



Course Number and Section (NURS-4457-001IN-SP2024)

Name of Course (Leadership & Management)

Course Semester (summer 2024)

Time and days of course: Internet

Instructor Information: Sandra Rondeau, DNP, RN, CNOR, srondeau@com.edu, Office 409-933-8460

Office location: STEM 225-15

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

Required Textbook/Materials:

Yoder-Wise, P.& Sportsman, S. (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

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

By Patricia S. Yoder-Wise

ISBN: 9780323793148

Course ID: 164226_srondeau5_1003

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 (13)	25%
Case studies (5)	20%
Unit quizzes (5)	25%
Final Written Term Project (1)	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	•Communicate and collaborate with the interdisciplinary team to lead and manage shared decision-making for optimal patient, family,	Weekly discussion board Research final paper

quality improvement within the practice setting.	population, and community outcomes.	
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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.

Institutional Policies and Guidelines

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 February 28. The last date to withdraw from the 16-week session is April 22. The last date to withdraw for the 2nd 8-week session is May 1. The last date to withdraw for spring mini session is May 29.

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/txttrdg.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:

- I. Introduction
- II. The context of leading, managing and following in healthcare
- III. Leading, Managing, and Following Theories
- IV. Comparison of Leading, Managing, and Following in Healthcare
- V. Future implications
- VII. Conclusion

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 1

Discussion Board: Leading, Managing, and Following

Unit 2: Quality Safety

Unit Student Learning Outcomes:

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

1. Incorporate recommendations from key organizations leading patient safety movements in the United States and abroad.
2. Integrate clinical safety concepts to promote nurse and patient outcomes.
3. Apply quality management principles to clinical situations.
4. Use the six steps of the quality improvement process.
5. Strengthen roles of leaders, managers, and followers to create a culture of quality and safety.
6. Champion diversity, equity, and inclusion to impact quality and safety initiatives.

Learning Content:

- I. Introduction
- II. Integration of Quality and safety in healthcare
- III. Classic reports and key agencies that advance quality and safety.
- IV. Quality management in health care
- V. Customers
- VI. The quality improvement process
- VII. Quality assurance
- VIII. Risk management
- IX. Impact of cultural concepts and principles on quality and safety
- X. Dealing effectively with cultural diversity
- XI. Implications in the workplace
- XII. Conclusion

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 2

Discussion Board: Quality Safety

Unit 3: Legal and Ethical Issues

Unit Student Learning Outcomes:

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

1. Apply the principles included in state nurse practice acts, including scope of practice and unprofessional conduct.
2. Apply various legal principles when acting in leading and managing roles in nursing practice settings.
3. Evaluate informed-consent issues, including patients' rights in research and health literacy, from a nurse manager's perspective.
4. Analyze how employment laws benefit professional nursing practice.
5. Analyze ethical principles and codes and institutional policies that influence nursing practice.
6. Apply best practices to assist staff in addressing legal and ethical situations, particularly when the law and ethics overlap.

Learning Content:

- I. Introduction
- II. Professional Nursing Practice: Nurse Practice Acts
- III. Negligence and Malpractice
- IV. Informed Consent
- V. Privacy and Confidentiality
- VI. Policies and Procedures
- VII. Employment Laws
- VIII. Professional Nursing Practice: Ethics
- IX. Conclusion

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 3

Discussion Board: Legal and Ethical Issues

Unit 4: Toward Justice

Unit Student Learning Outcomes:

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

1. Evaluate the concepts of Diversity, Equity, Inclusion, and Belonging with cultural considerations in your staff and patients.
2. Evaluate the use of concepts and principles of acculturation, culture, cultural diversity, and cultural sensitivity in leading and managing situations.
3. Analyze inequities in healthcare (health disparities) and what nurses can do to minimize them.
4. Evaluate individual and societal factors involved with cultural diversity.
5. Value the contributions that a diverse workforce can make to the care of a diverse population of people.

