UNIVERSITY OF CENTRAL ARKANSAS

School of Nursing

SYLLABUS

COURSE: NURS 4515 Nursing Leadership and Management

 CRNs: 20706, 20707, 20708, 20709

CREDIT HOURS: Five (5) semester credit hours

CLASS TIME: Mondays 9:00 – 11:50 am

 DHSC 231

PLACEMENT: Fall Semester, Level IV

PRE-REQUISITES: Successful completion of Level III Nursing courses

FACULTY: Clinta Che’ Reed, PhD, RN, CNL (Course Leader)

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COURSE DESCRIPTION:

Focuses on nursing leadership and resource management in an evolving health care environment. Provides opportunities for integration of theories and principles, examination of health care delivery, and use of professional nursing practice standards in classroom and clinical experiences.

COURSE OBJECTIVES: On successful completion of this course, the student will:

1. Use principles and theories as a foundation for the practice of nursing leadership and resource management.
2. Initiate self-learning related to leadership and resource management aspects of nursing practice and career opportunities.
3. Use credible evidence to support the practices of nursing leadership and resource management.
4. Collaborate to disperse knowledge based on evidence.
5. Develop strategies to promote change within the health care delivery system.
6. Function effectively within the evolving nature of health care delivery.
7. Incorporate legal, ethical, and professional standards of practice in health care delivery.
8. Apply prioritization, delegation, and decision-making principles in nursing leadership and resource management.
9. Integrate a plan of self-care behavior that balances personal and professional lifestyle.
10. Assume accountability to maintain effective professional communication and behavior, including time management and confidentiality.

OVERVIEW OF COURSE CONTENT:

* Leadership/management theories, characteristics, roles, functions
* Evidence-based practice, unit/organizational functioning & culture
* Planned change/problem solving, conflict management/negotiation/workplace violence
* Legal and ethical decision making
* Effective delegation/nursing care delivery models.
* Health care policy/politics, quality care, safety, risk management
* Financial management, budget, and costing out nursing services
* Building/leading effective work groups/teams
* Staff recruitment, selection, and development
* Performance appraisal, conflict management, communication
* Evidence-based Practice Project (Research-Based Service-Learning <http://uca.edu/servicelearning/types/>)

METHODS OF TEACHING AND LEARNING:

1. Lecture/Discussion/Seminars
2. Quizzes
3. Written Examinations
4. Self-directed Learning
5. Assigned Readings
6. Blackboard augmentation of course content
7. Clinical topic assignments & presentations
8. Faculty/student conferences

NOTE: Emphasis is placed on student preparation PRIOR to theory sessions.

COURSE REQUIREMENTS:

1. Achieve a final grade of 70.00% (“C”) or above to obtain a passing grade in the course. NOTE:Only the computer-scored exam sheet will be used to determine the grade on an exam. After a 70.00% is achieved on theory exams, all other graded items will be calculated (using weights/percentages) to obtain final course grade.
2. Achieve a satisfactory evaluation for clinical performance and a 70.00% average on clinical paperwork as evidenced by instructor, clinical mentor evaluation, clinical leadership projects, simulation labs, and clinical paperwork. Clinical failure results in course failure.
3. Demonstrate professional behaviors and responsibility for own learning experiences by:
	1. Completing all course assignments and exams.
	2. Submitting written assignments according to established criteria, by established due dates, and in designated format (APA, 6th edition). Late submission of a written assignment will result in a loss of 5% for each day it is late (including Saturday and Sunday).
	3. Preparing for and participating in classroom activities in ways that evidence advanced preparation.
4. Demonstrate professional behavior by:
	1. Notifying the Course Leader (Dr. Reed) by telephone or voice mail at least one hour PRIOR to the administration of an exam if unable to take the exam. E-mail or Blackboard messages are not accepted as notification for exams. NOTE: A 5% grade reduction will be applied for any exam not taken at the scheduled time. An alternate form of the exam may be given at the discretion of course faculty.
	2. Notifying the Course Coordinator via Blackboard email prior to an absence. It is the student’s responsibility to obtain missed content.
	3. Notify clinical faculty and clinical preceptor by telephone before a clinical absence.
	4. Observing the fundamental rules of ethical conduct as described in the American Nurses’ Association Code for Nurses and policies of the UCA Department of Nursing. (See Department of Nursing BSN Student Handbook)
	5. Practicing courteous behavior in the classroom. Any student participating in disruptive behavior will be asked to leave the classroom and an absence will be counted for that date. Ground rules for behavior during presentations by guest speakers (e.g., prohibited use of electronic devices) will be strictly enforced.
	6. Dress code for the course requires that the student wear the approved name tag to each class. Name tags will be worn on the front, left side, above the waist, and visible to the reader. Business attire, lab coat, and student identification are required for clinical experiences.
5. Participate in course evaluation by completion of instructor evaluations. Student evaluations of a course and its professor are a crucial element in helping faculty achieve excellence in the classroom and the institution in demonstrating that students are gaining knowledge. Students may evaluate courses they are taking starting on the Monday of the thirteenth week of instruction (November 14, 2016) through the end of finals week by logging in to myUCA and clicking the Evals button in the top right.
6. Access to Blackboard e-mail is required. NOTE: Students must check Blackboard for e-mail messages, updates, and assignments daily during the semester.

