



Course Number and Section (NURS-4457-001IN-FA2023)

Name of Course (Leadership & Management)

Course Semester (Fall 2023)

Time and days of course: Internet

Instructor Information: Sandra Rondeau, DNP, RN, CNOR, srondeau@com.edu, Office 409-933-8464

Office location: STEM 225-15

Student hours and location: Tuesday and Thursday 0900-1300 or by appointment

Required Textbook/Materials:

Yoder-Wise, P. (2023). *Leading and Managing in Nursing*, 8th edition. St. Louis: Elsevier, Inc.

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*, 7th edition. Washington, DC: APA

Resources: Instructor-Led Course

Evolve Resources for Leading and Managing in Nursing, 8th Edition

By Patricia S. Yoder-Wise

ISBN: 9780323793148

Course ID: 164226_srondeau5_1001

Instructor: Sandra Rondeau

*This product is an electronic or online application.

Course Description: NURS 4457. LEADERSHIP & MANAGEMENT (LECTURE 4, LAB 0). CREDIT 4. UDCM.

This course explores leadership and management theories, resource allocation, the nurse as a change agent, member of the profession, communication, and quality improvement in the healthcare setting.

Co-requisite: [NURS 4161](#).

Course requirements:

Course Requirements

1. **Discussion board weekly (13):** Assesses knowledge and application of incremental course content. Students are required to submit a primary post each week that is reflective of the weekly reading assignments and is supported by cited references. Students are required to reply to two of their peers each week and responses must entail new information to the post supported by cited references. Failure to submit assignments by the designated due date may

result in a zero for the assignment.

2. **Online course quizzes (5):** Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned, each due at midnight on the assigned deadline. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will have one attempt to complete each quiz, which will be averaged for the quiz grade.
3. **Case studies (5):** Assesses overall knowledge and application of complete course content. Case studies will meet QSEN/NLN competencies, including teamwork, collaboration and professional identity, evidence-based practice and spirit of inquiry, and safety and nursing judgement, If a student receives a grade below 70% on any case study, the student should schedule a counseling appointment with the department remediation counselor and/or course facilitator.

4. Final Term Paper Assignment: The final term written project focuses a synthesis of a nursing theory as it applies to leadership principles, and analysis of resources that would help to improve the NDNQI, how the nurse will serve as a change agent regarding the specified NDNQI, on further developing the research project focusing on the specified NDNQI, and a synthesis of communication techniques that the nurse will utilize to communicate to the healthcare team the recommended quality improvement interventions regarding the specified NDNQI. (see appendix A).

Determination of Course Grade/Detailed Grading Formula:

Grading Scale

A = 90 -100.00
B = 80 -89.99
C = 70 -79.99
D = 60 -69.99
F = < 60

Grade Calculation

Assignment	%
Discussion board	25%
Case studies	20%
Unit quizzes	25%
Final Written Term Project	30%
Grade Total	100%
A Grade Total of at least 70% is required to pass the course.	

Late Work, Make-Up, and Extra-Credit Policy: Assignments are due by designated due date, there is no make-up or extra credit opportunities.

Attendance Policy:

See the Attendance Policy in the Nursing Student Handbook.

Communicating with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. (Faculty may add additional statement requiring monitoring and communication expectations via D2L or other LMS).

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

Student Learner Outcome	Maps to end of Program Outcomes (Student) SLO's	Assessed via this Assignment
1. Synthesize knowledge, skills, and abilities gained from personal experiential learning, prerequisite, and co-requisite courses included in the program of study.	•Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice.	Weekly discussion board Unit quizzes
2. Apply leadership and management theories for care delivery in a variety of healthcare settings.	•Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	Discussion board Case studies
3. Analyze the methodology of resource allocation.	•Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	Unit quizzes Discussion board
4. Evaluate the role of the nurse as a change agent within the healthcare setting.	•Utilize data to monitor outcomes of care and improvement methods to continuously improve the quality and safety of nursing care to minimize risk of harm individually and across the healthcare system.	Discussion board Case studies Research final paper Shadow health assignments
5. Examine communication techniques to promote interprofessional, interprofessional, collaboration, and quality improvement within the practice setting.	•Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family, population, and community outcomes.	Weekly discussion board Research final paper

Academic Dishonesty

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Debra Bauer, DNP, MBA Director of Nursing[Dbauer3@com.edu, 409-933-8908

Course outline: Located at end of syllabus.

Methods of Instruction

Case studies
Assignments
Audio-visual instructional aids
Written Reports/Clinical Reasoning exercises

Tardiness

See Attendance policy in the Nursing Student Handbook.

Withdrawal

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php> . Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2023-2024_v2.pdf. An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.

Academic Success & Support Services: College of the Mainland is committed to providing students with the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodation is requested to contact Kimberly Lachney at 409-933-8919 or klachney@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is October 11. The last date to withdraw from the 16-week session is November 28. The last date to withdraw for the 2nd 8-week session is December 7.

FN Grading: The FN grade is issued in cases of failure due to a lack of attendance, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by

addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu
Avoiding Plagiarism: <http://www.plagiarism.org/>

Successful Tips for Students

Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

- 4 Steps to Reading a Textbook:
<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>
- Active Reading Strategies:
<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
- The Reading Cycle: Plan-Do-Review
<http://www2.swccd.edu/~asc/lrnglinks/txtrdg.html>
- How to Read Your Textbooks More Efficiently College Info Geek (video)
<https://www.youtube.com/watch?v=tgVjmFSx7rg>
- 5 Active Reading Strategies for Textbook Assignments College Info Geek (video)
[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Speaking, Reading, and Writing Center

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by

clicking the SRWC icon on the COM website.

