Course Syllabus: Leadership Roles
College of Robert D. & Carol Gunn College of Health Sciences & Human Services
NURS 3721/ NURS 3723
Summer 2021

Contact Information

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Course Description

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This course emphasizes leadership and management theories in communication and conflict resolution, budgeting, human resource management, quality improvement, risk management, change, delegation, decision making, and management ethics. Clinical experiences focus on management of issues and interactive observation of leaders and managers in a variety of settings.
AACN Essentials: For further information regarding the AACN Essentials identified for each course objective, refer to: The Essentials of Baccalaureate Education for Professional Nursing Practice

Clinical Objectives		
Upon completion of this course the student should be able to:	AACN	DEC
1. Lead safety and quality improvement activities as part of the interdisciplinary team using teamwork and collaboration	II,III,IV,V,VI,VII,IX.	IA,IB,IC,IIA,IIB,IIC,IID,IIE,IIF,IIG,IIH, IIIA,IIIB,IIIC,IVA,IVB,IVC,IVD,IVF.
2. Monitor institutional, professional and health policy to adhere to standards of practice within ethical and legal precepts.	II,III,IV,V,VI,VIII.	IA,IB,IC,ID,IIB,IIC,IID,IIIA,IIIB,IVA,IVD,IVF.
3. Utilize clinical judgment and evidence-based practice to support communication and professionalism, and enhance patient-centered care, patient education, and health	II, III,IV,V,VI,VII,VIII,IX.	IA,IB,IC,IIB,IIC,IID,IIE,IIIB,IVA,IVB,IVC,IVD.

promotion.		

Course Objectives		
1. Integrate concepts from leadership and management, resource management, and communication theories in the provision of patient-centered care.	II,III,IV,V,VI,VIII.	IA,IB,IC,IIB,IIC,IID,IIE,IIIB,IVA,IVB,IVC,IVD.
2. Practice within a framework of professionalism, and ethical and legal precepts applicable to the nurse as leader, delegator, advocate, and coordinator and manager of health care organizations.	II,III,IV,V,VI,VII,VIII,IX.	IB,IC,IID,IIE,IVA,IVB,IVD.

Textbook & Instructional Materials

Yoder-Wise, P.S. (2019) Leading and managing in nursing 7th edition St Louis, Missouri: Elsevier Mosby

Harvard Business Review (2017). HBR guide to emotional intelligence. Boston, MA: Harvard Business Review Press.

Student Handbook

Refer to: Student Handbook 2020-21

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Grading

Table 1: Points allocated to each assignment

Assignments	Course %
Discussion Boards X 3	20%
Scholarly Papers X 3	20%
Group Presentation	15%
Nursing Organization Review	5%
Individual PPT Presentation	10%
Nursing Staffing Model Activity	10%
Professional Development Plan	10%
Reflection Journal Entries X 3	10%
Total Points	100

Table 2: Total points for final grade. There will be no rounding of grades.

Grade	Points
A	90 to 100
B	80 to 89
C	79 to 74
D	65 to 73
F	64 and below

Projects Required

Clinical Learning Activity performance is part of the requirements for this course. Students must pass both clinical learning content and didactic content. Failure in either one will constitute failure in the course. A course average of at least 74% is required to pass this course. Faculty reserves the right to make changes at any time to this syllabus. Students are to be accountable for all communications sent by faculty on Desire 2 Learn; therefore, you **must** check the site for announcements, assignments, and messages. Faculty prefers students use D2L as a means to make a specific request or to ask for content clarification. I forward your D2L emails to my MSU email. If you are unable to access D2L, you may contact faculty via campus email. Virtual and phone appointments are available upon request.

Discussion Board

You must post a substantive response to each of the required questions. A substantive response is constructive and adds value to the weekly discussions. Substantive responses should be at least 150 words in length. Rarely should each require more than 200 words. Your responses need to reflect critical thought and demonstrate an understanding of the relevant concepts. All factual knowledge must be supported with appropriate citation of source. Response to the discussion board questions must be posted by 10:59 PM on or before the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. Late postings of initial posts will receive a 10 percent deduction for each day late and will not be accepted if posted more than 2 days late. It is the responsibility of the student to post the assignment on the correct thread by 10:50 PM on or prior to the due date. Participation in the classroom discussion is required. In addition to posting your responses to the discussion questions you must post a substantive comment to at least two of your classmate's posts. This post may be made anytime during the week but must be made prior to the close of the week before the due date and time. Peer posts made after the due date and close of the week will not be accepted for credit.

Late Work

Assignments submitted more than two days late will not be accepted. Assignments submitted late which are within two days of the due date will receive a ten point deduction for each day they are late.

