

Course Syllabus

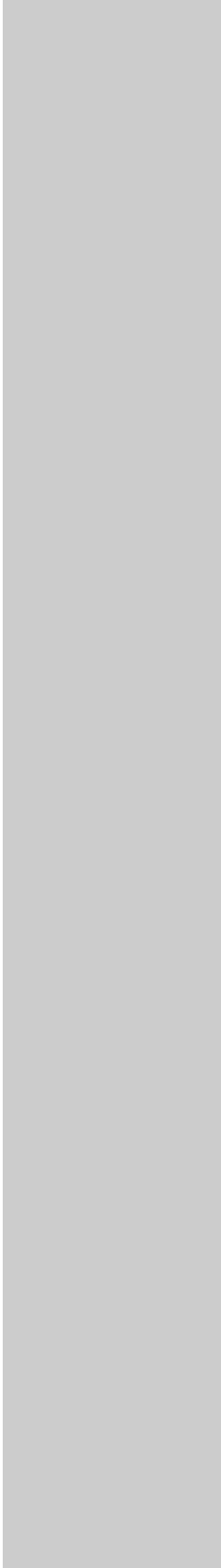
Course Description This course focuses on leadership and management roles and ethical decision making process of the professional nurse. The course emphasizes the leadership, management and ethical decision making process in the delivery of health care in diverse multicultural settings.

Credit Allocation 5 Credits (3 Classroom & 2 Clinical)
3 credits classroom= 42 clock hours
2 credits clinical= 84 clock hours

Prerequisites All required sciences, successful completion of all Junior Nursing Courses, and enrollment in or completion of NUR332. An RN matriculated student must have successfully completed NUR 324.

- Course Objectives**
1. Apply knowledge from previous courses in the physical and social sciences, humanities, and nursing in meeting the multidimensional needs of individuals and groups within the local geographic area.
 2. Apply the basic principles of ethics, management and leadership to meet the needs of patients and their families.
 3. Evaluate the effectiveness of communication in promoting the optimal health of patients and their families.
 4. Critically analyze and integrate leadership research findings into the total plan of care for a selected group of patients and their families.
 5. Apply the principles of ethics, advocacy and teaching to the everyday care of patients and their families.
 6. Formulate plans for continued personal leadership growth and development as an independent practitioner of nursing.
 7. Recognize the role of the nurse in policymaking related to health care services at local, state, national, and global levels.
 8. Predict and describe potential ethical dilemmas within clinical, organizational and professional nursing practice.
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Course Topics Topics may include but are not limited to the following:

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- Autonomy
 - Bioethics
 - Budgeting
 - Business & Nursing
 - Charting a Career Path
 - Change
 - Chemical Impairment
 - Collective Bargaining
 - Communication
 - Continuing Education
 - Conflict Management
 - Consequentialist
 - Delegation
 - Deontological Philosophy
 - Emotional Intelligence
 - Empowerment
 - eNursing
 - Ethics
 - Labor Relations
 - Leadership
 - Legal Aspects of Nursing
 - Management
 - Moral Reasoning
 - Motivation
 - Negotiation
 - Networking
 - Organization Culture

- Organization Theory and Structure
- Participatory Management
- Performance Appraisal
- Politics
- Shared Governance
- Staff Development
- Stress Management
- The Planning Process
- Time Management
- Total Quality Management
- Virtue
- Values Clarification
- Western Ethics

Required Texts

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.), Washington, DC: Author.

Covey, S. (1989). *The seven habits of highly effective people*. New York: Free Press.

Johnson, S. (2002). *Who moved my cheese?* New York, NY: Putnam.

Marquis, B. L., & Huston, C. J. (2008). *Leadership roles and management functions in Nursing*. (6th ed.). Philadelphia, PA: Lippincott.

Honor Code/Plagiarism

Plagiarism or any other form of academic dishonesty may result in a failing grade for the assignment or the entire course, at the discretion of the faculty member. Either plagiarism or careless scholarship, or both, may result in additional points being taken off the grade of an assignment, so that the grade may be lowered down to and including a 0. This includes, but is not limited to, omitting quotation marks for quoted sentences or phrases, even if the rest of the documentation is present.

Plagiarism is the presentation of someone else's idea or language as one's own. Examples of plagiarism include turning in someone else's paper under one's own name with or without additions or modifications, downloading and

turning in a paper from the Internet, or including concepts, phrases, sentences, or paragraphs from print or electronic sources--whether verbatim or paraphrased in one's own paper without proper attribution. Please refer to your handbook for an explanation of the Cedar Crest Honor Code.

The faculty involved in this course fully supports the Cedar Crest College community standards for academic conduct found in the Cedar Crest College Student's Guide and expect the same from all the students.

