improvement			

Organization & Website Address	Purpose/Mission	Publications/Writings	Summary of how organization influences Q&S in Nursing
Quality and Safety Education for Nurses (QSEN)			

NUR 4302 Leadership in Nursing

Self-Reflection Logs

Self-reflection Logs embody a useful way to help individuals begin the interesting and often difficult process of critiquing oneself. Warren Bennis, an expert on leadership indicates that a quality common to all great leaders is self-awareness!! (See Bennis, 2009; as listed in recommended texts list).

Please take time to thoughtfully write your self-reflection logs, as they are assigned on the course calendar. Use a **word document** for this log. Save each reflection as: yournamehere log# NUR4302 year month day. (Example: *Susan Wilkinson Log1 NUR4302 2017 08 25*)

Please type your name, reflection # and title and topic/assignment at the top of the page. This assignment is a formal writing assignment and will be graded on thoroughness and quality writing at the BSN level. Please write in a scholarly fashion and use APA formatting correctly for outside references, which are expected. That's part of the rubric expectation. You will be expected to attach your document in Blackboard in the **Self-Reflection Log** tab. This is an individual assignment.

Self-Reflection #1: Becoming a Leader

1. View the Powerpoint presentation at the following link:
http://www.slideshare.net/msfawnie/principle-centered-leadership-4827417?next_slideshow=1
Then, create a table where you list Covey's eight characteristics of effective leaders on the left side of a table. Next to each characteristic, list any examples of your activities or attributes that reflect this characteristic in yourself. If you don't currently do any activities to support the characteristic, note this, and also indicate a plan of action to begin development of this characteristic.
2. What is your Emotional Intelligence score? What areas are your strengths? What are your weaker areas? How does emotional intelligence correlate with leadership? Complete the DISC Survey Personality Test – How do your results correlate with your ability to lead at this time?
3. In the Weiss and Tapen text, review pages 8 – 11 on Qualities and Behaviors of effective Leadership. Create a personal description of how you measure up as an effective leader and discuss where you would like to improve, and a plan of how to improve.
4. Immediately after graduation, you will take the licensing exam and hopefully become a registered nurse. It will take time for you to become a charge nurse or unit manager. Yet, the leadership principles and concepts still apply to you in your role as a newly licensed nurse. What it means to be a leader in this role and in managing your own patient assignment.

Self-Reflection #2: Leader as Change Agent

You may choose option A or B below to write your Self Reflection #2 Paper- YOU DO NOT NEED TO DO BOTH!! Please write option A or B in the heading of your paper.

Self-Reflection Option A: Leader as Change Agent

Reflect back on the readings, clinical and group activities you have completed while in the nursing program. Then answer the following questions. Be thorough in your responses for full credit. Thorough means you don't just mention words or concepts, but you describe specific details, provide concrete examples and demonstrate true understanding and meaning. Responses must be thorough, and well written to the quality expected of a BSN prepared nurse. Outside references are expected. Review chapter 9 in your text as well as the articles I have posted with the weekly module.

1. What basic knowledge (leadership terms, change models or concepts/theories) have I learned?
2. How does what I have learned relate to theories of nursing, leadership or from other disciplines that I've come across? (Overview of nursing, leadership or other theories should be given; along with outside references--for full credit).
3. What leadership and communication skills have I used while working in a team for classes/projects/clinical? (Describe each skill(s) and how used)
4. As a leader, what leadership qualities do I possess? In what areas could I improve in? What could I do to improve and strengthen areas of weakness?
5. What learning strategies did I employ while in the clinical or group project setting? What strategies worked or didn't work? I realized I needed to change my way of thinking because or when... How have I changed thus far?
6. How has this knowledge impacted my preparation for the role of a registered nurse and a future nursing leader?

Self-Reflection Option B: Leader as Change Agent

Reflect back on the book we discussed in lecture (and video watched)- "Who Moved My Cheese" by Spencer Johnson, M.D. This is a well-known book about change and how we respond to it.

1. Identify which character (of the mice and little people) in the book that you most resemble and why.
2. Compare the characters (mice and little people) in the book to Roger's common patterns of individuals' behavior responses to change

(see handout linked to change learning module- week 7 on "A Summary of Diffusion of Innovations by Les Robinson): **Innovators**: thrive on change, which may be disruptive to the unit stability. **Early Adoptors**: respected by their peers and thus are sought out for advice about innovations/changes. **Early majority**: prefer doing what has been done in the past but eventually will accept new ideas. **Late majority**: are openly negative and agree to the change only after most others have adopted the change. **Laggards**: prefer keeping traditions and openly express their resistance to new ideas.

3. Give an example of an experience you have had as a nursing student where change did or did not occur and your identification of the primary individual that either needed to change and did not or did change when it was not warranted. You do not have to list names- only a situation. Then, identify the individual's behavioral response to change (as listed above) and your reasons why you believe that this behavioral response is appropriate for this individual. The situation may come from a class, clinical, or another experience you have had during your time in nursing school.

4. Now that you know how you react to change, what will you do in your first job as a nurse to deal with change and to help your peers adapt to changes.

Angelo State University GBSN Program
 NUR 4302 LEADERSHIP IN NURSING PRACTICE
 Grading Rubric for Vitae, Letter of Application, 1 Professional Reference Letter

Student Name:

Date:

Score: / 100 possible

Points Earned/Possible	Grading Criteria Description	Comments
Vitae:		
/10	Personal identifying information	
/10	Professional objective	
/10	Education	
/10	Work Experience	
/5	Neatly presented, no typographical, spelling or grammatical errors.	
/5	Professional look	
Letter of Application:		
/10	Introduces self, gives specific purpose of letter	
/5	Indicates specific job applying for	
/10	Summarizes personal qualifications for the position	
/5	Requests an interview	
/5	Letter formatted correctly with return address, date, salutation, body, complimentary closing, signature line	
/5	Formal tone, no typographical, spelling or grammatical errors.	
Professional Letters of Reference:		
/10	Professional reference letter	

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 Grading Rubric for Case Management Project

Student Name:

Date:

Score: / 100 possible

Points Earned/Possible	Grading Criteria Description	Comments
/05	<p>Introduction of Patient Introduces patient demographics Describes patient history and diagnosis; Gives reason for admission.</p>	
/15	<p>Role of the Case Manager Discusses role of the nurse as case manager Explores training required for case managers; and certifications. Supports role of case manager from evidence-based literature</p>	
/10	<p>Patient Outcomes Develops expected patient outcomes Each outcome is realistic and measurable, timeframe included</p>	
/20	<p>Integration of Clinical Services Describes patient need for interdisciplinary team members and rationale for need. Provides overview of services provided by each discipline.</p>	
/15	<p>Discharge Planning Explores issues with patient's home environment Assesses adequacy/ issues with patient's personal support system Discusses medical equipment needs and explains rationale for each Explains how arrangements are made for equipment</p>	
/10	<p>Community Resources Provides a comprehensive list of community services / resources available / appropriate to meet patient's needs. Gives an overview of the organization and services provided. Estimates patient's cost to use/access service, if any.</p>	
/10	<p>Format and Presentation Flows clearly and logically Uses headings for organization Is free of grammar, spelling, punctuation, formatting, and word choice errors, as well as quotations (see Fatal Error List)</p>	
/05	<p>Quality References Uses at least 3 references from professional, peer-reviewed journals and/or publications, published within the last five years. References demonstrate use of RAMNET and RAMCAT library search tools-professional nursing databases such as CINAHL.</p>	
/10	<p>APA Format Cites references correctly in the body of the paper Title page is included and follows APA style Reference list is formatted following APA style</p>	