

NUR 6347  
Roles and Financial Management for  
Nurse Educators  
Spring 2021

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**Office:** Virtual

**Office Hours:** By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.

**Time Zone:** All due dates and times in this syllabus are Central Standard Time (CST)

## Course Information

### Course Description

This course explores the organizational and administrative/leadership roles of nurse educators in higher education and healthcare agencies. Students will be introduced to the concepts of leadership, financial management, budgeting process, and reimbursement mechanisms in nursing education.

### Course Credits

Three Semester Credit Hours (3-0-0)

### Prerequisite / Co-requisite Courses

None

### Prerequisite Skills

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU [Graduate Nursing Student Handbook<sup>1</sup>](#) should be reviewed before taking this course.

## Program Outcomes

Upon completion of the program of study for the MSN Program, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.
9. Practice at the level of a master's prepared nurse

## Student Learning Outcomes

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assessment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to MSN Program Outcomes</b>	<b>Mapping to MSN Essentials</b>	<b>Mapping to NLN Educator Competencies</b>
1. Discuss issues and trends influencing the role and functions of the nurse educator.	<ul style="list-style-type: none"> <li>• Discussion Boards</li> <li>• Reflective Journaling</li> </ul>	1, 9	1.8, 9.4	3, 6, 8
2. Discuss the core roles and functions of the nurse educator in teaching, service, and scholarship and relate with the National League for Nursing (NLN)	<ul style="list-style-type: none"> <li>• Discussion Boards</li> <li>• Reflective Journaling</li> <li>• Personal Development Plan</li> <li>• Nurse Educator Interview</li> </ul>	2, 9	2.1, 2.2, 2.6, 9.4, 9.15	1, 2, 3, 5, 6, 8

Nurse Educator Competencies.				
3. Engage the role of the nurse educator as a change agent and leader.	<ul style="list-style-type: none"> <li>• Discussion Boards</li> <li>• Reflective Journaling</li> <li>• Leadership Book Review</li> </ul>	2, 4, 9	2.1, 2.2, 2.6, 4.4, 9.5, 9.15	3, 6, 7
4. Interpret the basic accounting and finance concepts related to healthcare.	<ul style="list-style-type: none"> <li>• Accounting/budgeting worksheets</li> <li>• Financial Vocabulary</li> </ul>	1, 2, 8, 9	1.7, 2.3, 2.5, 8.4, 9.10	6, 8
5. Monitor the finance performance in an organization.	<ul style="list-style-type: none"> <li>• Written assignment healthcare finance foundations.</li> <li>• Case Study</li> </ul>	1, 2, 9	1.7, 2.3, 2.5, 8.4, 9.10	6, 8

## Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at [ASU's Blackboard Learning Management System<sup>2</sup>](#)

## Required Texts and Materials

1. Leger, J.M., & Dunham-Taylor, J. (2018). *Financial management for nurse managers: Merging the heart with the dollar* (4<sup>th</sup> ed.). Jones & Bartlett Learning
2. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association. <https://doi.org/10.1037/0000165-000>
3. Jazwiec, L. (2012). *Hey cupcake! We are all leaders*. Gulf Breeze: Fire Starter Publishing  
**(Note: Student will need to purchase this book from a vendor such as Amazon, Barnes & Noble, etc.)**

## Technology Requirements

To participate in one of ASU's distance education programs, you need this technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite

- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to [Angelo State University's Online Education](#)<sup>3</sup> website for further technology requirements.

## Topic Outline

Week	Topic
Module 1	Issues and Trends in Nursing Education
Module 2	Nurse Educator in Teaching, Service, and Scholarship
Module 3	Nurse Educator Leading and Managing Change
Module 4	Basic Accounting and Finance Concepts for the Nurse Educator
Module 5	Putting it All Together

## Communication

Faculty will respond to email and/or telephone messages within 36 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. In your emails to faculty, include the course name and section number in your subject line.

**Virtual communication:** Office hours and/or advising may be done with the assistance of the telephone or Collaborate.

### “Netiquette” Guidelines

- 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.
- Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
- It is acceptable 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 above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

## Grading

### Evaluation and Grades

The table below contains the assessments employed and how they will be graded in this course.

