



## Course Syllabus: Leadership Roles

College of Robert D. & Carol Gunn College of Health Sciences & Human Services

NURS 3721 NURS 3723

Summer I and Summer II 2019

### 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 promotion.	II, III,IV,V,VI,VII,VIII,IX.	IA,IB,IC,IIB,IIC,IID,IIE,IIIB,IVA,IVB,IVC,IVD.
<b>Course Objectives</b>		
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	II,III,IV,V,VI,VII,VIII,IX.	IB,IC,IID,IIE,IVA,IVB,IVD.

organizations.		
3. Demonstrate knowledge of the Texas Nursing Practice Act and Texas Board of Nursing rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards .	II,III,V,VI,VIII,IX.	IA,IB,IC,ID,IIA,IIC,IID,IIH,IIIA,IIIB,IIIE,IIIF.
4. Incorporate health information technology in patient-centered care and communication.	II,III,IV,VI,VI,VII,VIII,IX.	IB, IC,ID,IIA,IIB, IIC, IID, IIH,IIIB,IIIC,IVA, IVC, IVD,IVE.

#### 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 2017-18](#)

#### 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	Points
Discussions	40
Clinical Learning Experiences 5 @10 each	50
Reflection Journal	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 performance is part of the requirements for this course. Students must pass both clinical and classroom content. Failure in either one will constitute failure in the course. A course average of at least 74% is required to pass this course. Students must have an updated immunization records, a valid current CPR card, and Health Insurance and paid Liability Insurance on file with the Wilson School of Nursing secretary during the entire semester. In order to attend class or clinical experiences, each student **MUST** comply with each of these requirements. 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. Campus 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 Central Standard Time on or before the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. Discussion questions and participation responses posted more than 2 days late

and or in the wrong thread will not be accepted. Late postings 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 Eastern Standard Time 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. Posts made after the due date and close of the week will not be accepted for credit.

### **Late Work**

Assignments more than two days late will not be accepted. Assignments submitted one day late will receive a 10% reduction and assignments submitted two days late will receive a 20% reduction and no assignment will be accepted after day 2 resulting in a 0 grade for any assignment turned in after day two.

### **Important Dates**

Last Day to drop with a grade of "W:" June 20, 2019.

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 scheduled 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 6<sup>th</sup> 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) exist 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

<b>Week or Module</b>	<b>Activities/Assignments/Exams</b>	<b>Due Date</b>
<p>Week 1 June 3-June 9, 2019 Course Orientation and Leadership and Management Theories.</p>	<p>Leadership and Management Theories</p> <ol style="list-style-type: none"> <li>1. Characteristics of effective leaders and manager</li> <li>2. Management functions</li> <li>3. Motivational theories and skills</li> <li>4. Delegation</li> <li>5. Decision Making</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Relate leadership and management theories to important functions and behaviors of professional nursing</li> <li>2. Describe how self-knowledge and emotional intelligence impact power, influence, and authority needed for professional nursing practice.</li> <li>3. Develop personal attributes to effectively lead, manage, and follow.</li> <li>4. Improve decision-making as a leaders, manager, or follower.</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Describe nine guidelines that that facilitate reflective practice.</li> <li>2. Describe three domains of the AONE Nurse Manager Competencies that are based on the Nurse Manager Learning Framework.</li> <li>3. Develop personal attributes to effectively lead, manage, and follow.</li> </ol>	<p>Discussion for week 1</p> <p>Initial discussion post due by Friday, 10:59PM Central Standard time. The 2 peer posts are due by Sunday 10:59 PM Central Standard Time.</p> <p>Reflective Journal Writing. After reading HBR Guide to Emotional Intelligence Chapter 4, pages 35-41, complete exercise on page 40. Set a timer for 20 minutes. Write about your emotional experiences from the past week. You do not need to make it perfect. Just go where you mind takes you. <b>As a reminder you do not turn in the reflective journal yet.</b></p> <p>Reflective Journal Writing: After completion of the AONE Nurse Manager assessment complete a reflective journal</p>



