

THE UNIVERSITY OF TEXAS AT TYLER
SCHOOL OF NURSING

Nursing Administration: Delivery of Care

NURS 5337 SYLLABUS

Fall 2017

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The content of this syllabus is subject to change at the discretion of the faculty
according to current learning needs

[University Policies referenced in Syllabus can be found at:
<http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>

<p>Module 2 09/05/2017</p>	<p><u>International Health Care Systems</u></p>	<p>Irwin, J.F. (2011). Nurses without borders: The history of nursing as U.S. international history. <i>Nursing History Review</i>, 19, 78- 102.doi: 0.1891/1062-8061.19.78. (Article to be provided.)</p> <p>Savage, G.T., Feirman, H., van der Reis, L. Myers, A., & Moxley,A.(2011). International health care: A twelve country comparison. In L.F. Zolper (Ed.), <i>Healthcare administration:Managing organized delivery systems</i> (5th ed.) (pp. 3-66). Sudbury, MA: Jones and Bartlett Publishers</p> <p>Post team's choice of country for International Health Care Delivery Presentation by 09/18/2017 Clinical Objectives and Preceptor Agreement Due by 09/11/2017</p>
<p>Module 3 09/12/2017</p>	<p><u>Environmental Scan Reports(ESRs)</u></p> <p>Models of Care Delivery</p> <p><u>International, National, State and Organizational Indicators.</u></p>	<p>In preparation for the written assignments for this semester please carefully review the information provided on ESR's</p> <p><i>Measurement of how well we perform in our healthcare institutions and roles varies on global, national, state and local levels. Indicators are the criteria that we use to determine quality of care on multiple levels.</i></p> <p><i>This week we will examine these indicators and how they apply in our institutions through development of the 1st of 4 Environmental Scan Reports (ESR).</i></p> <p><u>Readings (select the most relevant for you) for this week:</u></p> <p>World Health Organization. (2016). GHO data. http://www.who.int/gho/publications/world_health_statistics/2016/en/</p> <p>World health Organization. (2012). World health statistics 2012: Part III Global health indicators. http://www.who.int/healthinfo/EN_WHS2012_Part3.pdf</p> <p>Gary Claxton, Cynthia Cox, Selena Gonzales, Rabah Kamal, Larry Levitt (2015), Measuring the quality of</p>

		<p>healthcare in the U.S.</p> <p>http://www.healthsystemtracker.org/~measuring-the-quality-of-healthcare-in-the-u-s/</p> <p>http://www.commonwealthfund.org/~insight/media/Files/Publications/Issue%20Brief/2011/Jun/1510_Tollen_delivery_sys_reform_tracking_ib_v2.pdf</p> <p>http://www.sciencedirect.com/science/article/pii/S0149718915000932</p> <p>http://www.commonwealthfund.org/~media/files/publications/fund-report/2016/jan/1857_mossialos_intl_profiles_2015_v7.pdf</p> <p>DB #2: Models of care delivery within your institution. (09/12-09/18)</p>
Module 4 09/19/2017	<p><u>Consideration of Nursing Leaders' Preparation to Lead in Health Care Delivery Systems</u></p> <p>Forces Influencing Nursing Leadership Leadership Theory and Application for Nurse Leaders Professional Development: An Imperative for Leadership in Nursing and Healthcare Organizations. Transformational Leadership in an Era of Healthcare Reform.</p>	<p>Roussel (2016) Introduction, Chapters 1, 2, 4 & 5</p> <p>ESR #1 Due by 09/25/2017</p>
Module 5 09/26/2017	<p>Role of Nurse Administrators Professional Practice: A Prototype Linking Nursing in Interprofessional Teams Core Competencies for Interprofessional Collaborative Practice</p>	<p><i>This week we will be discussing the importance of interprofessional collaboration in professional practice.</i> <i>Evidence shows that interprofessional collaboration helps us to improve patient outcomes.</i></p> <p>The American Nurses Association. (2016). <i>Nursing administration. Scope & standards of practice</i> (2nd ed.). pp.5-18.</p> <p>Roussel (2016) Chapter 3 Interprofessional Education Collaborative Expert Panel</p>