Assessment	Percent/Points of Total Grade
Discussion Boards	10%
Reflective Journaling	5%
Nurse Educator Interview	5%
Personal Development Plan	15%
Leadership Book Review	15%
Accounting and Budgeting Worksheets	10%
Financial Vocabulary	10%
Case Study: Finance and the Nurse Educator--Paper	15%
Case Study: Finance and the Nurse Educator— Professional Presentation	15%
Total	100%

### 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 percent

B = 80.00-89.99 percent

C = 70.00-79.99 percent

F = <70.00 (Grades are not rounded up)

## Teaching Strategies

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. Examples of learning strategies used in this course include, but are not limited to preceptor guided learning experiences, readings, group discussions, and writing assignments.

## Assignment and Activity Descriptions

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

**Discussion Board Activities:** Discussion Boards provide an avenue for synthesis of material / information. A discussion board is provided in this course as a way to help students’ process course materials, express thoughts, and engage others opinions and ideas in a healthy and productive learning environment. Students are expected to respond to all discussion board assignments and support individual answers with evidence-based findings.

**Reflective Journaling:** Reflective journaling is about self-awareness, self-development, and the opportunity to make connections between theory, nursing, and practice. Students will use reflective journaling to connect concepts from the learning material and think critically about how the concepts influence the role of the nurse educator. Students are expected to consider personal development and growth through reflective journaling.

**Nurse Educator Interview:** Students are expected to conduct an interview of a nurse educator in the healthcare setting or academia. The purpose of the interview is to become familiar with the roles and functions of the nurse educator. Students are expected to write a summary of the interview about three things learned that will help the students future career as a nurse educator.

**Personal Develop Plan:** Reflective journaling and a personal development plan go hand-in-hand. The personal development plan is a tool that can be used to guide the nurse educator throughout the journey to achieving goals. Students are expected to develop a personal development plan for their future role as a nurse educator.

**Leadership Book Review:** A book review engages the student to present different views and voices in a critical appraisal of a book. Students are expected to write a book review for an assignment leadership book.

**Accounting/Budgeting Worksheets:** Students are expected identify and analyze information about accounting and budgeting using the information in the worksheets.

**Financial Vocabulary:** Understanding the vocabulary is the first step to understanding how healthcare finance works. Students are expected to create a financial vocabulary reference sheet identifying key accounting and financial terms, definitions, and examples.

**Finance and the Nurse Educator:** The nurse educator uses concepts of accounting and finance to support the need for new technologies, equipment, and staff training. For this assignment students will be introduced to the case study to be used for the final two assignments. Students are expected to write a paper presenting their solution to the case study.

**Case Study:** Students will design a professional presentation using the concepts learned throughout the course of roles and financial management for nurse educators.

### **Assignment Submission**

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at [tammy.stafford@angelo.edu](mailto:tammy.stafford@angelo.edu) and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. 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 posted in the course schedule. Failure to submit your assignments on the assigned date will result in a five percent (5 %) deduction for each day after the posted deadline. No papers or postings will be accepted more than six (6) days past the assigned due date. Non-submitted items do not qualify under revision/re-do allowances as noted in the **Grading System** above.

## **General Policies Related to This Course**

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

- [Angelo State University Student Handbook<sup>4</sup>](#)
- [Angelo State University Graduate Catalog<sup>5</sup>](#)
- [Graduate Nursing Student Handbook<sup>6</sup>](#)

### **Student Responsibility and Attendance**

This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in

course activities and submit work by due dates and times. The hope is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation.

## **Academic Integrity**

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).<sup>7</sup>

## **Accommodations for Students with Disabilities**

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at [ADA@angelo.edu](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the [Student Disability Services website](#).<sup>8</sup> The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
[dallas.swafford@angelo.edu](mailto:dallas.swafford@angelo.edu)  
Houston Harte University Center, Room 112

## **Incomplete Grade Policy**

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. See ASU Operating Policy 10.11 [Grading Procedures](#)<sup>9</sup> for more information.

## Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)<sup>10</sup> in the Student Handbook. 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. 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. Resources to help you understand this policy better are available at the [ASU Writing Center](#).<sup>11</sup>

## Academic Calendar

Students are responsible for adhering to all dates set forth in the [ASU Academic Calendar](#)<sup>12</sup> for the semester.