Surviving Active Shooter Event Reference and Training Videos

Run, Hide, Fight * **(Mandatory)**

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tleRUBRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0lt68YxLQQ>

Make the Call * **(Mandatory)** <https://www.youtube.com/watch?v=AWaPp-8k2p0>

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you follow?
6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
 - a. COM Police Emergency number (409-933-8599)
 - b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

Course Content

Unit 1: Leading, Managing, and Following

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Analyze the evolution of the theoretical basis for leadership and management.
2. Evaluate leadership and management theories for appropriateness in health care today.
3. Apply concepts of complexity science to healthcare delivery and the evolution of nursing.
4. Compare and contrast the actions associated with leading, managing, and following.
5. Synthesize knowledge, skills, and values from the arts, sciences, and humanities as an exemplar of professional nursing and an advocate of social justice in a leadership role.

Learning Content:

Introduction

II. Theory Development in Leading, Managing, and Following

1. Using Complex Adaptive Science to Understand Health Care Today

III. Leading, Managing, and Following—Different but Related

1. Leading
2. Managing
3. Following
4. Leading, Managing, and Following, in Action
5. Emotional Intelligence to Lead, Manage, and Follow

IV. Traditional and Emerging Leadership and Management Roles

V. Leading, Managing, and Following in a Diverse Organization

VI. Conclusion

VII. Reflections

VIII. The Evidence

IX. Tips for Leading, Managing, and Following

Learning Activities:

Read: Yoder, P. (2023). Chapter 1

Discussion Board: Leading, Managing, and Following

Unit 2: Clinical Safety: The Core of Leading, Managing, and Following

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Differentiate the key organizations leading patient safety movements in the United States.
2. Value the need for leaders, managers, and followers to focus on clinical safety.
3. Apply the concepts of today's expectations for how clinical safety is implemented.

Learning Content:

Introduction

The Classic Reports and Emerging Reports

- A. The Institute of Medicine Reports on Quality
- B. Agency for Healthcare and Research and Quality
- C. The National Quality Forum

III. Other Key Agencies and Endeavors

IV. Managing for Leading and Managing in Nursing

V. Conclusion

VI. Reflections

VII. The Evidence

VIII. Tips for Clinical Safety

Learning Activities:

Read: Yoder, P. (2023). Chapter 2

Discussion Board: Clinical Safety: The Core of Leading, Managing, and Following

Unit 3: Legal and Ethical Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Examine nurse practice acts, including the legal difference between licensed registered nurses and licensed practical (vocational) nurses.
2. Define *unprofessional conduct* according to the state nurse practice act.
3. Apply various legal principles, including negligence and malpractice, privacy, 4. confidentiality, reporting statutes, and doctrines that minimize one's liability, when acting in leading and managing roles in nursing practice settings.
5. Evaluate informed-consent issues, including patients' rights in research and health literacy, from a nurse manager's perspective.
6. Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice.
7. Analyze ethical principles, including autonomy, beneficence, nonmaleficence, veracity, justice, paternalism, fidelity, and respect for others.
8. Apply the Code of Ethics for Nurses and the MORAL model from the nurse manager's perspective.
9. Discuss moral distress and its implications for nurse managers.
10. Analyze the role of institutional ethics committees.
11. Analyze decision making when legal and ethical situations overlap, using the Theresa M. Schiavo case as the framework for this analysis.

Learning Content:

Introduction

Professional Nursing Practice: Nurse Practice Acts

III. Negligence and Malpractice

- A. Elements of Malpractice
- B. Liability: Personal, Vicarious, and Corporate
- C. Causes of Malpractice for Nurse Managers
- D. Protective and Reporting Laws

IV. Informed Consent

V. Privacy and Confidentiality

VI. Policies and Procedures

VII. Employment Laws

- A. Equal Employment Opportunity Laws
- B. Occupational Safety and Health Act
- C. Family and Medical Leave Act of 1993
- D. Employment-at-Will and Wrongful Discharge
- E. Collective Bargaining

VIII. Professional Nursing Practice: Ethics

- A. Ethical Principles
- B. Codes of Ethics
- C. Ethical Decision-Making Framework
- D. Moral Distress
- E. Ethics Committees

- F. Blending Ethical and Legal Issues
- G. Other Ethical Concerns for Nurses

Learning Activities:

Read: Yoder, P. (2023). Chapter 3

Discussion Board: Legal and Ethical Issues

Unit 4: Cultural Diversity and Inclusion in Healthcare

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe common characteristics of any culture.
2. Evaluate the use of concepts and principles of acculturation, culture, cultural diversity, and cultural sensitivity in leading and managing situations.
3. Analyze differences between cross-cultural, transcultural, multicultural, and intracultural concepts; cultural humility; and cultural marginality.
4. Evaluate individual and societal factors involved with cultural diversity.
5. Value the contributions a diverse workforce can make to the care of people.

Learning Content:

- I. Introduction
- II. Concepts and Principles
- III. Theory
- IV. National and Global Directives
- V. Special Issues
- VI. Language
- VII. Meaning of Diversity in the Organization
- IX. Cultural Relevance in the Workplace
- X. Individual and Societal Factors
- XI. Dealing Effectively with Cultural Diversity
- XII. Implications in the Workplace
- XIII. Conclusion
- IX. Reflections
- X. The Evidence
- XI. Tips for Incorporating Cultural Diversity in Health Care

Learning Activities: Read: Yoder, P. (2023). Chapter 4

Discussion Board: Cultural Diversity and Inclusion in Healthcare

Unit 5: Gaining Personal Insight: The Beginning of Being A Leader

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Value the need to gain insight into one's self to develop leadership skills.
2. Determine how insight into personal talents and abilities can help nurses be effective in their role of nurse and leader.