		(2011). <i>Core competencies for interprofessional collaborative practice: Report of an expert panel</i> . Retrieved from http://www.aacn.nche.edu/education-resources/ipecreport.pdf .
Module 6 10/03/2017	Organizational Structure and Accountability Strategic Planning and Change Leadership	Roussel (2016) Chapters 6 & 7 Additional readings to be determined DB#3 (10/03-10/09) Rough Draft International Health Care Delivery Presentation Due by 10/09/2017
Module 7 10/10/2017	Procuring and Sustaining Resources	Roussel (2016) Chapters 8 CRJ #1 due by 10/16/2017
Module 8 10/17/2017	Maximizing Human Capital Managing Performance	<i>In this day and age of rapid change, unpredictability, and new technology, it's almost impossible to keep up. Healthcare executives must maximize their workforce capabilities, yet at the same time facilitate efforts toward healthy balances.</i> <i>Emotional intelligence and other interesting concepts are presented by Roussel et al. (2016), plus, you will find it is not difficult to locate other pertinent literature on this subject as it pertains to health care.</i> Roussel (2016) Chapters 9 & 10 ESR #2 Due by 10/23/2017
Module 9 10/24/2017	Information Management and Knowledge Development as Actions for Leaders	<i>This is a week to ponder the interrelatedness of knowledge and information management to leadership.</i> <i>The Haughom (2016) citation actually incorporates several different articles in this one link, and it is highly suggested you read these. Much of the information relates to previous modules and will likely be helpful to you as you move forward in your leadership role and in your capstone course.</i> Roussel (2016) Chapters 11 Haughom, J. (2016). Knowledge management in health care: It's more important than you realize. https://www.healthcatalyst.com/enable-knowledge-management-in-healthcare

Module 10 10/31/2017	Laws, Regulations, and Healthcare Policy Shaping Administrative Practice	Roussel (2016) Chapters 12 Additional Readings to be determined Links to such sites as Boards of Nursing, Joint Commission; Centers for Medicare and Medicaid Services DB#4 (10/31-11/06) Completed International Health Care Delivery Presentation due by 11/06/2017
11/06/2017	Last Day to Drop with a W	Recorded on your transcript
Module 11 11/07/2017	Anticipating and Managing Risk in a Culture of Quality, Safety and Value Develop a Culture of Safety Aligning Systems with the Magnet Model Measuring Nursing Unit Environments	<i>This week brings us into exploring safety and quality and how the magnet model facilitates optimal outcomes at all levels.</i> <i>In your readings you will likely note patient quality indicators that you can relate to as you work on your clinical reflective journal. An effective leader must have a heightened consciousness of safety and quality at all times while carrying out one's leadership role.</i> Roussel (2016) Chapter 13 Institute for Healthcare Improvement. (2016). <i>Develop a culture of safety</i> . Retrieved from http://www.ihl.org/resources/Pages/Changes/DevelopaCultureofSafety.aspx . Doucett, J. (2012). Aligning systems with the Magnet Model to create a culture of safety. <i>Nursing Management</i> , 52-55. Retrieved from www.nursingmanagement.com . Brewer, B. & Verran, J.A. (2013). Measuring nursing unit environments with four composite measures. <i>Nursing Economics</i> , 31(5), 241-249. Retrieved from http://www.nursingconomics.net/cgi-bin/WebObjects/NECJournal.woa . Additional Readings to be determined Links to such sites as <i>Healthy People 2020</i> ; Joint Commission; Centers for Medicare and Medicaid Services ESR #3 Due by 11/ 13 /2017
Module 12 11/14/2017	Leaders Achieving Sustainable Outcomes	<i>Your readings thus far should lead you in a focused direction for strategies to achieve sustainable outcomes at multiple levels in your organization.</i> <i>We are reaching the end of this course, and as you will</i>

		<p><i>note, there are multiple documents to submit!</i></p> <p>Roussel (2016) Chapters 14</p> <p>Links to such sites as <i>Healthy People 2020</i>; Joint Commission; Centers for Medicare and Medicaid Services, American Nurses Credentialing Center DB#5 (11/14-11/21)</p>
	<p>THANKSGIVING WEEK November 20-25</p>	 <p>Happy Turkey Day</p>
<p>Module 13 11/28/2017</p>	<p>Messaging and Disseminating Excellence in Leadership & Ethical Implications Avoiding Blinded Healthcare Leadership</p>	<p><i>Though we are nearing the end of the semester please take the time to read and absorb the importance of owning up to your values and ensuring your organization is doing the same. Nelson’s article is excellent!!!</i></p> <p><i>You should by now have gained a solid sense of what it takes to be a strong, effective leader.</i></p> <p><i>Always remember we never stop learning, and always mentor within a culture of ethical responsibility.</i></p> <p>Roussel (2016) Chapters 15 Nelson, W. A. (2014, Nov/Dec). Avoiding blinded healthcare leadership. <i>Healthcare Executive</i>, 29(6), 46-49.</p> <p>Links to resources on Executive Summaries ESR#4 Due by 12/04/2017 Final CRJ (CRJ #2) due by 12/04/2017 Clinical Log to be signed by Preceptor and submitted by 12/04/2017 Preceptor Evaluation due by 12/04/2017 (Link for evaluation will be emailed to preceptor.)</p>
<p>Module 14 12/05/2017</p>	<p>Disaster Preparedness & Crises Management</p>	<p><i>While this may seem a little off topic, consider the chaos created in Louisiana and Mississippi with Hurricane Katrina and more recently the mass violence episodes. Maintenance of the organized delivery of care is difficult yet highly important in those situations and the healthcare delivery leadership team is responsible for that maintenance.</i></p>