Learning Content:

- I. Introduction
- II. Social determinants of health (SDH)
- III. Social policies aimed at reducing health disparities
- IV. Progress toward achieving health equity
- V. Implicit Bias
- VI. Impact of health disparities on healthcare workers of color
- VII. Current initiatives to reach health equity among patients and staff
- IX. Concepts of culture
- X. Leininger's theory of transcultural nursing care
- XI. Impact of diversity in healthcare
- XII. Conclusion
- XIII. Reflections

Learning Activities: Read: Yoder, P. & Sportsman, S. (2023). Chapter 4
Discussion Board: Toward Justice

Unit 5: Healthy Workplaces, Healthy Workforce

Unit Student Learning Outcomes:

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

1. Define the concepts of healthy workplace and healthy workforce.
2. Discuss the impact of unhealthy workplaces on nurses in the acute care, community, and ambulatory settings.
3. Apply strategies that decrease the impact of work-related stress and burnout.
4. Compare and contrast strategies employed by successful leaders, managers, and followers within teams, in organizations, and in systems that promote healthy personal and professional behaviors.
5. Evaluate organizational and regulatory policies that promote safe and effective work environments at the local, state, national, and global levels.

Learning Content:

- I. Introduction
- II. Healthy healthcare workplace
- III. Impact of unhealthy healthcare workplaces and workforces
- IV. Factors that contribute to unhealthy work environments
- V. Responses to Unhealthy Work Environments
- VI. Developing a Healthy Work Environment in Healthcare
- VII. Conclusion

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 5

Discussion Board: Healthy Workplaces, Healthy Workforce

Unit 6: 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 organizational strategies for translating research into practice.

Learning Content:

I. Introduction

II. Making Practice Improvements

III. The Relationship between Research and Evidence

IV. From using Research to Evidence-Based Practice

V. The Evidence-Based Practice Movement

VI. Comparative Effectiveness Research

VII. Practice-Based Evidence

VIII. Participatory Action Research

IX. Quality Improvement

X. Evaluating Evidence

XI. Assessing for Applicability to Practice

XII. Translation Science

XIII. Conclusions

XIV. Reflections

XV. Tips for Developing Skill in Using Evidence and Translating Research into Practice

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 6.

Discussion Board: Translating Research into Practice

Unit 7: Gaining Personal Insight: Being and Effective Follower and 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 capacity.
2. Determine how insight into personal talents and abilities can help nurses be effective/resilient in their role of nurse and leader.
3. Envision the goals of the Quintuple Aim.
4. Differentiate between Leader, Effective Follower, and Ineffective Follower.
5. Examine the characteristics and roles of Leader and Effective Follower within a healthcare team.

Learning Content:

- I. Introduction
- II. Differences between Leading and Following
- III. Leader–Follower Relationship
- IV. The Core of Being a Leader
- V. Gaining Insight into Self
- VI. Becoming an Authentic Leader
- VII. Conclusion
- VIII. Reflections
- IX. Best Practices for Effective Following and Leading

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 7

Discussion Board: Gaining Personal Insight: Being and Effective Follower and Leader

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. Evaluate effective communication techniques to improve patient and team outcomes.
3. Assess the nature and sources of perceived and actual 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
- V. Categories of Conflict
- VI. Modes of Conflict Resolution
- 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. Best Practices
- XIII. Tips for Effective Communication and Addressing Conflict

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 8

Discussion Board: Communication and Conflict

Unit 9: Healthcare Organizations and Structures

Unit Student Learning Outcomes:

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

1. Analyze the characteristics of different healthcare organizations.
2. Classify healthcare organizations by major types.
3. Analyze economic, social, and demographic forces that drive the development of healthcare organizations.
4. Compare and contrast opportunities for nurse leaders and managers during the evolution of healthcare organizations.