<b>Week or Module</b>	<b>Activities/Assignments/Exams</b>	<b>Due Date</b>
	<p>Readings  Yoder-Wise Chapter 1, Pages 1-19  HBR Guide to Emotional Intelligence, Chapter 4, Pages 35-41  HBR Guide to Emotional Intelligence, Pages 15-16  Yoder-Wise, p. 7  Video  <a href="#">Lessons In Leadership</a>  AONE: The science, the art, the leader within: Nurse Manager Competencies  <a href="#">AONE The science, the art, the leader within nurse manager competencies</a>  AONE: Nurse Executive Competencies  <a href="http://www.aone.org/resources/nec.pdf">http://www.aone.org/resources/nec.pdf</a></p> <p>Complete the AONE Nurse Manager assessment located at this link  <a href="#">AONE Nurse Manager Assessment</a></p>	<p>entry that details the results of the assessment and next steps that will be taken to address the results.</p>

Week or Module	Activities/Assignments/Exams	Due Date
<p>Week 2 June 10-June 16, 2019 Human Resources and Legal Issues</p>	<p>Human Resource Management</p> <ol style="list-style-type: none"> <li>1. Recruitment, Selection, Hiring, and Orientation</li> <li>2. Performance Evaluation, and Staff development</li> <li>3. Problems and Issues in Human Resource Management</li> <li>4. Staffing Process and Care Delivery</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Differentiate common personal and personnel issues.</li> <li>2. Discuss methods of using role concepts to clarify personnel issues.</li> <li>3. Explore strategies for resolving personnel issues.</li> <li>4. Relate leadership aspects to the role of the professional nurse in different stages of experience.</li> </ol> <p>Legal Issues</p> <ol style="list-style-type: none"> <li>1. Causes of malpractice for nurse managers.</li> <li>2. Employment laws and labor relation issues.</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Examine Nurse Practice Acts</li> <li>2. Analyze the causes malpractice for nurse managers</li> <li>3. Analyze key aspects of employment law, and give examples of how these laws</li> </ol>	<p><b>Clinical Learning Experience 1 due in D2L Assignments by Sunday 10:59 PM Central Standard Time</b></p> <p>Discussion for week number 2 Initial discussion post due by Friday, 10:59 PM Central Standard time. The 2 peer posts are due by Sunday 10:59 PM Central Standard Time. Reflective Journal Writing.</p>

<b>Week or Module</b>	<b>Activities/Assignments/Exams</b>	<b>Due Date</b>
	benefit professional nursing. Readings Yoder-Wise Chapter 25, Pages 451-464 Yoder-Wise Chapter 3, pages 32- 60. Yoder-Wise, Chapter 17, pages 299-318.	

Week or Module	Activities/Assignments/Exams	Due Date
<p>Week 3 June 17-June 23, 2019 Organizational Structure and Management Systems Mission, Vision, and Philosophy Organizational Culture Organizational Development, and Change Process</p>	<p>Mission, Vision, and Philosophy Organizational Culture Organizational Development</p> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Analyze the mission, vision, and philosophy statements and organizational structure of a healthcare organization.</li> <li>2. Analyze the design of an organizational structure and the factors that influence it.</li> <li>3. Compare and contrast organizational structure.</li> <li>4. Evaluate methods of re-engineering organizational systems.</li> </ol> <p>Change Process</p> <ol style="list-style-type: none"> <li>1. Change Theories</li> <li>2. Steps to planned change</li> <li>3. Types of Change and Responses to Change</li> <li>4. Manager's role as change agent</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Analyze the characteristics of change in organizations.</li> <li>2. Relate the models of planned change to the levels of change.</li> <li>3. Evaluate theories for managing change.</li> <li>4. Describe desirable qualities of effective change agents.</li> </ol> <p>Readings Yoder-Wise Chapter 19, Pages 336-356. Yoder-Wise Chapter 18, pages 320-334.</p>	<p>Discussion for week number 3 Initial discussion post due by Friday, 10:59PM Central Standard time. The 2 peer posts are due by Sunday 10:59 PM Central Standard Time.</p>