*FAILURE TO MEET ANY OF THESE REQUIRMENTS COULD RESULT IN FAILURE OF THE COURSE.*

METHODS OF EVALUATION: The course grade will be computed in the following manner:

Theory Component: (60%)

 Theory Exam 1 ---------------------------------------10%

 Theory Exam 2 ---------------------------------------12%

 Theory Exam 3 ---------------------------------------12%

 Theory Exam 4 ---------------------------------------12%

 Comprehensive Final Exam ------------------------14%

Clinical Component: (40%) Clinical paperwork, project, quiz/homework/participation grades will be computed into the final grade once it is determined that an average of 70.00% or above is achieved on the theory component of the course. See

 Career Planning-----------------------------------------------------------------------------5%

 Learning Activities-------------------------------------------------------------------------2.5%

Simulation -----------------------------------------------------------------------------------7.5%

 Nurse Leader Day --------------------------------------------------------------------------10%

 Evidence-based Practice Project (Research-Based Service-Learning)-----------15%

\*\*Exam and assignment scores will be carried out two places after a decimal (ex. 87.65). Scores will NOT be rounded.

Grading Scale:

90.00 – 100% = A

80.00 – 89.00% = B

70.00 – 79.99% = C

60.00 – 69.99% = D

 0 – 59.99% = F

COURSE POLICIES:

This course complies with all the policies in the *Nursing Student Handbook: Baccalaureate Program* and all policies in the UCA Student Handbook. Students are expected to review and follow the policies.

 Attendance Policy:

 This course complies with the attendance policy described in the *Nursing Student*

 *Handbook: Baccalaureate Program.* Three or more absences may result in administrative withdrawal from the course.

NOTE: Counseling sessions will occur between the student and course coordinator

after the second absence and each absence thereafter.

Electronic Devices:

Laptop computers and other electronic devices may be used for appropriate course work ONLY. Any student displaying disruptive behavior and/or images will be asked to leave the classroom and will receive an absence for that date.

 Employment:

 Absences from required course learning activities for work-related responsibilities

 are not acceptable.

Academic Integrity Statement:

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Building Emergency Plan:

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at http://uca.edu/mysafety/bep/. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes

ADDITIONAL POLICIES:

 Disability Policy:

 The University of Central Arkansas adheres to the requirements of the Americans

with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

UCA Counseling Center:

 If you find that at some time during the semester, personal problems are keeping

 you from completing your course work, you may find it beneficial to visit the

 counseling center. All students are entitled to free, confidential, professional

 counseling. The office is located in the Student Health Building Suite 327.

 Title IX Disclosure:

If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: [https:/uca.edu/titleix](https://uca.edu/titleix). *\*Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.*

 Sexual Harassment Policy/Academic Policies:

 Refer to these policies in the UCA Student Handbook.

*Failure to comply with the above policies could result in failure of the course.*

REQUIRED TEXTS:

Huber, D. L. (2014). *Leadership and nursing care management* (5th Ed.) St. Louis, MO:

 Elsevier.

The State of Arkansas (latest edition). *Arkansas State Board of Nursing: Nurse Practice Act &*

 *Rules and Regulations.*

University of Central Arkansas, Department of Nursing (latest edition). *Student Handbook:*

 *Baccalaureate Program.*

NURS 4515 Nursing Leadership and Management

Evidence-based Practice Project (Research-Based Service-Learning)

***Purpose:*** To collaborate with clinical leaders, faculty, and peers in the development of an evidence-based practice project.

***Learning Objectives:*** The student will

1. Demonstrate the application of credible evidence and principles of change in the completion of an evidence-based practice (EBP) project over a 4-week period.
2. Apply principles of leadership and team collaboration by scheduling meetings and activities, communicating with stakeholders, and evaluating the progress and completion of the EBP project with the clinical leader, faculty member, and peers.

