



Chaminade University of Honolulu

School of Nursing

Course Syllabus

NUR403

Nursing Leadership

COURSE: NUR 403: Nursing Leadership 3 CREDITS: 3 Credit Hours

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Office hours: Wed 12-2 PM, Thursday 10 AM-12. Other times by appointment.

Class:

Section 01

Section 02

COURSE DESCRIPTION

Management and leadership skills are essential for all professional nurses. These skills are “community based” in that it is the community in which we serve that defines the needed abilities of managers and leaders in healthcare systems. The focus of this course is an introduction to varied theoretical frameworks that support principles of leadership and management in nursing and in all types of organizational settings. Emphasis is placed on developing, enhancing and demonstrating leadership skills. Students are exposed to practical situations in the management of patient care in various health care settings.

This course provides an opportunity for the senior nursing student to investigate the role of nurse managers and leaders and to prepare for the practice of nursing management within various health care settings. Organizational structure, methods of nursing care delivery, comparison of management and nursing processes, decision-making, change, communication skills, collaboration, team building, ethical considerations, interpersonal skills of effective nursing leadership and management, and organizational issues related to the quality of client, family, and personnel outcomes are integrated in the course.

PREREQUISITES: Senior standing in the nursing program

CO-REQUISITES: NUR 401, NUR 402, NUR 404, PSY 483

COURSE LEARNING OUTCOMES:

At the end of this course, the student will be able to:

1. Examine the structure, function and types of various health care organizations;
2. Analyze the nursing care delivery systems used in delivering care to different populations in a variety of settings;
3. Relate the management function of planning, organizing, directing, coordinating and controlling to the role of the nurse manager;

COURSE LEARNING OUTCOMES CONTINUED:

4. Distinguish leadership styles and decision-making models that are appropriate for the practice of nursing and delivery of nursing services;
5. Apply principles of quality improvement in the management of human resources and health care services;
6. Assess power, empowerment and conflict resolution within the framework of the changing health care environment;
7. Compare clinical information systems and their application to the practice of nursing; and
8. Apply management and leadership principles to personal career development.

Linkages between Course Learning Outcomes (CLOs) and Program Learning Outcomes
(Key: I=Introduced, D= Developed, M=Mastered)

Program Associated Hawaiian Core Values	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8
1. Patient Centered-Care, <i>Ka malama olakino Pili pono I ia kanaka</i>	M	M	M	M	M	M	M	M
2. Community Based Care, <i>Ka malama olakino ma o ke kaiaulu</i>	M	M	M	M	M	M	M	M
3. Developmentally and Culturally Appropriate Care, <i>Ka malama ola kino noka ho'omohala a me ka mo'omeheu</i>	M	M	M	M	M	M	M	M
4. Care Across the Lifespan <i>Ka malama olakino o ka wa ola</i>	M	M	M	M	M	M	M	M

PLO Program Learning Outcomes	CLO1	CLO2	CLO3	CLO4	CLO5	CLO6	CLO7	CLO8
PLO#1 Nursing Process, health and illness, application. Developmentally And culturally appropriate care	M	D	D	M	D	M	M	D
PLO#2 Safe, holistic care, across the lifespan. Patient-centered care.	M	M	M	D	D	M	D	D
PLO#3 Patient advocate, apply leadership and professional nursing principles.	D	D	D	D	D	D	D	D
PLO#4 Communicate and collaborate with professional disciplines in providing patient	D	D	D	D	D	D	D	D

care.								
PLO#5 Evidence-based practice, research knowledge and participation.	D	D	D	D	D	D	D	D
PLO#6 Informatics , healthcare technologies as applied to professional nursing practice.	D	D	D	D	D	D	D	D
PLO#7 Health Promotions/Disease Prevention, determinants of health.	D	D	D	D	D	D	D	D
PLO#8 Describe Healthcare finance and policy development.	D	D	D	D	D	D	D	D

COURSE REQUIREMENTS/METHOD OF EVALUATION:

Your grade in this course will be based on the following:

	Percent	Points
Leadership Project Paper	20%	20
Leadership Paper Presentation	20%	20
Midterm	20%	20
Final Exam	25%	25
In Class Quizzes (10)	5%	5
Service Learning Activity and Report	10%	10
TOTAL	100%	100

Course Grading Criteria *Course grade will be based on the following:*

1. Nursing Systems Projects
 - Group presentation 20%
 - Group paper 20%
2. Midterm 20 %
3. Service Learning Activity and Report 10%
4. Final 25%
5. In Class Quizzes 5%

COURSE GRADING:

A=90-100

B= 80-89

C=70-79

D=60-69
F= 59 and below

REQUIRED TEXTS:

Yoder-Wise, P.M. (2011). Leading and Managing in Nursing. (5th Ed.). St. Louis: Mosby.