Learning Content:

- I. Introduction
- II. Characteristics and types of organizations
- III. Integration
- IV. Acquisitions and mergers
- V. Theoretical perspectives
- VI. Nursing role and function changes
- VII. Conclusions
- VIII. Reflections
- IX. Reflections

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 9

Discussion Board: Healthcare Organizations and Structures

Unit 10: 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. History of person-centered care in nursing
- III. Biases impacting person-centered care
- IV. Person-centered care—why now?
- V. Initiatives to deliver person-centered care
- VI. Challenges in the delivery of person-centered care
- VII. Patient engagement
- VIII. Key features in the delivery of person-centered care
- X. Synthesis and application
- XI. Conclusion
- XII. Reflections

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 10
Discussion Board: Person-Centered Care

Unit 11: 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. Evaluate the effects of floating, mandatory overtime, and the use of supplemental agency staff on 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
- III. Why safe staffing matters
- IV. Complex factors in health care influencing patient outcomes
- V. Supplemental (agency or contract) staff and float pools
- VI. Organizational factors that affect staffing plans
- VII. Scheduling
- VIII. Evaluating unit staffing and productivity
- XI. Conclusion
- X. Reflections

Learning Activities:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 11

Discussion Board: Organizational Structures

Unit 12: Workforce Engagement Through Collective Action and Governance

Unit Student Learning Outcomes:

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

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

Learning Content:

- I. Introduction
- II. Culture and structural frame
- III. Healthy work environment
- IV. Workplace advocacy, engagement, and empowerment
- V. Professional practice responsibility
- VI. Magnet® and pathway to excellence® recognition
- VII. Collective action, collective bargaining, and unionization in nursing
- VIII. Conclusion
- IX. Reflections

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 12

Discussion Board: Workforce Engagement Through Collective Action and Governance

Unit 13: Solving Problems and Influencing Positive Outcomes

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. Analyze the decision-making style of a nurse leader or manager.
3. Value the concept of influence as it relates to leadership and management in nursing.
4. Implement strategies that have a positive influence in work settings, professional organizations, and health policy.

Learning Content:

I. Introduction

II. Problem-Solving

III. Conclusion

IV. Reflections

V. Best Practices

VI. Tips for Solving Problems and Influencing Positive Outcomes

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 13

Discussion Board: Solving Problems and Influencing Positive Outcomes

Unit 14: Delegating: Authority, Accountability, and Responsibility in Delegation Decisions

Unit Student Learning Outcomes:

Upon completion of this unit, the student will

1. Examine the role of the employer/nurse leader, licensed nurse, and delegatee in the delegation process.
2. Distinguish between authority, accountability, and responsibility in the delegation process.
3. Explain how a nurse delegates successfully to a delegatee in the delegation process.
4. Create strategies to overcome under delegation, over delegation, and improper delegation.
5. Comprehend the legal authority of the registered nurse in delegation.

Learning Content:

I. Introduction

II. Definitions

III. Assignment Versus Delegation

IV. Historical Perspective

V. National Guidelines for Nursing Delegation

VI. Effective Communication: An Essential Competency for Successful Delegation

VII. Delegation and The Decision-Making Process in Nursing

VIII. Organizational and Individual Accountability

IX. Legal Authority to Delegate

X. Learning How to Delegate: Different Strategies for Success

XI. Conclusion

XI. Reflection

XII. Tips for Delegation

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 14

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

Unit 15: Effecting Change, Large and Small

Unit Student Learning Outcomes:

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

1. Examine the steps in the strategic planning process.
2. Examine the use of select functions, principles, and strategies for initiating and managing change.
3. Explore the various methods for sustaining change.

Learning Content:

- I. Introduction
- II. Strategic planning
- III. Reasons for strategic planning
- IV. The nature of change
- V. The change process
- VI. People and change
- VII. Context and change
- VIII. Conclusion
- IX. Tips for leading change

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 15

Discussion Board: Making Decisions and Solving Problems

Unit 16: 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 that 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
- V. Issues that affect team functioning
- VI. Interprofessional teams
- VII. The value of team building
- VIII. The role of leadership
- IX. Conclusion
- X. Reflections
- XI. Tips for team building

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 16

Discussion Board: Building Effective Teams

Unit 17: The Impact of Technology

Unit Student Learning Outcomes:

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

1. Examine various technologies and how they can play a role in impacting patient safety.
2. Provide definitions for the core components of informatics: data, information, and knowledge.
3. Compare and contrast the different types of technology for capturing data at the point of care.
4. Apply how decision support systems have impacted patient care in your lived experience.
5. Explore the issues of patient safety, ethics, and information security and privacy within information technology.