### Special Notes:

- a) If you are graduating this semester, please make sure you complete your application for graduation.
- b) If you are taking the Comprehensive Exam this semester, please register for this exam.
- c) Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester  
[Drop an online class](#)<sup>13</sup>  
[Withdraw from school](#)<sup>14</sup>
- d) Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

## 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. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)<sup>15</sup> for more information.

## **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.

## **Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-*

942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix).

## Course Disclaimer

Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone’s ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other’s works as you examine your own views, assumptions, and preconceptions in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

## Course Schedule

Week/Date	Topic	Assignments	Assessments DUE
Week 1 Jan 25-31	Issues and Trends in Nursing Education	Discussion Board: Let’s Reconnect  Discussion Board #1  Reflective Journal #1	Due by 1/27/2021 by 11:59PM  Personal Post due by 1/27/2021 by 11:59PM Post to two peers due by 1/31/2021 by 11:59PM  Due by 1/31/2021 by 11:59PM
Week 2 Feb 1-7	Issues and Trends in Nursing Education	Discussion Board #2  Reflective Journal #2	Personal Post due by 2/3/2021 by 11:59PM Post to two peers due by 2/7/2021 by 11:59PM  Due by 2/7/2021 11:59PM
Week 3 Feb 8-14	Nurse Educator in Teaching, Service, and Scholarship	Discussion Board #3  Reflective Journal #3	Personal Post due by 2/10/2021 by 11:59PM Post to two peers due by 2/14/2021 by 11:59PM  Due by 2/14/2021 11:59PM

Week/Date	Topic	Assignments	Assessments DUE
Week 4 Feb 15-21	Nurse Educator in Teaching, Service, and Scholarship	Nurse Educator Interview	Due by 2/21/2021 by 11:59PM
Week 5 Feb 22-28	Nurse Educator in Teaching, Service, and Scholarship	Reflective Journal #4	Due by 2/28/2021 by 11:59PM
Week 6 Mar 1-7	Nurse Educator in Teaching, Service, and Scholarship	Personal Development Plan	Due by 3/7/2021 by 11:59PM
Week 7 & 8 Mar 8-21	Nurse Educator Leading and Managing Change	Leadership Book Review	Due by 03/21/2021 by 11:59PM
Weeks 9, 10, & 11 Mar 22-April 11	Basic Accounting and Finance Concepts for the Nurse Educator	Financial Vocabulary Accounting and Budgeting Worksheets	Due by 4/4/2021 by 11:59PM Due by 4/11/2021 by 11:59PM
Weeks 12-16 April 12-May 14	Putting it All Together	Finance and the Nurse Educator—Paper Finance and the Nurse Educator—Professional Presentation	Due by 5/2/2021 by 11:59PM Assignment is due within 24 hours AFTER the PRESENTATION is given.

## Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

The following are considered essential, evaluation items for this course.

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Acquiring skills in working with others as a member of a team
4. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)

## End of Syllabus

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<sup>1</sup> <https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014>

<sup>2</sup> [https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab\\_tab\\_group\\_id=223\\_1](https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=223_1)

<sup>3</sup> <https://www.angelo.edu/online-education/>

<sup>4</sup> <https://www.angelo.edu/student-handbook/>

<sup>5</sup> <https://www.angelo.edu/catalogs/>

<sup>6</sup> <https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014>

<sup>7</sup> <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>

<sup>8</sup> <https://www.angelo.edu/services/disability-services/>

<sup>9</sup> <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>

<sup>10</sup> [https://www.angelo.edu/current-students/writing-center/academic\\_honesty.php](https://www.angelo.edu/current-students/writing-center/academic_honesty.php)

<sup>11</sup> [https://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](https://www.angelo.edu/dept/writing_center/academic_honesty.php)

<sup>12</sup> [https://www.angelo.edu/services/registrar\\_office/academic\\_calendar.php](https://www.angelo.edu/services/registrar_office/academic_calendar.php)

<sup>13</sup> <https://www.angelo.edu/content/forms/290-course-drop-request-form>

<sup>14</sup> [https://www.angelo.edu/services/saem/withdrawal\\_form.php](https://www.angelo.edu/services/saem/withdrawal_form.php)

<sup>15</sup> <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>