SUPPLEMENTAL MATERIALS

No other supplementary published materials are required to purchase for this course. The Learning Management System, *eCollege*, is used throughout all of the nursing courses.

Course Website Address: <http://chaminade.ecollege.com/>

Hardware Requirements: eCollege is accessible from most PCs and Macintosh computers with a reliable internet connection. eCollege is accessible on all computers available for use on campus.

Technical support: For technical questions: contact the Chaminade eCollege helpdesk at: helpdesk@chaminade.ecollege.com or call toll free at: (866) 647-0654. eCollege account support is available at (808)-739-8327 or email jnakason@chaminade.edu

Assessment Technologies Institute (ATI) is an online educational learning system used throughout the nursing courses at CUH SON. Website: <https://www.atitesting.com>. Complete system requirements are available on the log on page. For all inquiries during office hours use: 1-800-667-7531. After hours technical support, send an email to helpdesk@atitesting.com.

TEACHING –LEARNING STRATEGIES

Discussion, group projects, simulation

COURSE POLICIES:

All policies stated in the Chaminade University and Chaminade University School of Nursing handbooks are in effect in this course.

Academic Honesty:

Nursing students are responsible for promoting academic honesty in all educational settings. Nursing students represent Chaminade University and the School of Nursing and as such are expected to demonstrate professional, ethical behavior in the classroom, in laboratory settings, in the clinical setting, and in the community. The

Chaminade student nurse shall be committed to the Marianist values and the core values of the School of Nursing

Course Atmosphere: This is a rigorous course. Students are expected to read and prepare for class in order to participate in class discussions. In this course students combine, use and build on conceptual information presented in NUR 190 and NUR 290. Students will be expected to review material from these courses prior to coming to class. It is important that student's come to class prepared to actively participate. Integrative case studies are key to the class and require preparation from the student.

Attendance: Class is mandatory and students are expected to attend all classes. The classroom is a teaching and learning environment where there is an exchange of knowledge and experience, so it is essential that students attend class and participate in classroom activities to maximize individual learning. Each student will be encouraged to develop professional accountability based on entrance into a the nursing field with a work ethic that reflects personal responsibility, initiative, and teamwork. Students should notify the instructor by phone or e-mail when illness prevents them from attending class and make arrangements to complete missed assignments. Any student who stops attending class without officially withdrawing may receive a failing grade. Unexcused absences equivalent to more than a week of class may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Academic Conduct: Please refer to and follow all policies and procedures included in the Student Handbook (available in hard copy and online) and carefully read all areas. Please pay attention to the sections that discuss plagiarism, classroom respect, student conduct, freedom of speech, and all academic policies regarding grading.

Assignments: It is expected that assignments will be handed in on time. Late papers will receive a 1 point deduction for each day beyond the due date.

Writing policy: All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of APA is required for all papers. If you need writing assistance, please seek help from Student Support Services and the Academic Achievement Program. All papers are to be word processed, proofread, and solely the work of the author.

Testing policy: Students are expected to take tests on the designated day. In case of an emergency, please contact the instructor prior to the test so that an alternate plan can be made. Failure to do so will result in a zero. Approval for taking a make-up test must be granted by the instructor. Students are required to take the final exam as designated. Do not make any travel plans as there will no makeup for this reason and students will receive a 0 in the exam.

In-class Quizzes: Students are expected to read the content for the week *prior* to coming to class and be prepared for class discussion. On selected dates, a quiz will be given in the first five minutes of class. Students who come in late or are not in class cannot earn the points for that day.

Cell phones and other electronic devices:

Use of music devices and cell phones is prohibited during all Nursing classes at Chaminade, unless specifically permitted by your instructor. Use of cell phones and music devices in the laboratory, simulation, or clinical settings is a safety and privacy issue. In addition, use of cell phones and music devices in any class is discourteous and may lead to suspicion of academic misconduct. Students who cannot comply with this rule will be asked to leave class and may receive unsatisfactory performance for that day. Please refer any questions to the Dean for Nursing.

ADA Accommodations:

Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the CUH Counseling Center (Dr. June Yasuhara; phone 735 4845) by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students and review the procedures at http://www.chaminade.edu/student_life/sss/counseling_services.php.

Guidelines for Communication:

Email:

- Use the Chaminade email account provided;
- Always include a subject line such as NUR 403-add the topic of the email
- Use standard fonts, special formatting such as centering, audio messages, and tables should be avoided. Send an attachment with the email if the above items need to be shared.