**EBP Project Process: Timeline and Deliverables**

**Project Day 1 – Initial meeting with Project Mentor (PM)**

Date: Varies by date assigned to Leadership & Management Simulation Experience (October 18 or 20 or other day determined by the group and the PM)

Tasks:

1. Name a recorder for Project Day 1.
2. Meet with PM to discuss the EBP project to be completed. *The PM will describe the clinical problem or question that initiated the EBP project and the current status of the issue. The project may relate to a new issue or be part of an ongoing project.*
3. Using the Project Stage IOWA Model tool, determine the stage of the EBP project (i.e., stages 1-4).
4. State the overall goal of the EBP project to be completed in the 4-week project period.
	1. Refine the goal statement within your group.
	2. Confirm the goal with your PM and faculty member.
	3. If your project is a new idea or question to be answered (i.e., Stage 1), formulate a PICO question to guide your search of the evidence.
5. State 4 project objectives to be accomplished by your project team in the 4-week project period.
	1. The first objective will address a project milestone to be accomplished by Project Day 3 (~2 weeks).
	2. The second objective will address a final project milestone to be accomplished by Project Day 4.
	3. The third objective will state how the project will be summarized and/or presented to the PM on the final project day (Project Day 5). *Discuss with the PM his or her preferences for a formal or informal presentation and the inclusion of other stakeholders.*
	4. The fourth objective will state how the project will be presented to faculty and peers on either December 1 (Tuesday groups) or December 3 (Thursday groups).
6. Divide the work to be completed to meet Objective 1 between the group members and name responsibilities for each member. Continue work as divided.
7. Name a group leader.
8. Record the information from Steps 3-7 in your EBP Project Group Journal in Blackboard within 48 hours of completing Project Day 1.

**Project Day 2**

Date: November 1 or 8 (Tuesday groups) or November 3 or 10 (Thursday groups)

Tasks:

1. Name a recorder for Project Day 2.
2. Review the goal and objective statements drafted from Project Day 1 with your PM.
3. Refine the statements as needed following discussion with your PM and faculty member.
4. Review Objective 1 (milestone to be completed by Project Day 3) and determine if any changes should be made based on revision of the goal or objectives. Revise Objective 1, if needed.
5. Continue work as divided by group members.
6. Record the results of the day’s activities in the group journal on Blackboard within 48 hours of completion of Project Day 2. Include 1) an update on project’s progress, 2) identification of any problems, and 3) questions for your faculty member.

**Project Day 3 – Completion of first milestone (Objective 1)**

Date: November 15

Tasks:

1. Name a recorder for Project Day 3.
2. Discuss the completion, findings, and evaluation of Objective 1 with your PM.
3. Discuss the progress of your project with your PM. Confirm that the project is moving in the desired direction and that the goal and objectives are being met. Identify unexpected variances in the process and the steps needed to correct.
4. Review Objective 2 (final project milestone), divide the work to be completed by the group members and name the responsibilities for each member to accomplish by Project Day 4.
5. Continue work as divided by members.
6. Record the results of the days’ activities in the group journal on Blackboard within 48 hours of completion of Project Day 3. Include 1) description of the completion, findings, and evaluation of Objective 1; 2) statement of Objective 2 and division of work; 3) an update on project’s progress, 4) identification of any problems, and 5) questions for your faculty member.

**Project Day 4**

Date: November 17

Tasks:

1. Name a recorder for Project Day 4.
2. Discuss the completion, findings, and evaluation of Objective 2 with your PM.
3. Discuss the progress of your project with your PM. Confirm that the project is moving in the desired direction and that the goal and objectives are being met. Identify unexpected variances in the process and the steps needed to correct.
4. Review Objective 3 and plan the project presentation with the PM. Confirm the date, time, and place of the presentation. Determine stakeholders to be invited to the presentation. Divide the work for the presentation and deliverables among group members. Presentation materials must be approved by the faculty member prior to presentation to the PM on Project Day 5.
5. Continue work as divided by members.
6. Record the results of the day’s activities in the group journal on Blackboard within 48 hours of completion of Project Day 4. Include 1) description of the completion, findings, and evaluation of Objective 2; 2) statement of Objective 3 and division of work; 3) an update on project’s progress, 4) identification of any problems, and 5) questions for your faculty member.

**Project Day 5 – Project presentation to PM**

Date: November 22

Tasks:

1. Name a recorder for Project Day 5.
2. Complete Objective 3 (project presentation to PM).
3. Create a brief summary of the presentation, including feedback from the PM and stakeholders.
4. Evaluate the outcome of the project (e.g., goal was met, results of the project, feedback from facility staff, etc…).
5. Complete project evaluations for peers and PM. Submit to the Assignment tab in Blackboard.
6. Post a copy of the faculty approved PowerPoint presentation to designated site in Blackboard.

**Extra Project Day – If needed to complete project objectives**

Date: November 23

**EBP Project Presentations**

Date: November 29 (Tuesday groups) or December 1 (Thursday groups)

Time: 0900-1400

Location: Burdick 204