		Wolper (2012) Chapter 11 and additional readings on disaster management to be provided. DB #6 (12/05-12/11)
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COURSE DESCRIPTION

TITLE: NURS 5337: Nursing Administration: Delivery of Care.

COURSE DESCRIPTION: Focuses on the Delivery of Care within the Healthcare Environment at the organizational, community, state, and national levels. Enables the professional nurse to participate in the design of care delivery systems within healthcare organization in community, state and national environments.

CREDIT: 3 (2:1)

SEMESTER CREDIT HOURS: Three (3) credit hours, allocated as follows: Two (2) lecture hours per week. Thirty Seven and One Half (37.5) clinical hours over the entire semester, with a mutually agreed upon clinical preceptor

PREREQUISITES: NURS 5302 & NURS 5325 or consent of the instructor.

STUDENT LEARNING OUTCOMES/ COURSE OBJECTIVES: Upon successful completion of this course, the student will have demonstrated the ability to do the following:

1. Utilize state, national and organizational indicators of healthcare evaluation and outcomes incorporating interdisciplinary healthcare teams.
2. Synthesize strategic plan and vision integrating workflow design with emerging technologies, performance improvement and risk management strategies to assure positive patient outcomes.
3. Incorporate theories of management systems, process and analysis in the design and implementation of new models of care delivery and coordination.
4. Integrate socio-cultural competence, effective communication, and state, national and international quality indicators to facilitate patient centered care within community organizations.

FACULTY: Helene Hakim, PhD, RN, NEA-BC
Associate Clinical Professor

**Calls and e-mail are returned within 24 hours Monday through Friday unless out of town. If we do not return your call or respond to your e-mail within 24 hours, feel free to repeat.

TEXTBOOKS:

American Psychological Association. (2009). *Publication manual of the American Psychological Association*. (6th ed.). Washington, D.C.: Author. (ISBN 1433805618)

Roussel, L., Thomas, P.L. & Harris, J.L.(2016). *Management and leadership for nurse administrators* (6th ed.). Burlington, MA: Jones & Bartlett Learning. (ISBN: 978-1-4496-5171-8)

The American Nurses Association. (2016). *Nursing administration. Scope & standards of practice* (2nd ed.) . Silver Springs, MD: Nursebooks.org. (ISBN-13: 9781558106437)

Assigned readings from journals and periodicals such as *Nursing Administration Quarterly, Modern Healthcare, Journal of Nursing Administration, American Hospital Association News, Nursing Management, Health Affairs, Health Economics* etc. will be used to supplement

COURSE REQUIREMENTS AND EVALUATION:

- | | |
|--|------------|
| 1. Discussion Board (4 @ 5% each) | 20% |
| 2. Environmental Scan Reports (ESRs) (4@ 10% each) | 40% |
| 3. International Health Care Delivery Group Presentation.
Power Point Presentation on the Health Care Delivery System of another country to include Abstract, Power Point, Evaluation Tool & Tegrity Presentation | 20% |
| 4. Clinical Journal (2 @ 10% each) | 20% |
| 5. Clinical (to include satisfactory completion of 37.5 clinical hours and submission of required clinical logs, journals, preceptor agreement and preceptor evaluation by due dates on Calendar.) | *Pass/Fail |
- *Clinical failure will constitute a course failure.