Library: The Sullivan Family Library link is available on the CUH website: <http://www.chaminade.edu/library/>

General Guidelines for Nursing Systems Group Projects

1. Students will select (through a lottery drawing in class) a project and work in 2 - 4 member teams.
2. Groups will present their projects to the class in a 45-60 minute presentation as indicated on the class schedule. The group presenters' aim is to facilitate learning through pooling of individual knowledge and interactions of ideas with participants. The primary thrust is individual study and small group interaction at the planning stage. Because this is a "shared dialogue" all members of the group and the participants have a responsibility to be thoroughly prepared for the discussion.
3. The Presentation is required so that the student will:
 - Increase proficiency in utilizing the problem-solving approach
 - Fulfill leadership responsibilities by planning and implementing a presentation and evaluating self in that role.
 - Increase his/her understanding of specific problems relating to the content of the course.
 - Utilize group process
 - Further develop oral communication skills.
4. To facilitate your class presentation you must:
 - Use PowerPoint slides or handouts to convey the important points, findings, and critical analysis of your study/project.
 - Plan a class activity to promote audience participation and interest in your topic.
4. Each group will meet with the instructor 1 week prior to the presentation. It is the group's responsibility to set up the meeting - 10 points will be deducted from the group presentation grade for failure to do so.
5. Each group member will submit a confidential **peer review** of the other members in the group. One member of each group should be assigned to distribute, collect, tabulate, and submit the evaluation of oral presentation forms that are completed by the audience (class). These 2 forms are due the week after the presentation and are to be delivered in sealed envelopes with the student's name on the front of the envelope. It is the responsibility of the group to deliver the paper, the envelope from each group member, and the original evaluation of oral presentation forms with tabulation grid as a package to the instructor at the beginning of class the week after the class presentation. Late forms will not be accepted for any reason.
6. Each group will submit a paper (10 page max not including bibliography) using APA format (6th edition). The paper is due 1 week following the presentation as indicated on the class schedule. Use the following outline and grading rubric to construct the paper as well as the presentation:

GRADING RUBRIC FOR BOTH PAPER AND PRESENTATION

Introduction Discussion of the importance of the project	10 points
Theoretical considerations Cite applicable leadership theory and discuss its relevance	10 points
Method Critical analysis of Group process Progression through stages <ul style="list-style-type: none">• Assignment of tasks and roles• Information collecting process• Impact of the group process and dynamics on the overall project	20 points
Findings Overview of findings	20 points
Analysis and Synthesis Discuss findings in terms of importance for practice Use current professional references to support discussion	25 Points
Conclusion Summary and final thoughts Evaluation for areas of improvement	5 points
APA 6 ^{th ed} , grammar	5 points
References Recent (no more than 5 years old) Classic or seminal writings are an exception to this date guideline	5 points

Peer Evaluation Form
(To be completed by each member of the group)

Completed by _____

Member	Rating	Comment

- 0-3 Misses a meeting, contributes little to the meetings he/she attends, is dysfunctional to the group's performance (and to members' learning in the group). Overall, a net drain on the group (group would have been better without this individual).
- 4-6 Misses a meeting, contributes a little to the group, but contributions are balanced by drawbacks. Neither an asset nor a liability to the group.
- 7-8 "Meets standards" - attends meeting, contributes, is an asset to the group but is a "solid citizen" and doesn't do anything above and beyond what is required. (I would expect a couple of people in each group to meet this criteria).
- 9 A major asset to the group; does much more than is required in terms of contributing to the quality of the group. The group would have been significantly less without this person.
- 10 Exceptional performance; far exceeds what is expected; a major factor in making the group (and its products) successful. (I would expect, at the most, only a few would meet this standard). The group would function significantly less without this person.

Student Evaluator Name:

Project:

Date:

Evaluation of Oral Presentation
(To be completed by each member of the class)

Directions: Please use the scale provided to rank each of the presenters on the following items. An honest critique with constructive criticism is greatly appreciated.

Please note: The columns A, B, C, D, E corresponds to the speakers

O= Not applicable 1= Poor 2= Fair 3= Good 4= excellent

	A	B	C	D	E	F	G
Student Name							
1. Maintains eye contact with audience (does not read slides)							
2. Presents information in timely manner							
3. Dresses professionally							
4. Uses mannerisms effectively							
5. Modulates volume and tempo of voice appropriately							
6. Uses audiovisuals effectively							
7. Paces speech							
8. Knowledge of topic evident							
9. Speech is loud and clear							
10. Audiovisuals legible & in focus							
11. Manages personal nervousness							
12. Captures attention of audience during presentation							

Comment on the following:

1. Did group complete all objectives?
2. Was content presented in a timely fashion (45-60 minutes)?
3. Was presentation motivating?
4. What were the strengths of the presentation?
5. What were the weaknesses of the presentation?