**Classroom
protocol &
participation**

Professional Behaviors: Professional behavior is required in the classroom, in the nursing lab, and in the clinical setting. This includes, but is not limited to, behaviors such as submission of assignments on time, reporting to class on time, treating each other with dignity and respect, maintaining ethical, legal, and moral standards, communicating effectively with faculty both verbally and in writing, and following the honor code during quizzes, exams, and all course assignments.

A satisfactory rating for professional behavior is necessary to satisfy course requirements. Inappropriate, non-professional behaviors in class, lab or clinical may result in failure of the course and/or possible dismissal from the college.

Classroom Protocol: This classroom will be conducted in accordance with the principles of the Democratic Classroom. To the greatest extent possible, we will be in a position of equality in regards to one another. We acknowledge that the professor brings an expertise with regard to teaching and the subject matter. However, we also acknowledge the individual expertise of each student, and encourage each student to bring his/her own areas of expertise and experience into the classroom. We also acknowledge the fact that the professor has authority by virtue of her position.

According to the Statement of Student Rights and Responsibilities, freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom. Students should exercise their freedom with responsibility so as not to endanger the rights, goals, and beliefs of other students.

One very important right you have as a student is your right to a classroom environment that is conducive to learning. People vary with respect to the conditions under which they are able to concentrate and learn; background noises or activities you find inoffensive may provide a barrier to another student's ability to follow lectures and/or discussions. Thus, it is part of my responsibility as an instructor and your responsibility as a student to help assure that the classroom is as free as possible from unnecessary distractions.

Unnecessary distractions include (but are not limited to) disturbances due to cellular phones, pagers, PDAs, laptop computers, laser pointers, passing notes, entering and leaving the classroom except during breaks, and private conversations. Please turn your cellular phones OFF before entering the classroom. No laptops are allowed. Students who disturb the class in any of these ways (or who engage in any behavior that unnecessarily interferes with another student's learning) will be considered as demonstrating "undesirable citizenship". Pursuant to college policy such students will be asked to leave class, and will be marked absent for that day as well as the next class day.

Your status as adults who understand proper classroom protocol entitles you to the privilege of choosing where to sit for each class. Students who are removed from class in the way described above lose this privilege; thus if you have been removed from class for creating a disturbance, upon your return I will assign you a seat for the rest of the semester.

Since much of the class time will be spent in discussing and working in groups it is imperative that you are prepared prior to class.

Tape Recording: Please refer to the tape recording policy in the Undergraduate Nursing Handbook.

Classroom Principles: We agree to abide by the following principles: As a member of the class we will:

- occupy equal positions in the classroom, no one at the head of the class.
 - listen respectfully when another is speaking.
 - conduct ourselves respectfully with regard both to verbal and nonverbal communication.
 - feel free to express differing opinions, but will endeavor to be non-judgmental toward each other.
 - give everyone equal speaking time.
 - hold all personal information strictly confidential .
 - all be equally responsible for adhering to these principles.
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Violations of Classroom Protocol,

Violations of protocols during the theoretical or clinical components of the course will result in failure of the course.

Late assignments will result in the loss of ten points for each day the assignment is late. **The NCLEX assignment will not be accepted after the due dates. Late NCLEX assignments will be given a grade of 0.**

Requests for extensions must be approved in writing by the professor.

Please remember it is the student's responsibility to have a hard copy of all work submitted. If a written assignment is lost and the student is unable to submit a copy of their original work, a grade of zero will be recorded for that assignment.

Methods of Evaluation

Theoretical Component

- Quizzes 10%
- Ethical Exercise Assignment 5%
- Presentation 20%
- Journey Paper 10%
- Individual Paper 40%
- NCLEX or RN Assignment 10%
- Participation 5%

Quizzes maybe unannounced, and may be based on any of the material in required readings, class lectures, or presentations. Quizzes are typed or written in ink. **All assignments for this class must be typed and submitted in APA format.**

Clinical Component

- Clinical performance will be evaluated as pass with distinction; satisfactory or unsatisfactory (see the Clinical Evaluation Criteria).
- Attendance for clinical is expected. **In the event of illness, the clinical instructor AND the clinical site must be notified prior to the beginning of the clinical experience.**
- In order to pass the course, the student must pass both the theoretical and clinical components
- An **unsatisfactory grade in the clinical portion of the course will**

automatically results in a grade of F for the entire course.

Grading Scale: Note that grades below C are unacceptable for Nursing. The is no rounding of grades.

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	73-76
C-	70-72
D+	67-69
D	60-66
F	Below 60

Grading Scale

NOTE: Grades are not rounded up.

Presentation Class Presentation

Each student will be assigned to a group and a course topic during the first class session. The group will present the topic to the class on the established date.