Learning Content:

- I. Introduction
- II. Types of technologies
- III. Knowledge technology
- IV. Information systems
- V. Nursing informatics
- VI. Patient safety
- VII. Safely implementing health information technology
- VIII. Implications for Practice
- IX. Future trends and professional issues
- X. Telehealth
- XI. Professional, ethical nursing practice and new technologies
- XII. Conclusion
- XIII. Reflections
- XIV. Tips for managing information and technology

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 17

Discussion Board: The Impact of Technology

Unit 18: Artificial Intelligence

Unit Student Learning Outcomes:

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

1. Explore the evolving relationship between humans and emergent digital technology.
2. Examine how the contemporary roles and knowledge exercised by nurses may be evolved or changed by intelligent, emergent digital technologies over the coming decades.
3. Reflect on implications for nursing leadership to guide and steward aspects of the profession in digital healthcare ecosystems of the future.

Learning Content:

- I. Introduction
- II. Nursing's relationship with technology—current day
- III. Data, information, knowledge, and wisdom
- IV. Data, information, knowledge, and wisdom—in the future
- V. What is artificial intelligence?
- VI. What is process automation?
- VII. What will nursing leadership need to look like in an automated and AI-infused work environment?
- VIII. Conclusion
- IX. Reflection
- X. Tips to prepare for the coming of artificial intelligence in nursing

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 18

Discussion Board: Artificial Intelligence

Unit 19: Managing Costs and Budgets

Unit Student Learning Outcomes:

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

1. Evaluate significant factors escalating the costs of healthcare.
2. Compare and contrast different reimbursement methods and their incentives to control costs.
3. Differentiate costs, charges, and revenue concerning 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. Differentiate between the operating, cash, and capital budgets in terms of purpose and relationships
7. Explain the budgeting process.
8. Identify variances on monthly expense reports.

Learning Content:

- I. Introduction
- II. What escalates healthcare costs
- III. How health care is financed
- IV. Healthcare reimbursement
- V. The changing healthcare economic environment
- VI. Why profit is necessary
- VII. Understanding what is required to remain financially soundVIII.
- IX. Budgets
- X. Conclusion
- XI. Reflections
- XII. Tips for managing costs and budgets

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 19

Discussion Board: Building Effective Teams

Unit 20: 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. Best Practices
- IX. Tips for Selecting, Developing, and Evaluating Staff

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 20

Discussion Board: Selecting, Developing, and Evaluating Staff

Unit 21: 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
- III. Documentation
- V. Progressive Discipline
- VI. Termination
- VII. Conclusion
- VII. Reflections
- VIII. Best Practices
- IX. Tips in Documentation of Problems

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 21

Discussion Board: Managing Personal and Personnel Problems

Unit 22: Role Transition

Unit Student Learning Outcomes:

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

1. Delineate strategies that will assist nurses through a successful role transition.
2. Construct the full scope of a manager role by outlining responsibilities, opportunities, lines of communication, expectations, and support.
3. Describe the importance of a mentor–mentee relationship in professional development of a new manager.
4. Describe the phases of role transition by using a life experience.

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
- VI. Conclusion
- VII. Reflections
- VIII. Best Practices
- XI. Tips for Role Transition

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 22

Discussion Board: Role Transition

Unit 23: Managing Your Career

Unit Student Learning Outcomes:

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

1. Apply key concepts of holistic career construction.
2. Appraise academic programs, continuing education activities, certifications, and organizational involvement for career development.
3. Design professional documents for a specific career opportunity.

Learning Content:

- I. Introduction
- II. What is a career?
- III. Career framework
- IV. Career construction
- V. Career advancement
- VI. Contributing to scholarly activities and research
- VII. Career marketing strategies
- VIII. Interview Topics and Questions
- IX. Evaluate and Negotiate an Offer
- X. Conclusion
- XI. Reflections
- XII. Tips for successful career management

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 23.