Learning Content:

Introduction

II. Informal and Formal Leadership

III. The Core of Learning to Be a Leader

A. The First Agreement: Be Impeccable With Your Word

B. The Second Agreement: Don't Take Anything Personally

C. The Third Agreement: Don't Make Assumptions

D. The Fourth Agreement: Always Do Your Best

IV. Gaining Insight Into Self

A. Reflection and Journaling

B. Emotional Intelligence

C. Strength

V. Becoming An Authentic Leader

VI. Conclusion

VII. Reflections

VIII. The Evidence

XI. Tips for Gaining Personal Insight

Learning Activities:

Read: Yoder, P. (2023). Chapter 5

Discussion Board: The Beginning of Being a Leader

Unit 6: Being An Effective Follower

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Envision the goals of the Quadruple Aim in reference to the active follower.
2. Understand the difference between Leader, Effective Follower, and Ineffective Follower.
3. Define the characteristics and role of the Effective Follower within a healthcare team.
4. Compare different theories about followership between nursing and the business world.

Learning Content:

- I. Introduction
- II. Research on Followership
- III. Followership Theories
 - A. Nursing Theories
 - B. Business Theories
- IV. Differences Between Leading and Following
 - A. Leader
 - B. Follower
- V. Leader-Follower Relationship
 - A. Importance to Nursing Practice
 - B. A Followership Model
- VI. Conclusion
- VII. Reflections
- VIII. The Evidence
- IX. Tips on How to be an Effective Follower

Learning Activities:

Read: Yoder, P. (2023). Chapter 6.

Discussion Board: Being an Effective Follower

Unit 7: Managing Self: Stress and Time

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define self-management.
2. Define emotional intelligence.
3. Explore personal and professional stressors.
4. Analyze selected strategies to decrease stress.
5. Evaluate common barriers to effective time management.
6. Critique the strengths and weaknesses of selected time management strategies.
7. Evaluate selected strategies to manage time more effectively.
8. Assess the manager's role in helping team members manage their time and deal effectively with stress.

Learning Content:

- I. Introduction
- II. Emotional Intelligence
- III. Understanding Stress
- IV. Sources of Job Stress
 - A. External Sources
 - B. Internal Sources
- V. Dynamics of Stress
- VI. Management of Stress
 - A. Workplace Stress Prevention
 - B. Symptom Management
- VII. Burnout
- VIII. Resolution of Stress
 - A. Social Support
 - B. Counseling
 - C. Leadership and Management
- IX. Management of Time
 - A. Goal Setting
 - B. Setting Priorities
 - C. Organization
 - D. Time Tools
 - E. Managing Information
 - F. Delegating
- XII. Conclusion
- XIII. Reflections
- XIV. The Evidence
- XV. Tips for Self-Management

Learning Activities:

Read: Yoder, P. (2023). Chapter 7

Discussion Board: Managing Self

Unit 8: Communication and Conflict

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe behaviors and techniques that affect communication among members of the healthcare team.
2. Use a model of the conflict process to determine the nature and sources of perceived and actual conflict.
3. Assess preferred approaches to conflict to be more effective in communicating and resolving future conflict.
4. Determine which of the five approaches to conflict is the most appropriate in potential and actual situations.
5. Identify conflict management techniques that will prevent lateral violence and bullying from occurring.

Learning Content:

- I. Introduction
- II. Effective Communication within Healthcare Settings
- III. Types of Conflict
- IV. Stages of Conflict
 - A. Frustration
 - B. Conceptualization
 - C. Action
 - D. Outcomes
- V. Categories of Conflict
- VI. Modes of Conflict Resolution
 - A. Avoiding
 - B. Accommodating
 - C. Competing
 - D. Compromising
 - E. Collaborating
- VII. Differences of Conflict-Handling Styles Among Nurses
- VIII. The Role of the Leader
- IX. Managing Incivility, Lateral Violence, And Bullying
- X. Conclusion
- XI. Reflections
- XII. The Evidence
- XIII. Tips for Effective Communication and Addressing Conflict

Learning Activities:

Read: Yoder, P. (2023). Chapter 8

Discussion Board: Communication and Conflict

Unit 9: Power, Politics, and Influence

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Value the concept of power as it relates to leadership and management in nursing.
2. Use different types of power in the exercise of nursing leadership.
3. Develop a power image for effective nursing leadership.
4. Implement appropriate strategies for exercising power to influence the politics of the work setting, professional organizations, legislators, and the development of health policy.

Learning Content:

- I. Introduction
- II. History
- III. Power
- IV. Empowerment
- V. Sharing Power
- VI. Personal Power Strategies
 - A. Strategies for Developing a Powerful Image
 - B. Communication Skills
 - C. Networking
 - D. Mentoring
 - E. Goal-Setting
 - F. Developing Expertise
 - G. High Visibility
- VII. Exercising Power and Influence in the Workplace and other Organizations
 - A. Collegiality and Collaboration
 - B. An Empowering Attitude
 - C. Bullying
 - D. Developing Coalitions
 - F. Negotiating
 - G. Taking Political Action to Influence Policy
- VIII. Conclusion
- IX. Reflections
- X. The Evidence
- XI. Tips for Using Influence

Learning Activities:

Read: Yoder, P. (2023). Chapter 9

Discussion Board: Power, Politics, and Influence

Unit 10: Healthcare Organizations

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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.

Learning Content:

- I. Introduction
- II. Characteristics and Types of Organizations
 - A. Institutional Providers
 - B. Consolidated Systems and Networks
 - C. Ambulatory-Based Organizations
 - D. Other Organizations
 - E. Supportive and Ancillary Organizations
- III. Integration
- IV. Acquisitions and Mergers
- V. Forces That Influence Healthcare Organizations
 - A. Economic Factors
 - B. Social Factors
 - C. Demographic Factors
- VI. Theoretical Perspectives
 - A. Systems Theory
 - B. Chaos Theory
- VII. Nursing Role and Function Changes
- VIII. Conclusion
- X. Reflections
- XI. The Evidence
- XII. Tips for Healthcare Organizations

Learning Activities:

Read: Yoder, P. (2023). Chapter 10

Discussion Board: Healthcare Organizations

Unit 11: Organizational Structures

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Analyze the relationships among mission, vision, and philosophy statements and organizational structure.
2. Analyze factors that influence the design of an organizational structure.
3. Compare and contrast the major types of organizational structures.
4. Describe the differences between redesigning, restructuring, and reengineering of organizational systems.