Important Dates

Last Day to drop with a grade of "W:"
        Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our

online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L.

Instructor Class Policies

Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude or for lack of engagement in the online learning environment. For example, failure to participate in online discussions as schedule and on time is considered being absent. Prior to dropping a student from the class, the instructor must give the student a verbal or written warning. An instructor's drop of a student takes precedence over the student-initiated course drop at a later date. The instructor will assign a grade of WF or F the 6th week of a 10 week summer term. After this time, the grade will be an F. The date the Office of the Registrar receives the instructor drop form is the official drop date. RN Transition students must complete all nursing courses within a two year period of time beginning with the first nursing course. RN Transition students must maintain enrollment in at least two courses per semester. If a student does not maintain enrollment for one semester they will be placed on inactive status. If a student were to withdraw for a second time from the same and or any nursing course and or received a second D or F in the same and or any nursing course, even if the student has repeated a course and received a grade of C or above the student will be dismissed from the program.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the **Schedule of Classes** each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Disability Support Services

Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all

students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

College Policies
Campus Carry Rules/Policies
Refer to: Campus Carry Rules and Policies
Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.
Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process
Students who wish to appeal a grade should consult the Midwestern State University Undergraduate Catalog

Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week or Module	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Assignment Due Date Graded submissions
Week 1	**ASSIGNED READINGS AND RESOURCES:** **Textbook:** Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition: 1. Chapter 1 "Leading, Managing, and Following" pgs. 2-19 2. Chapter 5 "Gaining Personal Insight: The Beginning of Being a Leader" pgs. 77-88 **Videos:** 1. Key Skills and Competencies of a Nurse Leaders: https://www.youtube.com/watch?v=aSsZU_0g7m0 2. Nursing Leadership Styles. Which is your style?: https://www.youtube.com/watch?v=N79rpvb4dHk 3. What's Love got to do with it? Leadership in a New Era of Healthcare: https://www.youtube.com/watch?v=Ut0vgq3zbiY **Journal Articles:** Cummings, G.G., MacGregor, T., Davey, M., Lee, H., Wong, C.A., Lo, E., Muise, M., & Stafford, E. (2010). Leadership styles and outcome patterns for the nursing workforce and work environment: A systematic review. International Journal of Nursing Studies, 47, 363-385. Downey, M., Parslow, S., & Smart, M. (2011). The hidden treasure in nursing leadership: Informal leaders. Nursing Management, 19, 517-521. Murphy, L.G. (2012). Authentic leadership: Becoming and remaining an authentic nurse leader. Journal of Nursing Administration, 42, 507-512	**Discussion Post #1 Due Friday by 10:59 pm**
Week 2	ASSIGNED READINGS AND RESOURCES: Textbook: Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition: 1. Chapter 3 "Legal and Ethical Issues" pgs. 32-61 **Journal Articles:** Cooper, R. W., Frank, G. L., Hansen, M. M., & Gouty, C. A. (2004). Key ethical issues encountered in healthcare organizations: the perceptions of staff nurses and nurse leaders. *JONA: The Journal of Nursing Administration*, *34*(3), 149-156. Jonhstone, M. J., Da Costa, C., & Turale, S. (2004). Registered and enrolled nurses' experiences of ethical issues in nursing practice. *Australian Journal of Advanced Nursing, The*, *22*(1), 24. Storch, J., Makaroff, K. S., Pauly, B., & Newton, L. (2013). Take me to my leader: the importance of ethical leadership among formal nurse leaders. *Nursing ethics*, *20*(2), 150-157. Mihyun Park, M. S. N. (2009). Ethical issues in nursing	**Scholarly Paper #1 Due Sunday by 10:59 pm**