Nursing Systems Projects

1. Nurses frequently deal with ethical decisions and issues related to care and comfort, end of life care, advanced directives, and conflicts with physicians. Organizational structures are in place to help the staff member work through issues so common in practice.

- Design a project that looks at the structure of an ethical dilemma in a healthcare organization. Consider a discussion with an ethicist or chairperson of an ethics committee. Discover and compare different processes of dealing with ethical dilemmas in different healthcare settings. Demonstrate the process by presenting a real ethical dilemma and how it was managed. What constitutes an ethical dilemma and how does a graduate nurse proceed when one presents itself. Consider the stakeholders, and the guiding ethical principles that dictate practice.

2. Quality improvement in health care organizations is extremely important in helping to make healthcare safer by reducing error and improving processes. Currently, standardized programs such as 100 K Lives campaign, Joint Commission safety goals, and Leap Frog efforts are being implemented. These efforts improve patient safety, in addition to helping practitioners practice in a more organized fashion for the benefit of the patient. The challenges of improving practice are intermingled with the theories of change management.

- Design a project around organizational change with respect to the implementation of one of the standardized improvements. Examples of this are programs to reduce falls, reduction in medication errors, implementing 100,000 Lives bundles, smoking cessation programs and CHF teaching. Consider that you might discover which changes are actively being pursued in a specific healthcare organization and discuss these efforts with different members of the health care organization, thus gaining a broad understanding of the process. In addition, integrate change theories with the realities of improving health care practices. Reflect on the answers to the following questions: Did each person give you a similar picture of the quality improvement process? Why or why not? If there were differences, were they significant? Why or why not? (If the differences are significant, they can affect how well the quality improvement process works). Discuss the interviews in your group and determine what similarities and differences you found.

3. Critical analysis of healthcare information systems and electronic resources available on the web. Access to information is key in your decision making role as a professional nurse and for the patient to make informed health related decisions.

- Design a two-pronged project around the analysis of electronic resources that are available in the workplace for meeting the many demands of the professional nurse's role and that are available to the patient as they navigate through an increasingly complex healthcare environment. You are to critically evaluate health related resources available on the web used by professionals as well as sites geared toward patients and families. Discuss how you would teach patients to use

online resources wisely.

4. Nurses are managing care in patients with a variety of culturally diverse backgrounds. In addition, they are either managing or working with people in the setting from all different backgrounds.

- Design a project that looks at an organizational response to the need for cultural diverse systems. Consider analyzing two or three different organizations from this perspective. What are the resources available to patients and staff for patient information, interpreter systems, and culturally diverse practices? Tour an organization and look for signage, telephone service, etc in different languages. Contact the HR departments and compare the demographics of the staff. Contact the admissions department for patient demographics. Do organizations approach this in different ways? Are there common policies? How similar and different are their organizational structures? Does one of the organizations have more detailed policies than others? Is this formalization consistent with the structural complexity? What are the educational resources provided to staff? What are some unit-based resources available?

5. Professional organizations support and promote the interests of a group. Some organizations provide peer support in education, research, and practice. Some have legislative arms which address an agenda important to the professional it serves.

- Design a project around aspects of professional representation. Consider that you might choose different professional organizations that service aspects of nursing. Describe the structure, function(s), and mission of each organization. Include pamphlets or reading material supplied by the organization in a file folder with pockets, interview members of the organization about their involvement. Consider what the current or most recent legislative efforts related to nurses and/or other health care workers. What does the legislation entail? Who proposed the bill(s) and why? What are the pros and cons of the bills up before the legislature? And do you support the nursing/health care bills that are pending? How will the legislative bills benefit you as a professional nurse and consumers of nursing/health care?

6. Many of Hawaii hospitals are represented by the Hawaii Nurses Association (HNA) for their collective bargaining. As graduate nurses, you will be working in both unionized and nonunionized facilities. It is important to have a clear understanding of the differences. More importantly, it is necessary as a new graduate to discover which professional environments are more conducive to nursing practice.

- Design a project around comparing and contrasting union to nonunion facilities. Consider interviewing staff nurses and managers from each type of organization. Take a look at a union contract and HR policies of nonunion organizations. Answer questions regarding nurses' beliefs on collective bargaining and job satisfaction. Discuss unionization with the managers from different facilities and

find information on a previous nursing strike and discuss how that may or may not have impacted care. Discuss staff and management relationships and how to promote communication in both types of environments. Discuss aspects of the professional environment in MAGNET hospitals and compare those to what is found other places. How does the union impact the professional environment?