Learning Content:

- I. Introduction
- II. Mission
- III. Vision
- IV. Philosophy
- V. Organizational Culture
- VI. Factors Influencing Organizational Development
- VII. Characteristics of Organizational Structures
- VIII. Bureaucracy
- XI. Types of Organizational Structures
 - A. Functional Structures
 - B. Service-Line Structures
 - C. Matrix Structures
 - D. Flat Structures
 - E. Shared Governance
- X. Emerging Fluid Relationships
- XI. Conclusion
- XII. Reflections
- XIII. The Evidence
- XIV. Tips for Understanding Organizational Structures

Learning Activities:

Read: Yoder, P. (2023). Chapter 11

Discussion Board: Organizational Structures

Unit 12: Care Delivery Systems

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Differentiate the characteristics of nursing care delivery models used in health care.
2. Analyze the role of the nurse manager and the direct care nurse in each model.
3. Summarize the differentiated nursing practice model and related methods to determine competencies of nurses.
4. Consider the impact of the use of rapid cycle change on care delivery in a specific nursing unit.
5. Evaluate the effectiveness of transitional care models aimed at reducing unnecessary rehospitalizations.
6. Analyze the leadership opportunities for all nurses in care delivery models.

Learning Content:

- I. Introduction
- II. Historic Methods of Organizing Nursing Care
 - A. Care Method (Total Patient Care)
 - B. Functional Nursing
 - C. Team Nursing
 - D. Primary Nursing
 - E. Primary Nursing Hybrid: Partnership Model
 - F. Primary Nursing Hybrid: Patient-Focused, Patient-Centered, or Person-Centered Care
- III. Leadership During Implementation of a Model of Care
- IV. Organizational Strategies Influencing Care Delivery
 - A. Nursing Case Management
 - B. Nurse Navigator
 - C. Differentiated Nursing Practice
 - D. Role of the Clinical Nurse Leader
- V. Positive Care Delivery Systems
 - A. The Synergy Model
 - B. Magnet Recognition Program
 - C. Rapid Cycle Change
- VI. Transitional Care
- VII. Interprofessional Education and Collaboration
- VIII. Conclusion
- IX. Reflections
- X. The Evidence
- XI. Tips for Selecting a Care Delivery Model

Learning Activity:

Read: Yoder, P. (2023). Chapter 12

Discussion Board: Care Delivery Systems

Unit 13: Staffing and Scheduling

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Integrate current research into principles to effectively manage nurse staffing.
2. Use technology to plan, implement, and evaluate staffing, scheduling, and the effectiveness of a unit's productivity.
3. Examine personnel 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 fair and equitable for all team members.
4. Relate floating, mandatory overtime, and the use of supplemental agency staff to nurse satisfaction and patient care outcomes.
5. Evaluate the impact of patient and hospital factors, nurse characteristics, nurse staffing, and other organizational factors that influence nurse and patient outcomes.

Learning Content:

- I. Introduction
- II. The Staffing Process
 - A. Models for Nurse Staffing
 - B. National Database of Nursing Quality Indicators
- III. Evaluation of Effective Staffing
 - A. Hospital-Acquired Conditions
 - B. Missed Care
- IV. Factors in Staffing that Influence Patient Outcomes
 - A. Education
 - B. Overtime
- V. Supplemental (Agency or Contract) Staff and Float Pools
- VI. Organizational Factors that Affect Staffing Plans
 - A. Structure and Philosophy
 - B. Organizational Support Systems
 - C. Services Offered
- VII. Developing a Staffing Budget
 - A. Calculation of Full-Time Equivalents
 - B. Distribution of Full-Time Equivalents
- VIII. Scheduling
 - A. Constructing the Schedule
 - B. Decentralized Scheduling
 - C. Staff Self-Scheduling
 - D. Centralized Scheduling
 - E. Variables Affecting Staffing Schedules
- IX. Evaluating Unit Staffing and Productivity
 - A. Variance Between Projected and Actual Staff
 - B. Impact of Leadership on Productivity
- X. Conclusion
- XI. Reflections
- XII. The Evidence

XIII. Tips for Staffing and Scheduling

Learning Activity:

Read: Yoder, P. (2023). Chapter 13

Discussion Board: Staffing and Scheduling

Unit 14: Workforce Engagement Through Collective Action and Governance

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Explain the role of nurse empowerment and engagement in creating healthy work environments.
2. Evaluate how key characteristics of selected collective action strategies apply in the workplace through shared governance, workplace advocacy, and collective bargaining.
3. Evaluate how participation of direct care nurses in decision making relates to job satisfaction and improved patient outcomes.

Learning Content:

- I. Introduction
 - A. Major Categories of Health Care Services
- II. Nurses As Knowledge Workers
- III. Professional Practice Responsibility
- IV. Workplace Advocacy, Engagement, and Empowerment
- V. Shared Governance
- VI. Collective Action, Collective Bargaining, and Unionization in Nursing
 - A. Union or At Will
- VII. Healthy Work Environments
 - A. What Are Healthy Work Environments
 - B. Why Is a Healthy Work Environment Important?
 - C. Characteristics of a Healthy Work Environment
 - D. Adoption of Standards for a Healthy Work Environment
 - E. Zero Tolerance for Workplace Violence and Incivility
- VIII. Conclusion
- IX. Reflections
- X. The Evidence
- XI. Tips for Workforce Engagement and Collective Action

Learning Activity:

Read: Yoder, P. (2023). Chapter 14

Discussion Board: Workforce Engagement Through Collective Action and Governance

Unit 15: Making Decisions and Solving Problems

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Apply a decision-making model to identify the best options 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.

