

# Syllabus

## Course Syllabus

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#### **Course Description**

This course will introduce the student to professional ethics, health care laws and regulations, collective bargaining, institutional and individual credentialing, professional and institutional liability, contract administration, the role of politics and power in nursing and health care, and self-reflective management. The student will have the opportunity to apply concepts learned in other courses in a managerial role within the student's area of clinical specialization.

#### **Required Texts**

Roussel, L. (2006). *Management and Leadership for Nurse Administrators*. Boston: Jones and Bartlett.

Malloch, K., & Porter-O'Grady, T. (2009). *The Quantum Leader. Applications for the New World of Work*. Boston: Jones & Bartlett.

Malloch, K., & Porter-O'Grady, T. (2009). *The Quantum Leader: Applications for the New World of Work*. Boston: Jones & Bartlett.

Finkler, S., Kovner, C., & Jones, C. (2007). *Financial Management for Nurse Managers and Executives*. St. Louis: Saunders Elsevier.

#### **Placement**

Summer

#### **Prerequisites**

All core and clinical courses, NUR 541, NUR 543

#### **Credits**

5 credits: 3 credits (42 hours) classroom; 2 credits (84 hours) clinical

#### **Course Objectives**

The objectives of the course are to:

1. Develop and apply knowledge of regulatory, accreditation and legal issues which influence health care delivery systems.
2. Apply forms of ethical reasoning to specific issues related to health care delivery systems.
3. Compare and contrasts various power structures and politics within organizations

4. Develop and apply understanding of the types and components of contractual arrangements
  5. Enhance student's personal effectiveness as a nursing leader.
  6. Develop in-depth understanding of the elements of personal and corporate effectiveness.
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**Course Outcomes**

Upon completion of the course, the student will be able to:

1. Apply knowledge of health care regulations, accreditation, and law in the design, development, implementation and evaluation of quality nursing and health care delivery programs.
  2. Integrate principles of ethics in the design and implementation of nursing and health care delivery systems.
  3. Apply concepts of power and politics in the student's area of clinical practice
  4. Evaluate the comprehensiveness of clinical contracts.
  5. Assess/critique corporate effectiveness.
  6. Perform self-evaluation/critical reflection of personal effectiveness as a nursing leader
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**Teaching Methods**

**Course Format:** Lecture, guest speakers, presentations, web-enhanced assignments. Practical application of leadership and management concepts through use of exemplars, discussion, and presentations. 84 hours clinical experience in leadership/management, with 42 hours of classroom instruction will be completed by the student.

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**Evaluation**

Students will be evaluated based on the following assignments:

Leadership Self-assessment 25%

Final Paper 35%

Book Summary 15%

Class Leadership 15%

Participation 10%

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**Honor Code**

As a student at Cedar Crest College, each student shall:

- Only submit work which is his/her own.
- Adhere to the rules of acknowledging outside sources, as defined by the instructor, never plagiarizing or misrepresenting intellectual property.
- Neither seek nor receive aid from another student, converse with one another when inappropriate, nor use materials not authorized by the instructor.
- Follow the instructions of the professor in any academic situation or environment, including taking of examinations, laboratory procedures, the preparation of papers, properly and respectfully

using College facilities and resources, including library and computing resources, to ensure that these resources may be effectively shared by all members of the College community.

- Abide by the Cedar Crest Computer Use Policy.
- If a student witnesses a violation of the Academic Standards, he/she will go to their instructor.

### **Honor Philosophy**

The Cedar Crest College Honor Philosophy states that students should uphold community standards for academic and social behavior in order to preserve a learning environment dedicated to personal integrity and honor. Individuals who accept the honor or membership in the Cedar Crest College community of scholars pledge to accept responsibility for their actions in all academic and social situations and for the effect their actions may have on other members of the College community.

Students are reminded to review the Honor Code and Plagiarism statements of Cedar Crest College in the college handbook. Plagiarism is defined as using someone else's ideas, summarizing or paraphrasing someone else's words and representing this information as our 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.

Either plagiarism or careless scholarship, or both, may result in additional points being taken off an assignment, so that the grade may be lowered down to and including a 0. Penalties for academic dishonesty may be even more severe. See "Academic Dishonesty or Plagiarism" in the Student Handbook.

### **Classroom Protocol**

Appropriate classroom behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. The classroom environment must be free from distractions such as late arrivals (students will be deducted one point from each late arrival after the second time), early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to the Cedar Crest College education.

Attendance in class is expected. It is understood that students may need to miss class due to illness or personal obligations. Students needing to be absent from class should contact the instructor prior to class. Students with valid reasons will not be penalized. In all cases, students will be responsible for all material covered in the missed class.

**Democratic Classroom:** 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 both to

teaching and the subject matter. However, we also acknowledge the individual expertise of each student and encourage each student to bring their own areas of expertise and experience into the classroom. We also acknowledge the fact that the professor has authority by virtue of her position.

**Classroom Behavior - Student Rights and Responsibilities:** 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. Appropriate classroom behavior is implicit in the Cedar Crest Honor Code and is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment.

One very important right you have as students is your right to a classroom 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, laser pointers, passing notes, and private conversations. **Please turn your cellular phones to vibrate** before entering the classroom. Other distractions include late arrivals, early departures, inappropriate conversations, leaving the classroom during lectures, eating meals, doing work for other classes, dozing, and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

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, and pursuant to college policy, will be asked to leave class. The student will be considered absent for that class date.

**Classroom Policy:** As a class, we agree to abide by the following principles. 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
- be patient with one another
- give everyone equal speaking time
- hold all personal information strictly confidential

- all be equally responsible for adhering to these principles

**Classroom Expectations:** It is expected that every student will:

- come to class prepared
- be alert and attentive in class
- participate in class discussions
- show an interest in the subject
- ask questions when you don't understand
- seek outside sources if you need information
- notify the professor of an absence
- adhere to professional behavioral expectations as outlined in the syllabus and student nursing handbook
- follow chain of command for any student issues as outlined in the student nursing handbook. This implies that all problems related to class will be brought to the attention of the course or clinical instructor before taking the issue to other sources.

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| <b>Grading Scale</b> | 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 |

**Passing the course:** A minimum grade of C (73%) is required for passing of this course. Final grades below a 73% are not rounded up (Example: A final grade of 72.9% is not rounded up to a 73% and is considered failure).

**Appeal of assignment grades:** Students have the right to appeal the grade for an assignment. The appeal must be made to the lead faculty member, and all requests for appeal must be made in writing, with the reason for appeal clearly noted. The student must then meet with the instructor to discuss the situation. There will be no exceptions to this policy. Students who have failed the course cannot retroactively appeal individual assignment grades after the final grade for the course has been determined. In that situation, the final grade for the course can be appealed as per college policy. PLEASE NOTE: Grades for individual assignments are not rounded, and are scored to the nearest tenth of a point.

When appealing a grade on a writing assignment, the paper will be blind-

graded by another instructor, and the two grades will be averaged together to arrive at the final grade for the assignment.

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**Expectations** It is expected that students will attend every class. Absences will result in points lost for class participation.

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**Disability Accommodations** 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 Academic Services.

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