<b>Week or Module</b>	<b>Activities/Assignments/Exams</b>	<b>Due Date</b>
<p>Week 4 June 24-June 30, 2019 Budget Process and Nurse Manager's Role</p>	<p>Budget Process</p> <ol style="list-style-type: none"> <li>1. Budgetary concepts and considerations.</li> <li>2. Types of Budgets</li> <li>3. Economics and health care financing</li> <li>4. Costing out nursing services</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Explain factors that increase the cost of healthcare.</li> <li>2. Evaluate reimbursement methods and incentives to control costs.</li> <li>3. Differentiate between costs, charges, and revenues with respect to patient visits, hospital stays, or patient procedures.</li> <li>4. Discuss why healthcare organizations make a profit.</li> <li>5. Explain the budget process.</li> <li>6. Identify variances on expense reports.</li> </ol> <p>The Nurse-Manager's Role</p> <ol style="list-style-type: none"> <li>1. Patients, Visitors and Staff</li> <li>2. Advocacy</li> <li>3. Teaching</li> <li>4. Leadership</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Assess the results of changes that have influenced patient relationships in healthcare.</li> <li>2. Evaluate the quality of a nurse-patient relationship when a service-oriented philosophy is used.</li> <li>3. Apply the three major responsibilities of nursing-advocacy, teaching, and leadership to the promotion of</li> </ol>	<p><b>Clinical Learning Experience 2 due in D2L Assignments by Sunday 10:59 PM Central Standard Time</b></p> <p>Discussion for week number 4 Initial discussion post due by Friday 10:59PM Central Standard time. The 2 peer posts are due by Sunday 10:59 PM Central Standard Time.</p>

<b>Week or Module</b>	<b>Activities/Assignments/Exams</b>	<b>Due Date</b>
	success nurse-patient-staff relationships. Readings Yoder-Wise Chapter 20, Page 358-376. Yoder-Wise Chapter 22, pages 385-406.	

Week or Module	Activities/Assignments/Exams	Due Date
<p>Week 5 July 1-July 7, 2019 Quality Improvement and Risk Management</p>	<p>Quality Improvement</p> <ol style="list-style-type: none"> <li>1. Quality Care Management</li> <li>2. Care Transitions</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Apply quality management principles to clinical situation.</li> <li>2. Identify the six steps of the quality improvement process.</li> <li>3. Assess roles of leaders, managers, and followers to create a quality management culture.</li> </ol> <p>Risk Management</p> <ol style="list-style-type: none"> <li>1. Safety: Patients, Visitors, and Staff</li> <li>2. Risk Reduction</li> </ol> <p>Class Objectives</p> <p>Apply risk management strategies to a quality management program.</p> <p>Readings Yoder-Wise Chapter 23, Pages 407-427 AND Institute for Healthcare Improvement: National Patient Safety Foundation. <i>Free from harm: Accelerating patient safety improvement fifteen years after To Err Is Human.</i></p>	<p>Discussion for week 5 Initial discussion post due by Friday 10:59PM Central Standard Time. The 2 peer posts are due by Sunday 10:59PM Eastern Standard Time.</p> <p>Reflective Journal Writing. After reading, <i>Free from harm: Accelerating patient safety improvement fifteen years after To Err is Human</i>, describe in your reflective journal how one of the eight recommendations for achieving total systems safety could be utilized to address a potential safety issue in your organization. As a reminder you do not turn in the reflective journal yet.</p>

Week or Module	Activities/Assignments/Exams	Due Date
Week 6 July 8-July 14, 2019 Conflict Resolution	<p>Conflict Resolution</p> <ol style="list-style-type: none"> <li>1. Types of Conflict</li> <li>2. Conflict and Resolution Process</li> <li>3. Recognizing and managing irresolvable conflict</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Determine the guidelines for acknowledging a situation in your clinical setting.</li> <li>2. Identify the qualities of a team that works synergistically, include the impact of such a team.</li> <li>3. Discuss the importance of team and communication to patient safety and quality.</li> </ol> <p>Readings</p> <p>Yoder-Wise Chapter 8, pages 123-139.</p> <p>HBR Guide to Emotional Intelligence Chapter 17, pages 135-144.</p>	<p><b>Clinical Learning Experience 3 due in D2L Assignments by Sunday 10:59 PM Central Standard Time</b></p> <p>Discussion for week number 6            Initial discussion post due by Friday, 10:59PM Central Standard time.            The 2 peer posts are due by Sunday 10:59 PM Central Standard Time.</p> <p>Reflective journal writing. Review case study number one, pages 141-142 or case study number 2, pages 142-143. After reviewing one of the two case studies please identify the underlying issues in the case study. Do you agree with the approach taken in the case study? Why or why not? Document your responses in your reflective journal. As a reminder you do not turn in the reflective journal yet.</p>