Learning Content:

- I. Introduction
- II. Differentiation of Decision-Making and Problem Solving
- III. Decision Making
 - A. Decision Models
 - B. Decision-Making Styles
 - C. Factors Affecting Decision Making
 - D. Group Decision Making
 - E. Strategies
 - F. Decision-Making Tools
- IV. Problem Solving
 - A. Initial Evaluation
 - B. Problem-Solving Process
- V. Conclusion
- VI. Reflections
- VII. The Evidence

Learning Activity:

Read: Yoder, P. (2023). Chapter 15

Discussion Board: Making Decisions and Solving Problems

Unit 16: The Impact of Technology

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Articulate the role of technologies in patient safety.
2. Describe the core components of informatics: data, information, and knowledge.
3. Analyze three types of technology for capturing data at the point of care.
4. Discuss decision support systems and their impact on patient care.
5. Explore the issues of patient safety, ethics, and information security and privacy within information technology.

Learning Content:

- I. Introduction
- II. Types of Technology
 - A. Biomedical Technology
 - B. Information Technology
- III. Knowledge Technology
- IV. Information Systems
 - A. Meaningful Use
 - B. Information Systems Quality and Accreditation
 - C. Information Systems Hardware
 - D. Wireless Communication
- V. Informatics
- VI. Patient Safety
- VII. Impact of Clinical Information Systems
 - A. Impact on Communication
 - B. Impact on Patient Care Documentation
 - C. Impact on Medication Administration Processes
- VIII. Safely Implementing Health Information Technology
- IX. Future Trends and Professional Issues
 - A. Biomedical Technology
 - B. Information Technology
 - C. Knowledge Technology
- X. Professional, Ethical Nursing Practice and New Technologies
- XI. Conclusion
- XII. Reflections
- XIII. Tips for Managing Information and Technology

Learning Activity:

Read: Yoder, P. (2023). Chapter 16

Discussion Board: The Impact of Technology

Unit 17: Delegating: Authority, Accountability, and Responsibility in Delegation Decisions

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Examine the role of the employer or nurse leader, nurse delegator, and delegatee in the delegation process.
2. Distinguish between authority, accountability, and responsibility in the delegation process.
3. Evaluate how tasks and relationships influence the process of delegation.
4. Describe the challenges of delegating to unlicensed nursing personnel (UNP).
5. Identify strategies to overcome underdelegation, overdelegation, and improper delegation.
6. Comprehend the legal authority of the registered nurse in delegation.

Learning Content:

- I. Introduction
- II. Historical Perspective
- III. Definitions
- IV. Assignment Versus Delegation
- V. NCSBN Model: An Organizational Framework for Delegation
- VI. Effective Communication: An Essential Competency for Successful Delegation
- VII. Delegation and the Decision-Making Process in Nursing
 - A. Assessment and Planning
 - B. Implementation and Evaluation
- VIII. Organizational and Individual Accountability
- IX. Legal Authority to Delegate
- X. Learning How to Delegate: different Strategies for Success
 - A. The Five Rights of Delegation
 - B. Assessing and Willingness and Readiness for Delegation: Situational Leadership Model
 - C. Challenges of Delegating to Unlicensed Nursing Personnel
 - D. Challenges Delegating to Diverse Team Members
 - E. Barriers to Effective Delegation
 - F. Building Effective Nurse Delegators and Interprofessional Teams
- XI. Conclusion
- XII. Reflections
- XIII. The Evidence
- XIV. Implications for Practice
- V. Tips for Delegating

Learning Activity:

Read: Yoder, P. (2023). Chapter 17

Discussion Board: Delegating: Authority, Accountability, and Responsibility in Delegation Decisions

Unit 18: Leading Change

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Analyze the nature and types of change in the healthcare system.
2. Evaluate theories and conceptual frameworks for understanding and navigating change.
3. Examine the use of select functions, principles, and strategies for initiating and managing change.
4. Formulate desirable qualities of both direct care nurses and nurse leaders who are effective change agents.
5. Explore methods for sustaining change.

Learning Content:

- I. Introduction
- II. The Nature of Change
- III. The Change Process
 - A. Planned, First-Order Change
 - B. Unplanned, Second-Order Change
- IV. People of Change
- V. Context and Change
- VI. Leadership and Change
- VII. Conclusion
- VIII. Reflections
- IX. The Evidence
- X. Tips for Leading Change

Learning Activity:

Read: Yoder, P. (2023). Chapter 18

Discussion Board: Leading Change

19: Building Effective Teams

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Evaluate the differences between a group and a team.
2. Value four key concepts of teams.
3. Describe the process of debriefing team functioning.
4. Apply the guidelines for acknowledgment to a situation in your clinical setting.
5. Compare a setting that uses agreements with your current clinical setting.
6. Develop an example of a team that functions synergistically, including the results such a team would produce.
7. Discuss the importance of a team to patient safety and quality.

Learning Content:

- I. Introduction
- II. Groups and Teams
- III. Creating Effective Teams
- IV. Key concepts of Teams
 - A. Conflict Resolution
 - B. Singleness of Mission
 - C. Willingness to Cooperate
 - D. Commitment
- V. Issues that Affect Team Functioning
 - A. "In" Groups and "Out" Groups
 - B. Dualism
 - C. Power and Control
 - D. Use, Develop, and Be Appreciated for My Skills and Resources
 - E. Group Agreements
 - F. Managing Emotions
 - G. Trust
 - H. Accepting and Celebrating Differences
 - I. Giving and Receiving Feedback
- VI. Interprofessional Teams
- VII. The Value of Team-Building
- VIII. The Role of Leadership
- IX. Conclusion
- X. Reflections
- XI. The Evidence
- XII. Tips for Team Building

Learning Activity:

Read: Yoder, P. (2023). Chapter 19

Discussion Board: Building Effective Teams

Unit 20: Managing Costs and Budgets

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

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.