Students will be graded on the following aspects of the presentation:

1. The content to be presented.
2. The best method of organizing the material.
3. Presentation style (Keeping the topic interesting to the class).
4. Choosing one exemplar article for the class to read. The article must be current or a classic.
5. Creativity.
6. A professional style (this includes appropriate attire and conduct of the presentation).

The class **prior** to the scheduled presentation date, the presenters will distribute the following to the class:

- Objectives of the presentation
- Reading assignment which includes applicable pages from the text.
- Exemplar article

- Discussion questions

See the course schedule for the dates of the presentation. The presentations will be no longer than 30 minutes and no shorter than 25 minutes.

See presentation rubric for grading criteria in Doc Sharing.

Journey Paper The journey paper is worth 10% and due on 12/3/09.

The purpose of the journey paper is to demonstrate the meeting of the clinical objectives from the selected experiences chosen and should incorporate leadership theory from class. The paper is a representation of the individual work accomplished in the course and documents the personal and professional growth throughout the semester.

Please refer to the “instructions for the journey paper” under the Clinical Information section in doc sharing for complete instructions; the grading rubric is located there as well. The RN student clinical binder will count as their journey paper if they choose the alternative clinical experience.

Paper The paper is worth 40% of the final course grade.

The focus of the 335 paper is on a leadership problem found in nursing. The first half of the paper discusses the problem using current, relevant nursing literature. The second half discuss possible solutions to the problem, and this section should include original thought with minimal use of references. For complete instructions on writing this paper, please see "Scholarly Paper" section under Course Home. The paper must incorporate nursing leadership concepts in the body of the paper.

The paper will be completed in two sections:

- Section 1, discussion of the problem, is worth 20% Due: 10/01/090
- Section 2, discussion of possible solutions, is worth 20% Due 11/12/09

The paper will be graded on:

1. Clarity of the content presented.
2. Use of appropriate and relevant nursing literature.
3. Logic and originality of thought

4. APA format and proper grammar.
5. Use of references.
6. Inclusion of leadership concepts.

The paper must be written individually. Late assignments will result in the loss of ten points for each day (including weekends) the assignment is late. Any extensions for written work must be given by the professor in writing. Both Section 1 and Section 2 must be turned in to receive full credit for this assignment. Students who fail to turn in Section 1 will not be permitted to turn in section 2, and will receive a grade of **0 for both**.

The paper topic must be approved by faculty.

NCLEX NCLEX Assignment

This assignment is worth 10% of the total course grade.

The purpose of this assignment is to assist the student:

- to become familiar with taking the NCLEX exam format.
- in the identification of their test taking abilities.
- in developing an individualized plan to pass the NCLEX exam upon graduation.

Each student will submit the following on the dates indicated:

- 4 sets of 200 questions each are required of every student. **All 200 questions must be done in one session.** Assignments not completed in this fashion will not be accepted. Upon completion of the 200 questions, the student must submit the computer printout with detailed analysis of performance. An analysis that only gives percentage of correct questions is not adequate and **will not be accepted**.

A set of 200 questions is due on each of the following four dates: **9/10, 10/01, 10/22, 11/12**. Each set is worth 20 points.

- A summary of your abilities based on your individual scores on the series of 4 sets of questions is due on **12/3/09**. The summary includes areas of strengths and weakness, as well as identification of any patterns noted from the scores (one page), and also includes an individualized plan for success on the NCLEX (one page). The summary is worth 20 points.

NCLEX Questions will not be accepted after the start of class on the due date.

A grade of ZERO (0) will be recorded for those not submitted by the date and time indicated.

Please remember it is the student's responsibility to have a hard copy of all work submitted.

**RN Alternative
Assignment**

RN Alternative Assignment

This assignment is worth 10% of the total course grade.

The first day of class the RN students will meet with the instructor to discuss an alternative assignment in place of the Computer Assignment required for non-RN students. Possibilities include but not limited to:

- a poster presentation,
 - attending a leadership conference,
 - or CEU program
 - Student proposed alternative agreed upon with the instructor
 - Due on **12/3/09**.
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**Clinical
Component**

CLINICAL

Clinical performance will be evaluated as pass with distinction, satisfactory or unsatisfactory (See the evaluation criteria). Attendance for clinical is expected. In the event of illness, the clinical instructor and the clinical site must be notified prior to the clinical experience. In order to pass the course the student must first pass the clinical portion of the course.

An unsatisfactory grade in the clinical portion of the course will automatically result in a grade of F for the entire course.

Please see clinical section of doc-sharing for details relating to the clinical aspect of this course.

**RN Clinical
Guidelines**

RN Clinical

Each RN student can chose from one of the options listed below to meet the course clinical objectives.