<b>Week or Module</b>	<b>Activities/Assignments/Exams</b>	<b>Due Date</b>
<p>Week 7 July 15-July 21, 2019 Health Policy</p>	<p>Health Policy</p> <ol style="list-style-type: none"> <li>1. Types of power</li> <li>2. Political involvement</li> <li>3. Institutional, Professional and Public Policy</li> <li>4. Professionalism</li> <li>5. Community involvement</li> <li>6. Health promotion</li> <li>7. Patient education</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Research the concepts of professional and legislative politics related to nursing.</li> <li>2. Explore power as it relates to leadership and management in nursing.</li> <li>3. Identify the different types of power exercised in nursing leadership.</li> <li>4. Examine the importance of community involvement to the quality of the nurse-patient.</li> <li>5. Apply health promotion and patient education to the promotion of successful nurse-patient relationships.</li> </ol> <p>Readings Yoder-Wise Chapter 9 Yoder-Wise pages 141-158</p>	<p>Discussion for week number 7 Initial discussion post due by Friday Central Standard time. The 2 peer posts are due by Sunday 10:59 PM Central Standard Time.</p>

<b>Week or Module</b>	<b>Activities/Assignments/Exams</b>	<b>Due Date</b>
<p>Week 8 July 22-July 28, 2019 Thriving for the Future</p>	<p>Leadership Demands for the Future Leadership Strengths for the future Visioning The Wise Forecast Model Shared Vision Projections for the future Implications</p> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Describe three projections for the future and what they mean to the practice of nursing.</li> <li>2. Evaluate leadership strengths for the future.</li> <li>3. Apply the Wise Forecast model to the role of the nurse as a frontline leader.</li> <li>4. Describe three projections for the future that have implications for individual practice.</li> </ol> <p>Readings Yoder-Wise Chapter 31, pages 540-548.</p>	<p><b>Clinical Learning Experience 4 due in D2L Assignments by Sunday 10:59 PM Central Standard Time</b></p> <p>Reflective Journal Writing. Document how you could apply the Wise Forecast Model to your nursing practice.</p>

Week or Module	Activities/Assignments/Exams	Due Date
<p>Week 9 July 29-August 4, 2019 Leadership Communication</p>	<p>Leadership Communication</p> <ol style="list-style-type: none"> <li>1. Interpersonal relationships</li> <li>2. Health Information Technology</li> </ol> <p>Class Objectives</p> <ol style="list-style-type: none"> <li>1. Evaluate the differences between a group and a team.</li> <li>2. Demonstrate an effective communication interaction.</li> <li>3. Identify five communication pitfalls.</li> </ol> <p>Readings</p> <p>Yoder-Wise Chapter 19, pages 336-356.</p> <p>HBR Guide to Emotional Intelligence Chapter 1, pages 3-22 and Chapter 2, pages 23-20</p>	<p><b>Clinical Learning Experience 5 due in D2L Assignments by Sunday 10:59 PM Central Standard Time</b></p> <p>Reflective Journal Writing. Review the instructions for completing the exercise are located on pages 23-24. The exercise is located on pages 25-27. Complete the exercise located on pages 25-27. Then write in your reflective journal by stating how would you describe yourself? Were you surprised by any of the results? Did the results align with your impression of your emotional intelligence? Ask one or two trusted friends to evaluate you using the same statements. Write in your reflective journal all the answers to these questions and your friends evaluations. As a reminder you do not turn in the reflective journal yet.</p>

<b>Week or Module</b>	<b>Activities/Assignments/Exams</b>	<b>Due Date</b>
Week 10 August 5-August 9, 2019 Wrap up	Review and wrap up week	<b>Reflective Journal Writing due with all entries completed by 10:59 Central Standard Time.</b>