Learning Content:

- I. Introduction
- II. What Escalates Healthcare Costs
- III. How Healthcare is Financed
- IV. Healthcare Reimbursed
- V. The Changing Healthcare Economic Environment
 - A. The Healthcare Economic Environment and Nursing Practice
 - B. Nursing Service as a Source of Revenue
- VI. Why Profit is Necessary
- VII. Cost-conscious Nursing Practices
 - A. Understanding What is Required to Remain Financially Sound
 - B. Knowing Costs and Reimbursement Practices
 - C. Capturing All Charges in a Timely Fashion
 - D. Using Time Efficiently
 - E. Discussing the Cost of Care with Patients
 - F. Evaluating Cost-Effectiveness of New Technologies
 - G. Predicting and Using Nursing Resources Efficiently
 - H. Using Research to Evaluate Standard Nursing Practices
- VIII. Budgets
 - A. Types of Budgets
 - B. The Budgeting Process
 - C. Managing the Unit-Level Budget
- IX. Conclusion
- X. Reflections
- XI. The Evidence
- XII. Tips for Managing Costs and Budgets

Learning Activity:

Read: Yoder, P. (2023). Chapter 20

Discussion Board: Managing Costs and Budgets

Unit 21: Selecting, Developing, and Evaluating Staff

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Compare and contrast the various methods of employee performance appraisal.
2. Describe the principle that supports behavioral interviewing technique.
3. Provide examples of appropriate and inappropriate performance feedback.
4. Articulate the importance of a job description in the orientation of a new employee.

Learning Content:

- I. Introduction
- II. Roles in an Organization
- III. Selection of Staff
- IV. Developing Staff
- V. Performance Appraisals
- V. Coaching
- VI. Conclusion
- VII. Reflections
- VIII. The Evidence
- IX. Tips for Selecting, Developing, and Evaluating Staff

Learning Activity:

Read: Yoder, P. (2023). Chapter 21

Discussion Board: Selecting, Developing, and Evaluating Staff

Unit 22: Person-Centered Care

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the evolution of person-centered care as a focal point in healthcare delivery.
2. Describe factors that affect the importance of person-centered interactions within the healthcare system.
3. Evaluate the impact of effective person-centered care in fostering patient engagement.
4. Appraise the major responsibilities of nursing in relation to the promotion of person-centered care.

Learning Content:

- I. Introduction
- II. Person-centered Care—Why Now?
- III. Initiatives to Deliver Person-Centered Care
- IV. Challenges in the Delivery of Person-Centered Care
 - A. Health Literacy
 - B. Diversity
 - C. Patient Satisfaction
 - D. Access to Care
- V. Patient Engagement
- VI. Nurses in the Delivery of Person-Centered Care
 - A. Professional Practice
 - B. Visibility and Authority
- VII. Synthesis and Application
- VIII. Conclusion
- XI. Reflections
- X. The Evidence
- XI. Tips for Competent Person-Centered Care

Learning Activity:

Read: Yoder, P. (2023). Chapter 22

Discussion Board: Person-Centered Care

Unit 23: Managing Quality and Risk

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Apply quality management principles to clinical situations.
2. Use the six steps of the quality improvement process.
3. Practice using select quality improvement strategies to do the following:
Identify customer expectations.
Diagram clinical procedures.
Develop standards and outcomes.
Evaluate outcomes.
4. Incorporate roles of leaders, managers, and followers to create a quality management culture of continuous readiness.
5. Apply risk management strategies to an agency's quality management program.

Learning Content:

- I. Introduction
- II. Quality Management in Health Care
- III. Benefits of Quality Management
- IV. Planning for Quality Management
- V. Evolution of Quality Management
- VI. Quality Management Principles
 - A. Structure
 - B. Shared Commitment
 - C. Goal
 - D. Focus
 - E. Decisions
- VII. Customers
- VIII. The Quality Improvement Process
 - A. Identify Consumers' Needs
 - B. Assemble a Team
 - C. Collect Data
 - D. Establish Outcomes
 - E. Select Plans
 - F. Evaluate
- IX. Quality Assurance
- X. Risk Management
 - A. Evaluating Risks
- XI. Conclusion
- XII. Reflections
- XIII. The Evidence
- XIV. Tips for Quality Management

Learning Activity:

Read: Yoder, P. (2023). Chapter 23

Discussion Board: Managing Quality and Risk

Unit 24: Translating Research into Practice

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Value the nurse's obligation to use research evidence in practice.
2. Analyze differences among research, evidence-based practice, practice-based evidence, comparative effectiveness research, outcomes research, and quality improvement.
3. Formulate a clinical question that can be searched in the literature.
4. Identify resources for critically appraising evidence.
5. Describe the potential of "big data" in a connected healthcare system.
6. Assess organizational barriers and facilitators for the translation of research into practice.
7. Identify strategies for translating research into practice within the context of an organization.

Learning Content:

- I. Introduction
- II. From Using Research to Evidence-Based Practice
- III. Development of Evidence-Based Practice
- IV. Comparative Effectiveness Research
- V. Practice-based Evidence
- VI. Participatory Action Research
- VII. Quality Improvement
- VIII. Evaluating Evidence
- IX. Organizational Strategies to Embed Evidence-Based Practice into Organizations
- X. Issues for Nurse Leaders and Managers
- XI. Conclusion
- XII. Reflections
- XIII. The Evidence
- XIV. Tips for Developing Skill in Using Evidence and Translating Research into Practice

Learning Activity:

Read: Yoder, P. (2023). Chapter 24

Discussion Board: Translating Research into Practice

Unit 25: Managing Personal and Personnel Problems

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Differentiate common personal/personnel problems.
2. Relate role concepts to clarification of personnel problems.
3. Examine strategies useful for approaching specific personnel problems.
4. Prepare specific guidelines for documenting performance problems.
5. Value the leadership aspects of the role of the novice nurse.