Service Learning Activity and Project

The student will actively participate in a service learning activity during the semester to identify needs of the community and consider the role of “service” within the community. A component of the service learning activity will be participation in a 2 hour workshop on October 3, 2013 at the Legislature presented by Carmille Lim from Common Cause Hawaii. The workshop will provide the basic information concerning advocacy work within the community. A tour of the legislature will occur at the time of the workshop.

Previously designated student groups will select and work together to advocate for a health care issue that impacts our community. Students will research and formulate a one page policy statement on the selected health care policy issue. The Health Policy Statement will be completed and graded as a group assignment for each hospital group.

- During WEEK 1 students will be provided information on the service learning activity;
- By WEEK 3 students should complete all necessary paperwork including waiver and consent with *Candice Sakuda, Director for Service Learning, Henry Hall Room 117*;
- By WEEK 13 students should complete the 10 hour requirement;
- By WEEK 14 students should complete their one (1) page Health Care Policy Statement, their reflection paper, and evaluation. Digitally submit papers to Candice Sakuda at: service.learning.cuh@gmail.com. Also submit a digital copy in the drop box for the NUR 403 instructor and deliver your evaluation to the Service learning Office in Henry Hall 117.
- On Week 15, each hospital group will present their Health Policy Statement to the class.
- Each group will receive 10 points for completion of this Service Learning project.

In addition to the group Health Policy Statement requirement, each individual student is required to spend 10 hours on the selected project and then write a 1-2 page paper reflecting on what they learned from the experience. Students are expected to answer these questions in their reflection paper:

- 1) What was the significance of this experience for you? What did you learn about yourself?
- 2) Who are you? What is your perception of yourself and how you fit into the community?
- 3) What was the benefit to the community because of your service?

When you are done writing your paper, pick one or two paragraphs that highlight your personal growth or civic engagement and provide 1-2 power point slides to illustrate this growth or engagement. Include this paragraph(s) and the 1-2 power point slides at the end of your reflection paper. This may be used for Service Learning Day in February, 2014. **Submit a digital copy** of your paper to the drop box for NUR 403 and also to the drop box for service learning. On Week 15 students will share with their NUR 403 class about their Service Learning experiences. (*See course calendar*)

Review the service learning website for additional information, forms, and directions at:

http://www.chaminade.edu/service_learning/

Class Schedule Fall 2013				
WEEK	DATE	CONTENT		READINGS/ Assignments
1	August 26	Course Overview		
	August 29	Managing Leading and Following Leadership Styles	Hospital Group Assignments Philosophy of Nursing	Chapters 1,2
2	September 2	HOLIDAY		
	September 5	Developing the role of the Leader Developing the role of the Manager		Chapters 3,4
3	September 9	Decision Making and Problem Solving		Chapter 6
	September 12	Health Care Organizations/ Organizational Structures		Chapters 7,8
4	September 16	Health Care Finance		Chapters 12
	September 19	Care Delivery Strategies		Chapter 13
5	September 23	Staffing and Scheduling		Chapter 14
	September 26	Selecting, Developing and evaluating staff		Chapter 15
6	September 30	Strategic Planning, Leading Change, Change Theory		Chapters 16,17
	October 3	Advocacy Workshop at the Legislature	Capitol Building	
7	October 7	Ethical Dilemmas	Group 1	Chapter 5
	October 10	Quality Improvement	Group 2	Chapter 20
8	October 14	HOLIDAY		
	October 17	MID TERM EXAM		
9	October 21	Electronic Resources and Clinical Information Systems	Group 3	Chapter 11
	October 24	Culture and Diversity	Group 4	Chapter 9
10	October 28	Power Politics and Influence	Group 5	Chapters 10,19
	October 31	Professional Development	Group 6	Chapter 29
11	November 4	Translating Research Into Practice (EBP)		Chapter 21
	November 7	Consumer Relationships		Chapter 22
12	November 11	HOLIDAY		
	November 14	Team Building Conflict Resolution		Chapters 18, 23
13	November 18	Managing personal/personnel problems/Workplace Violence		Chapters 24,25
	November 21	Delegation		Chapter 26
14	November 25	Role Transition/Self Management		Chapters 27,28

		Stress and Time		
	November 28	HOLIDAY		
15	December 2	Health Care Policy Presentations		
	December 5	Managing your Career/Thriving Reflection/COURSE EVAL		Chapters 29,30
16	December 9	Final Exam		
	December 12	Final Exam		

*ATI Schedule TBD