	practice. *Journal of Nursing Law*, *13*(3), 68. **Videos:** Ethical Issues In Nursing: Introduction: Concepts, Values, and Decision Making https://www.youtube.com/watch?v=9VRPMJUyE7Y Nursing Ethics: Understanding Ethics in Nursing https://www.youtube.com/watch?v=8PZNl6vix8Q Legal vs Ethic (with examples) https://www.youtube.com/watch?v=ppCObQwDFvU	
Week 3	**ASSIGNED READINGS AND RESOURCES:** **Textbook:** Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition: 1. Chapter 9 "Power, Politics, and Influence" pgs. 141-158 **Journal Articles:** 1. Matthews, J. (2012). Role of professional organizations in advocating for the nursing profession. Online J Issues Nurs, 17(3). 2. Harper, M. G., & Bindon, S. L. (2020). Envisioning the future of nursing professional development. Journal for nurses in professional development, 36(1), 39-40. 3. Brewington, J., & Godfrey, N. (2020). The professional identity in nursing initiative. The Research Journal of the National League for Nursing, 41(3), 201.	**Nursing Organization Review Due Sunday by 10:59 pm**
Week 4	**ASSIGNED READINGS AND RESOURCES:** **Textbook:** Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition: 1. Chapter 7 "Leading, Managing, and Following" pgs. 2-19 **Videos:** 1. The Leader Within- Leadership Emotional Intelligence : https://www.youtube.com/watch?v=nyxnpHknKUU 2. Developing Emotional Intelligence? : https://www.youtube.com/watch?v=n9h8fG1DKhA 3. Workplace Violence Prevention- Emotional Intelligence: https://www.youtube.com/watch?v=W1vrQEB8RMo **Journal Articles:** 1. Majeed, N., & Jamshed, S. (2021). Nursing turnover intentions: the role of leader emotional intelligence and team culture. *Journal of nursing management*, *29*(2), 229-239. 2. Krau, S. D. (2020). Is Emotional Intelligence an Important Trait for Nurse Managers and Leaders?. *Nursing Clinics*, *55*(1), xiii-xiv. 3. Reynolds, S. S. (2021). How to win friends and influence people—as a nursing leader. *Nurse Leader*, *19*(1), 87-89. 4. Sun, H., Wang, S., Wang, W., Han, G., Liu, Z., Wu, Q., & Pang, X. (2021). Correlation between emotional intelligence and negative emotions of front-line nurses during the COVID-19 epidemic: A cross-sectional study. *Journal of*	**Group Presentation Groups A, B will present this week. Groups C and D will respond.** **Discussion Post #2 Initial post Due Friday by 10:59 pm and Peer response Due by Sunday 10:59 pm** **Journal Entries #1 and #2 Due by Sunday 10:59 pm**

	clinical nursing, *30*(3-4), 385-396. **Website:** https://qsen.org/competencies/pre-licensure-ksas/	

Week 5	**ASSIGNED READINGS AND RESOURCES:**
	Textbook:
	Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition:
	    1. Chapter 23
	Journal Articles:
	    1. National Patient Safety Goals PDF
	    2. National Patient Safety Foundation. Free from harm: Accelerating patient safety improvement fifteen years after To Err Is Human.
		Individual PPT presentation Due by Sunday 10:59 pm

Week 6	<u>**ASSIGNED READINGS AND RESOURCES:**</u> **Textbook:** Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition: 1. Chapter 24 "Translating Research into Practice" pgs. 428-450 **Journal Articles:** Stetler, C. B., Brunell, M., Giuliano, K. K., Morsi, D., Prince, L., & Newell-Stokes, V. (1998). Evidence-based practice and the role of nursing leadership. *JONA: The Journal of Nursing Administration*, *28*(7/8), 45-53. Bianchi, M., Bagnasco, A., Bressan, V., Barisone, M., Timmins, F., Rossi, S., ... & Sasso, L. (2018). A review of the role of nurse leadership in promoting and sustaining evidence-based practice. *Journal of Nursing Management*, *26*(8), 918-932. Friesen, M. A., Brady, J. M., Milligan, R., & Christensen, P. (2017). Findings from a pilot study: Bringing evidence-based practice to the bedside. *Worldviews on Evidence-Based Nursing*, *14*(1), 22-34. Cullen, L., Hanrahan, K., Farrington, M., Anderson, R., Dimmer, E., Miner, R., ... & Rod, E. (2020). Evidence-Based Practice Change Champion Program Improves Quality Care. *The Journal of Nursing Administration| JONA*, *50*(3), 128-134. **Videos:** What is Evidence Based Practice? https://www.youtube.com/watch?v=IgHv4kFZn3s What Is Evidence-Based Practice in Nursing? https://www.youtube.com/watch?v=2pJvBNszxIU Levels of Evidence https://www.youtube.com/watch?v=OaOzXEWIXY4	**Scholarly Paper #2 Due by Sunday 10:59 pm**
Week 7	**ASSIGNED READINGS AND RESOURCES:** **Textbook:** Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition:	**Nursing Staffing Model Activity Due by Sunday 10:59 pm**