Learning Content:

- I. Introduction
- II. Personal/Personnel Problems
 - A. Absenteeism
 - B. Uncooperative or Underproductive Employees
 - C. Immature Employees
 - D. Clinical Incompetence
 - E. Emotional Problems
 - F. Substance Abuse
 - G. Incivility
- IV. Documentation
- V. Progressive Discipline
- VI. Termination
- VII. Conclusion
- VII. Reflections
- VIII. The Evidence
- IX. Tips in Documentation of Problems

Learning Activity:

Read: Yoder, P. (2023). Chapter 25

Discussion Board: Managing Personal and Personnel Problems

Unit 26: Role Transition

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the phases of role transition by using a life experience.
2. Compare and contrast the role transition between a nurse changing specialties to a nurse moving into a nurse leader role.
3. Delineate strategies that will assist nurses through a successful role transition.
4. Construct the full scope of a manager role by outlining responsibilities, opportunities, lines of communication, expectations, and support.

Learning Content:

- I. Introduction
- II. Types of Roles
- III. Roles: The ABC of Understanding Roles
- IV. Role Transition Process
- V. Strategies to Promote Role Transition
 - A. Internal Resources
 - B. Organizational Assessment
 - C. Role Negotiation
 - D. Mentors
 - E. Management Education
 - F. Leadership Certification
- VI. Conclusion
- VII. Reflections
- VIII. The Evidence
- XI. Tips for Role Transition

Learning Activity:

Read: Yoder, P. (2023). Chapter 26

Discussion Board: Role Transition

Unit 27: Managing Your Career

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Interpret key concepts in career development.
2. Appraise academic programs, continuing education activities, certifications, and organizational involvement to support professional development goals.
3. Develop marketing documents to apply for a specific employment position.
4. Prepare for an employment interview.

Learning Content:

- I. Introduction
- II. A Career Framework
- III. Career Theory
 - A. Knowing Yourself
 - B. Knowing the Position
- IV. Professional Development
 - A. Academic Progression
 - B. Certification
 - C. Continuing Education
 - D. Professional Associations
- V. Contributing Through Scholarly Activities and Research
- VI. Career Marketing Strategies
 - A. Crafting and Promoting Your Personal Brand
 - B. Data Collection
 - C. Curriculum Vitae
 - D. Resume
 - E. Professional Letters
 - F. The Interview
- VII. Conclusion
- VIII. Reflections
- IX. The Evidence
- X. Tips for a Successful Career

Learning Activity:

Read: Yoder, P. (2023). Chapter 27

Discussion Board: Managing Your Career

Unit 28: Developing the Role of Leader

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Analyze the role of leadership in creating a satisfying working environment for nurses.
2. Evaluate transactional and transformational leadership techniques for effectiveness and potential for positive outcomes.
3. Value the leadership challenges in dealing with generational differences.
4. Compare and contrast leadership and management roles and responsibilities.
5. Describe leadership development strategies and how they can promote leadership skills acquisition.
6. Analyze leadership opportunities and responsibilities in a variety of venues.
7. Explore strategies for making the leadership opportunity positive for both the leader and the followers.

Learning Content:

- I. Introduction
- II. What is a Leader?
 - A. Leadership as an Important Concept for Nurses
 - B. Leadership as a Primary Determinant of Workplace Satisfaction
- III. The Practice of Leadership
 - A. Leadership Approaches
 - B. Barriers to Leadership
- IV. Leadership Development
 - A. Select A Mentor
 - B. Lead by Example
 - C. Accept Responsibility
 - D. Share the Rewards
 - E. Have a Clear Vision
 - F. Be Willing to Grow
- V. Leadership Development Model
- VI. Surviving and Thriving as a Leader
 - A. The Leader Must Maintain Balance
 - B. The Leader Must Generate Self-Motivation
 - C. The Leaders Must Work to Build Self-Confidence
 - D. The Leaders Must Listen to His or Her Followers
 - E. The Leader Must Have a Positive Attitude
- VII. The Nurse as a Leader
 - A. Leadership Within the Workplace
 - B. Leadership Within Professional Organizations
 - C. Leadership in the Community
 - D. Leadership Through Appointed and Elected Office
- VIII. Conclusion
- IX. Reflections
- X. The Evidence
- XI. Tips for Becoming a Leader

Learning Activity:

Read: Yoder, P. (2023). Chapter 28

Discussion Board: Developing the Role of Leader

Unit 29: Developing the Role of Manager

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Value the need for leaders, managers, and followers to focus on patient safety.
2. Describe the role of the nurse manager in creating a healthy work environment.
3. Apply the concepts of leadership styles and mentoring and their relevance to promoting a healthy work environment with positive patient outcomes.
4. Identify tools to navigate complex systems, using technology and maximizing the use of resources.

Learning Content:

- I. Introduction
- II. The Definition of Management
- III. Nurse Manager as Change Leader
- IV. Nurse Manager Role and the Intergenerational Workforce
- V. The Nurse Manager and Interprofessional Collaboration
- VI. Building a Positive Work Environment
- VII. Consuming Research
- VIII. Organizational Culture
- IX. Mentoring
- X. Day-to-Day Management Challenges
 - A. Bullying, Incivility, and Workplace Violence
 - B. Managing Work Complexity and Stress
- XI. Managing Resources
 - A. Managed Care
 - B. Case Management
- XII. Technology and Informatics
- XIII. Dashboards and Decision Support Tools
- IX. Budgets and Finance
- X. Quality Indicators
- XI. Professionalism
- XII. Conclusion
- XIII. Reflections
- XIV. The Evidence
- XVI. Tips for Implementing the Role of Manager

Learning Activity:

Read: Yoder, P. (2023). Chapter 29

Discussion Board: Developing the Role of Manager

Unit 30: The Strategic Planning Process

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Explain the purpose of a strategic planning process.
2. Understand the strategic planning process.
3. Describe the four components of a SWOT analysis.
4. Create a S.M.A.R.T. goal.