Discussion Board: Managing Your Career

Unit 24: Developing Leaders, Managers, and Followers

Unit Student Learning Outcomes:

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

1. Analyze the roles of followers, managers, leaders, and staff in creating a satisfying and healthy working environment for frontline nurses, yielding positive patient outcomes.
2. Evaluate transactional, transformational, authentic, and other leadership styles for effectiveness and their correlational potential for positive outcomes.
3. Ascertain leadership challenges and successes in balancing generational differences, including mentoring and professional development.
4. Discover and recognize leadership opportunities and development strategies and how leadership skills acquisition can be applied.
5. Identify skills and tools to navigate complex systems, such as emotional intelligence and maximizing resources, along with the use of technology.

Learning Content:

- I. Introduction
- II. What is a Leader?
- III. The Definition of Management
- IV. What is a Leader?
- V. The Practice of Leadership
- VI. Authentic Leadership
- VII. Barriers to Leadership and False Assumptions
- VIII. Mentoring and Coaching
- IX. Building a Healthy Work Environment
- X. Nurse Manager Role and The Intergenerational Workforce
- XI. Quality Indicators
- XII. Managed Care and Case Management
- XIII. Budgeting and Finance
- XIV. Follower as Nurse Leader
- XV. Nurse Manager as Leader
- XVI. Nurse Executive as Leader
- XVII. Leadership Within Professional Organizations
- XVIII. Leadership in the Community
- XIX. Leadership Through Appointed and Elected Office
- XX. V

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 24

Discussion Board: Developing Leaders, Managers, and Followers

Unit 25: Thriving for the Future

Unit Student Learning Outcomes:

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

1. Value the need to think about the future while meeting current expectations.
2. Ponder at least two projections for the future and what they mean to the practice of nursing.

Learning Content:

- I. Introduction
- II. 2021, A Year of Redirection
- III. Leadership Demands for The Future
- IV. Leadership Strengths for the Future
- V. Visioning, Forecasting, and Innovating
- VI. The Wise Forecast Model©
- VII. Shared Vision
- VIII. Projections for the Future
- IX. How do We Prepare for The Future?
- X. Conclusion
- XI. Reflections T
- XII. Tips for Thriving in The Future
- XIV. The Evidence
- XVI. Tips for Implementing the Role of Manager

Learning Activity:

Read: Yoder, P. & Sportsman, S. (2023). Chapter 25

Discussion Board: Thriving for the Future

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 06/03-06/09	Unit 1 & 2	Discussion board 1. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359 Quiz ch 2 due by Sunday 2359
Week 2 06/10-06/16	Unit 3, 4 5 6	Discussion board 2. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359. Discussion board 3. 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 3 06/17-06/23	Unit 7 & 8	Discussion board 4. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359 Quiz ch 8 due by Sunday 2359
Week 4 06/24-06/30	Units 9 & 10	Discussion board 5. 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 5 7/01-07/07	Units 11 & 12	Discussion board 6 . Primary post due by Thursday by 2359. Discussion replies to two of your peers/faculty due by Sunday 2359 Quiz ch 11 due by Sunday 2359 Discussion board 7. 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 6 07/08-07/14	Units 13, 14 & 15	Discussion board 8. Primary post due by Thursday. Discussion replies to two of your peers due Sunday by 2359 Quiz ch 15 due by Sunday 2359
Week 7 07/15-07/21	Units 16 17 & 18	Discussion board 9. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359 Case study (4) due Sunday 2359
Week 8 07/22-07/28	Units 19, 20 & 21	Discussion board 10 . Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359

		<p>Discussion board 11. Primary post due by Thursday 2359. Discussion replies to two of your peers due by Sunday 2359</p> <p>Case study (5) due by Sunday 2359</p>
Week 9 07/29-08/04	Unit 22 & 23	<p>Final paper due by 08/04 by 2359</p> <p>Discussion board 12. Primary post due by Thursday. Discussion replies to two of your peers due Sunday by 2359</p>
Week 10 08/04-08/09	Unit 24 & 25	<p>Discussion board13. Primary post due by Thursday. Discussion replies to two of your peers due Wednesday</p> <p>Quiz ch 24 due by Wednesday 2359</p> <p>Course evaluations due by due date per announcements</p>