	1. Chapter 13 "Staffing and Scheduling" pgs. 215-236 **Videos:** Beyond Nurse Staffing Ratios, Creating A New Reality https://www.youtube.com/watch?v=Jr2VyKFbhcg Safe Staffing Ratios Protect Patients https://www.youtube.com/watch?v=r0bAiKiRkKQ Nurse Staffing and Patient Acuity https://www.youtube.com/watch?v=fAk8g7Ah22I **Journal Articles:** 1. Carlisle, B., Perera, A., Stutzman, S. E., Brown-Cleere, S., Parwaiz, A., & Olson, D. M. (2020). Efficacy of using available data to examine nurse staffing ratios and quality of care metrics. *Journal of Neuroscience Nursing*, *52*(2), 78-83. 2. Hill, B. (2020). Changes to nurse-to-patient ratios in intensive care during the pandemic. *British Journal of Nursing*, *29*(21), 1238-1240. 3. Shah, M. K., Gandrakota, N., Cimiotti, J. P., Ghose, N., Moore, M., & Ali, M. K. (2021). Prevalence of and Factors Associated With Nurse Burnout in the US. *JAMA network open*, *4*(2), e2036469-e2036469.	
Week 8	**ASSIGNED READINGS AND RESOURCES:** **Textbook:** Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition: 1. Chapter 4 "Cultural Diversity and Inclusion in Health Care" pgs. 62-76 **Videos:** 1. Cultural Competence: https://www.youtube.com/watch?v=QKDMxLZHhPA 2. Becoming a Culturally Competent Nurse https://www.youtube.com/watch?v=r62Zp99U67Y 3. The Importance of Cultural Competence in Healthcare: https://www.youtube.com/watch?v=9wfgJ4oWouE **Journal Articles:** Marcelin, J. R., Siraj, D. S., Victor, R., Kotadia, S., & Maldonado, Y. A. (2019). The impact of unconscious bias in healthcare: how to recognize and mitigate it. The Journal of infectious diseases, 220(Supplement_2), S62-S73. Weech-Maldonado, R., Dreachslin, J. L., Epané, J. P., Gail, J., Gupta, S., & Wainio, J. A. (2018). Hospital cultural competency as a systematic organizational intervention: Key findings from the national center for healthcare leadership diversity demonstration project. Health care management review, 43(1), 30-41. McCalman, J., Jongen, C., & Bainbridge, R. (2017). Organisational systems' approaches to improving cultural competence in healthcare: a systematic scoping review of the literature. International journal for equity in health, 16(1), 1-19. Booysen, L. A., & Gill, P. (2020). Creating a Culture of	**Group Presentation Groups C, and D will present this week. Groups A, and B will respond.** **Journal Entries #3 and #4 Due by Sunday 10:59 pm** **Discussion Post #3 Initial Post due by Friday 10:59 pm and 2 peer responses are due by Sunday 10:59 pm**

	Inclusion Through Diversity and Equity. In Management and Leadership Skills for Medical Faculty and Healthcare Executives (pp. 135-144). Springer, Cham. **Website:** https://qsen.org/competencies/pre-licensure-ksas/	
Week 9	**ASSIGNED READINGS AND RESOURCES:** **Textbook:** Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition: 1. Chapter 1 "Leading, Managing, and Following" pgs. 1-19 2. Chapter 17 "Delegating: Authority, Accountability, and Responsibility in Delegation Decisions" pgs. 298-319 3. Chapter 28 "Developing the Role of Leader" pgs. 495-509 **Journal Articles:** Demirhan, B. S. (2020). The Effect of Leadership Behaviours of Nurse Managers on Nurses' Work Motivation. *International Journal of Caring Sciences*, *13*(1), 381-391. Kirkham, L. (2020). Understanding leadership for newly qualified nurses. *Nursing Standard*, *35*(12). Robbins, B., & Davidhizar, R. (2020). Transformational leadership in health care today. *The Health Care Manager*, *39*(3), 117-121. Lucas, B. (2019). Developing the personal qualities required for effective nurse leadership. *Nursing Standard*, *34*(12), 45-50. **Videos:** How to do a research interview https://www.youtube.com/watch?v=9t-_hYjAKww Semi-structured interviews guide I semi-structured interview protocol **https://www.youtube.com/watch?v=8z8XV1S7548** Tips for Conducting an Effective Interview **https://www.youtube.com/watch?v=M_70RSHvqPM** How to Interview "Almost" Anyone **https://www.youtube.com/watch?v=WDOQBPYEaNs**	**Scholarly Paper #3 Due by Sunday 10:59 pm**
Week 10	**ASSIGNED READINGS AND RESOURCES:** **Textbook:** Yoder-Wise, P.S. (2019) Leading and managing in nursing, 7th edition: 1. Chapter 27 "Managing Your Career" pgs. 476-494 **Videos:** A Professional Development Plan to Level-up Your Life https://www.youtube.com/watch?v=Xf0gYcEhoIs You're Always On: Your Career Development Cycle https://www.youtube.com/watch?v=22LGzSisSLY	**Professional Development Plan Due By Thursday 10:59 pm** ***** Note course closes at Midnight and you will not have access- No Late Submissions*****