Learning Content:

- I. Introduction
- II. Strategic Planning
- III. Reasons for Strategic Planning
- IV. Phases of Strategic Planning
 - A. Phase 1: Assessment of the External, Internal, and Organizational Environment
 - B. Phase 2: Review of Mission, Vision, and Value Statement, Philosophy, Goals, and Objectives
 - C. Phase 3: Identification of Strategies
 - D. Phase 4: Implementation
 - E. Phase 5: Evaluation
- V. Conclusion
- VI. Reflections
- VII. The Evidence
- VIII. Tips for Developing and Executing a Strategic Plan for Nursing

Learning Activity:

Read: Yoder, P. (2023). Chapter 30

Discussion Board: The Strategic Planning Process

Appendix A

Final Term Paper Assignment

The student will construct the final sections of the research project across the program in this course. The student will utilize the term paper from NURS 3354 Legal & Ethical Nursing and the term paper in NURS 3351 Research & Evidence-Based Practice as the Background through Research Methods section for the research paper for this course. The student will construct the term research paper based upon the rubric below. The term written project focuses a synthesis of a nursing theory as it applies to leadership principles, and analysis of resources that would help to improve the NDNQI, how the nurse will serve as a change agent regarding the specified NDNQI, on further developing the research project focusing on the specified NDNQI, and a synthesis of communication techniques that the nurse will utilize to communicate to the healthcare team the recommended quality improvement interventions regarding the specified NDNQI.

The paper must be typed and written according to APA (American Psychological Association) format. You may use the APA website, the lib guides from the library, and the Reading and Writing Center as a resource for APA guidelines.

The paper must be at least five to six pages in length but may not exceed seven pages. Neither the introduction page nor the reference page will count as part of the 5- 6 page minimum. You must use a minimum of five references in your paper. Only three of the references may be websites such as “.org”, “.edu”, and/or “.gov”. A reference from a “.com” will not be accepted, and points will be deducted. At least two of the references must be from reputable journal articles. Reference must be published within the past five years. *You must attach copies of pages from articles and/or website pages utilized as a reference with your paper.*

You must provide “in-text” citations throughout your paper. Citations are important when you are asserting a fact.

You must also include a reference page.

You must submit your paper through *Safe Assign* and have a percentage no greater than a 25% match.

Section	Points Possible	Points Awarded
Background (Derived from NURS 3354 Legal & Ethical Nursing)	20	
Revision of Literature Review, Research Question and Hypothesis, and Research Study Design (Derived from NURS 3351 Research and Evidence-Based Practice)	20	
Provide a synthesis of a selected nursing theory to a leadership principles.	10	
Describe how the nursing leader synthesizes knowledge, skills, values from the arts, sciences, and	10	

humanities; and, is a social justice advocate relevant to the NDNQI		
Analyze resources in the leadership role that would improve the specified NDNQI regarding quality improvement and safety	10	
Determine how the nurse will serve as a change agent regarding the specified NDNQI.	5	
Synthesize communication techniques that the nurse will utilize to communicate to the healthcare team the recommended quality improvement interventions regarding the specified NDNQI.	10	
Evaluate the contributions of nurse leaders in promoting the profession.	5	
APA Format	5	
Grammar and Punctuation	5	
Total	100	

Course Calendar

Date	Weekly content	Assignments
Week 1 08/28-08-9/03	Unit 1 & 2	Discussion board. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359
Week 2 09/04-09/10	Unit 3 & 4	Discussion board. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359. Quiz unit 4 due by Sunday 2359
Week 3 09/11-09/17	Unit 5 & 6	Discussion board. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359 Case study (1) due by Sunday 2359
Week 4 09/18-09/24	Units 7 & 8	Discussion board. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359 Quiz unit 8 due by Sunday 2359
Week 5 09/25-10/01	Units 9 & 10	Discussion board. Primary post due by Thursday by 2359. Discussion replies to two of your peers/faculty due by Sunday 2359 Case study (2) due by Sunday 2359
Week 6 10/02-10/08	Units 11 & 12	Discussion board. Primary post due by Thursday by 2359. Discussion replies to two of your peers/faculty due by Sunday 2359 Quiz unit 11 due by Sunday 2359
Week 7 10/09-10/15	Units 13 & 14	Discussion board. Primary post due by Thursday by 2359. Discussion replies to two of your peers/faculty due by Sunday 2359. Case study (3) due by Sunday 2359
Week 8 10/16-10/22	Unit 15 & 16	Discussion board. Primary post due by Thursday. Discussion replies to two of your peers due Sunday by 2359

		Quiz unit 16 due by Sunday 2359
Week 9 10/23-10/29	Unit 17 & 18	Discussion board. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359 Case study (4) due Sunday 2359
Week 10 10/30-11/05	Unit 19 & 20	Discussion board. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359
Week 11 11/06- 11/12	Unit 21 & 22	Discussion board. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359 Quiz unit 21 due by Sunday 2359
Week 12 11/13-11/19	Unit 23 & 24	Final paper due by 11/19 by 2359
Week 13 11/20- 11/26	Unit 25 & 26	Case study (5) due by Sunday 2359
Week 14 11/27-12/03	Unit 27 & 28	Discussion board. Primary post due by 11/17 2359. Discussion replies to two of your peers due by 10/30 by 2359
Week 15 12/04-12/10	Unit 27 & 28	Discussion board. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359
Week 16 12/11-12/15	Unit 29 & 30	Course evaluations due by 12/07