- Complete the same clinical component as the non-RN student.
- Choose an area of interest and develop an independent clinical experience with Professor Murray
- Submit documentation that provides clear and concise evidence that the student has met the clinical objectives (through work and life experiences).

Students choosing this option are still required to develop an individual clinical goal, have the goal and clinical plan approved by the faculty and submit a short summary of the experience. This option must be completed before the experience and approved. Therefore if the documentation was deemed insufficient there would be ample time to meet the clinical requirements in another manner to be determined by the faculty member.

Email **Students are obligated to check their e-mail on a daily basis for any changes to classroom/clinical pacing, assignments and schedules.**

Students are expected to be courteous and respectful in all communication methods including but not limited to: Email, telephone, and personal communication between class members, faculty and staff. Students are asked to review internet etiquette on www.netmanners.com and complete the Netiquette quiz. (found in unit 1). Consider quiz #1

Methods of Instruction This course utilizes a variety of methods of learning such as lecture, threaded discussion, guest speakers, online activities, student presentations and clinical experiences.

The course employs a learning strategy called, "Think, Pair, Share" (TPS). There is an ancient Chinese proverb which says: Tell me, I will forget. Show me, I may remember. Involve me, and I will understand. The educational philosophy underlying this course is based on this proverb. Research has found that long lasting learning only takes place when we are actively involved in acquiring knowledge. Therefore each student will be expected to take an active role in the course.

Learning Disabilities Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request

accommodations should contact the Academic Center.

ATI Testing RN Content Mastery and Review Program

Students are required to participate in the Assessment Technologies Institute's (ATI) Content Mastery and Review Program. This program aids in the review and remediation process for the state licensing exam in nursing. Each module combines thorough content mastery assessment with review questions based on case studies.

In this course, the student will focus on the **Leadership** nursing content area. The student will receive a review module and DVD as a resource and will be required to take non-proctored/proctored assessments. The **first non-proctored** (180 questions) assessment must be completed By TBD This assessment may be taken as many times as possible to prepare for the proctored assessment.

The **proctored** assessment (60 questions) will be give on Questions will be related to:

1. basic leadership and management principles (e.g., management functions, organizational process and culture, planning process, leading change, approaches to health care delivery and professional practice models);
2. resource management (e.g., conflict management; management of fiscal resources, including budgeting; human resources, including staffing, staff development, staff discipline, performance appraisals, and productivity management; and work environment management);
3. quality and legal ethical issues (e.g., scope of practice, potential liability, end-of-life issues, moral frameworks, professional standards of practice, and quality improvement);
4. delegation and prioritization principles.

A significant focus of this assessment is the student's decision-making skills with regard to appropriate delegation to licensed practical/vocational nurses and unlicensed assistive personnel and the student's ability to establish priorities in the triage and provision of nursing care to multiple clients with diverse health care needs.

An individual score of **level 2**(see ATI Testing Policy) must be achieved to

successfully complete the module.

ATI Testing Policy

1. A **non-proctored** computerized assessment will be made available to students in the beginning of the semester for computerized test-taking practice. Students are encouraged to take this assessment as many times as they would like. An ATI study book and DVD will also be provided.
2. Students will take a **proctored** computerized assessment on the scheduled day. This assessment will occur prior to the final course examination. There will be no change of testing dates. The score for a missed assessment will be a 0% on the Individual score and the student will be required to remediate as outlined below in Step #4. If there are extenuating circumstances, these must be brought to the attention of the professor prior to the assessment date.
3. It is expected that students will demonstrate a mastery of concepts **at or above level 2** on the Individual Score. **Proficiency Level 2** standard and is CCC standard and considered to meet the absolute minimum expectation for performance in this content area.
4. Those students who **do not** demonstrate a mastery of concepts **at or above level 2** on the Individual Score **must** take a 2nd non-proctored test until a **95%** Individual Score is accomplished. This assessment can be taken as many times as needed to achieve 95%.
5. For those students who take the 2nd non-proctored test, a paper copy of accomplishing 95% on the 2nd non-proctored test needs to be presented to the professor by 12/10/09.
6. Failure to present proof of remediation in the 2nd non-proctored exam **before 12/10/09** will result in the student's course grade being lowered by one full letter grade.


The faculty for the fall are:

Dr. Laurie Murray- ext. 3497 email: lmurray@cedarcrest.edu (class & clinical)

Clinical Faculty:

Professor Dianne DeLong- ext 4527 ddelong@cedarcrest.edu

Professor Debra Woodruff –Capper ext 3494 Djcapper@cedarcrest.edu



Professor Roseann Flyte ext 3428 Rmflyte@cedarcrest.edu