TOTAL 100%

The requirements for each assignment are posted under Assignments on Canvas

GRADING SCALE:

90-100	A		
80-89	B	60-69	D
70-79	C	<60	F

The student must achieve an average of 80% to successfully complete the course.
(Please note: Written Assignments will be submitted through *Turnitin*. *Turnitin* is a feature provided by Canvas that is designed to detect plagiarism or non-original student

work. Your instructor may set up this feature so that when you submit papers, they are automatically sent through *Turnitin*. The program checks your work against a comprehensive database of source material including previous students' work and other papers and materials found on the web. An originality report will be generated that indicates the percentage of non-original material (text that matches existing sources) found in your paper. The purpose of using *Turnitin* in your course is to ensure you are writing original papers and to encourage you and all students to properly attribute all sources used.)

ACADEMIC INTEGRITY: Students are expected to assume full responsibility for the content and integrity of all academic work submitted as paperwork and examinations. The official policy is available in the *Graduate Nursing Student Guide* and the *UTT Student Guide*.

EXPECTATIONS OF STUDENTS

1. Participate in course learning activities. These activities will focus on application of concepts presented in required reading.
2. Students are responsible being familiar with all course expectations to include information provided within the syllabus and all the information and announcements posted in Canvas
3. *****Students are expected to check their university email and Canvas announcements at least every 2 working days.***** Since this is an online course much of the communication from faculty will be through Canvas and email.
4. **Course Number (NURS 5337) along with issue in subject line in any emails to faculty to facilitate responses to student email.** Properly identified student emails are first to be read and receive a response.
5. Students are expected to make arrangements for online access to course even while traveling. Since this is an online course, lack of internet access during travel etc will not be considered an acceptable excuse for lack of timely participation in course activities.
6. All assignments will be turned in on the date assigned unless **PRIOR** arrangements have been made with the faculty. Late work will only be accepted at the discretion of the faculty. **If student finds it necessary to submit an assignment late, they are expected to request an extension at least 24 hours before assignment is due; provide a valid reason for requesting the extension; and provide an action plan for completion and submission of assignment to include planned day and time of submission. A five (5) point deduction may be taken for each day the assignment is late.** [Calendar week begins on Tuesday and ends on Monday at Midnight. Faculty may **not** be available for assistance **after 4 pm on Friday until Monday am**]
7. All assignments including clinical logs and journals will be submitted to the appropriate assignment link. **NO** assignments will be accepted by email except at the discretion of the instructor.

8. Should students find it necessary to withdraw from the course for any reason, the student is strongly encouraged to notify the graduate nursing advisor and the course faculty as a matter of professional courtesy.

EXPECTATIONS OF FACULTY

1. Respond to student emails and discussion board questions in a timely manner. Contact faculty again if you do not have an answer to your question after one working day.
2. Be available **by office phone or cell phone** during office hours posted under Faculty in Canvas

CLINICAL REQUIREMENTS

The following are required of each student in the course:

1. Thirty seven and a ½ (37.5) hours of clinical with a preceptor. This Preceptor is preferably a registered nurse who has either a Master of Science in Nursing (MSN), Master of Business Administration (MBA), or a Masters of Health Administration (MHA). Students are discouraged from using a preceptor who is in an educator role at the facility. Faculty to have final approval of a preceptor assignment. (Students may bank up to ten hours of clinical between semesters.)
2. Validation of a facility agreement/contract between clinical agency and the School of Nursing (SON). The SON is required to have a facility agreement/contract with any agency in which students are participating in clinical experiences. Students cannot start their clinical until this agreement is in place. Since some course activities are contingent on the clinical, the agreement must be in place within the first two weeks of the semester. If this is not the case the student may be expected to arrange clinical at another agency with whom the SON has an agreement or may be expected to withdraw from the course.
3. A signed preceptor agreement before starting clinical.
4. Notification of the education department at the respective facility (even if it is the student's place of employment) in which the student will be doing his or her clinical. Students will provide the required documents asked for by the education department i.e. confidentiality statement, proof of immunization requirements, etc.
5. Clinical objectives developed with the goal of developing his or her role as a nurse leader/administrator. Students to develop objectives before beginning clinical and are to share course and clinical objectives with preceptor.
6. A clinical log and three clinical reflective journals (CRJ) documenting his or her experiences (See Canvas for template and requirements)
7. A signed clinical log and preceptor evaluation at the end of the clinical for the course. (Faculty will email preceptor with a link in which to evaluate the student online.)
8. Student may use an educational activity to meet up to five clinical hours. Activity must have some type of focus on Nursing Administration/Leadership and must

include contact hours. In addition student must obtain faculty approval prior to the activity.

UNIVERSITY POLICIES

The following University policies must appear on each course syllabus or be provided as an informational sheet (web-links to these policies may be used in the print or electronic syllabus) <http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf>.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at

<http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or

university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.