The University of Texas at Tyler

Doctor of Nursing Practice Program

Course Syllabus

COURSE NUMBER: NURS 6331

COURSE TITLE: Organizational Culture & Leadership

COURSE FACULTY

Instructors Name(s): KT Helgesen, DNP, RN, CPNP-PC

Office Address: CNHS, BRB 1110

3900 University Blvd, Tyler, TX 75799

Office Telephone: (903) 566-7146

Preferred Email: khelgesen@uttyler.edu

Office Hours: Mondays and by appointment

COURSE DESCRIPTION

Leadership skills, including systems perspectives, organizational change, and inter-professional collaboration, are discussed. Strengths-based leadership skills required to lead practice improvement initiatives and inter-professional health care teams serving in rural and underserved areas are emphasized.

COURSE COMPETENCIES

Objectives

1. Analyze use of transformational leadership and a systems-thinking approach to address current and potential healthcare system issues.
2. Analyze the value and challenge of an inter-professional work environment within healthcare organizations

3. Apply change and motivation theories to aspects of the leadership process.
4. Demonstrate the application of transformational leadership skills to complex inter-professional or health disparity issues or situations in the healthcare environment.
5. Demonstrate the application of transformational leadership skills in making data-driven decisions to affect change in the organization or promote quality improvement.

Learning Outcomes - NONPF Competencies

Practice Inquiry

1 Provides leadership in the translation of new knowledge into practice.

2 Generates knowledge from clinical practice to improve practice and patient outcomes.

3 Applies clinical investigative skills to improve health outcomes.

Health Delivery System

1 Applies knowledge of organizational practices and complex systems to improve health care delivery.

4 Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.

5 Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.

6 Analyzes organizational structure, functions and resources to improve the delivery of care.

Leadership

1 Assumes complex and advanced leadership roles to initiate and guide change.

3 Demonstrates leadership that uses critical and reflective thinking.

5 Advances practice through the development and implementation of innovations incorporating principles of change.

7 Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.

Ethics

1 Integrates ethical principles in decision-making.

2 Evaluates the ethical consequences of decisions.

3 Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.

Technology and Information Literacy

2 Translates technical and scientific health information appropriate for various users' needs.

2a Assesses the patient's and caregiver's educational needs to provide effective, personalized health care.

2b Coaches the patient and caregiver for positive behavioral change.

3 Demonstrates information literacy skills in complex decision-making.

Policy

6 Evaluates the impact of globalization on health care policy development.

DNP Essentials addressed

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Essential VI: Inter-professional Collaboration for Improving Patient and Population Health Outcomes VIII. Advanced Nursing Practice

GRADING POLICY

Grades will be based upon the following:

Discussion Board Participation: 20%

Written Assignments/Project Components: 80%

The weighted average of the graded assignments must be 80% or above to pass the course. All assignments should be submitted prior to the pre-determined due date, unless prior arrangements have been made with the course faculty and a new due date determined. If an assignment is submitted after the due date and no prior arrangements with the course faculty were made, five points may be deducted each day the assignment is past due.

GRADING SCALE

Final grades for the course will be determined based upon the following numerical grade scale:

A - 90-100

B - 80-89

C - 70-79

D - 60-69

F - Below 60

There is no rounding of grades.

CLASS PARTICIPATION & PREPARATION

Communication Guidelines

- Students are expected to check the Class Discussion Board (CDB) and their University email at least every 48 hours for announcements and new information.
- Students may communicate with the class and ask questions about general topics on the "Course Communication & Questions" Discussion Board.
- It is expected that all communication and conduct within the course is professional at all times.
- Students and faculty will use Blackboard and Patriot email for private communication.
- Students must use Patriot email when emailing faculty from outside the course.
- Students and faculty are expected to respond to Patriot email within 24-48 hours during regular "office hours" of Monday - Friday, 8am-5pm CST. If you do not receive a response within the timeline, email faculty by Patriot email again or contact us by phone call or text. Faculty will notify the class if they are expected to be out of communication for more than 48 hours.

Evidence of Class Participation & Preparation

- Students may be required to attend one on-campus intensive on the Tyler campus during the semester. The dates, times and topics are listed in the course schedule. Specific preparation assignments and class participation will be listed in the modules.
- Students will participate in a variety of online and face-to-face activities.

Criteria for Grading Class Preparation and Participation:

A (90-100%) - Exceeds Expectations - Contributes consistently to activities, discussion board, WIKIs, Intensives based on information/ideas from the literature and readings; relevant personal/field experiences, and further exploration of peer comments.

- Makes 2 or more in-depth original and 2 or more in-depth peer response posts per discussion board; Makes at least 3 well-articulated contributions to the course WIKI; all postings are supported by literature.

B (80-89%) - Meets Expectations - Contributes to the majority of activities, WIKI's and discussion boards based on information/ideas from the literature and readings and further exploration of peer comments.

- Makes 1 in-depth original and 1 in-depth peer response post per discussion board; Makes at least 2 well-articulated contributions to the course WIKI; all postings are supported by literature.

C (70-79%) - Minimum Expectations - Contributes to the majority of activities, WIKI's and discussion boards and comments reflect own ideas not based on related literature or experience.

- Posts at least one time per module; makes 1 contribution to each course WIKI; postings are occasionally supported by literature.

D (60-69%) - Contributes to some course activities and discussion boards; comments reflect limited knowledge of issues.

- Occasional posts to discussion boards and WIKI's do not reflect comprehension of concepts or content in the course.

F (below 60%) - Does not contribute to class discussions.

On-Line Learning Activities:

Discussion Board Evaluation Criteria

- Contributes content and resources relevant to the topic
- Participates in discussion in a meaningful way (e.g. more than "I agree")
- Comments reflect thoughtfulness and critical thinking
- References and resources are provided to support ideas
- Poses thought provoking and relevant questions for peers and faculty
- Adheres to Discussion Board closing dates listed in the Course Schedule
- Late postings do not count toward the Discussion Board grade (unless faculty has been notified prior of extenuating circumstances)

Narrative Reflection Journals (each module)

Narrative Reflections are used in this course derived from John's (2009) model for structured reflection (MSR). The model is a technique that guides use of reflection for learning through experience. The student should use the John's MSR to reflect on course activities and clinical experiences in each module; relate your experiences to personal goals, course readings, the state of literature and feedback from faculty and peers. All reflective journal assignments are due by the closing date of the module.

Synthesis of Narrative Reflections (not a discussion board posting)

During the last week of the semester, review your reflective narratives and activities during this course. Discuss themes from your reflections and changes in your understanding of the DNP role as you progressed through the semester. Discuss how the engaging in the processes of self reflection, self assessment, updating your leadership plan, and your project in this course served to inform your evolving DNP role

and leadership trajectory. Submit the Synthesis of Narrative Reflections to Blackboard by the due date in the course schedule.

Written Assignments

Leadership Development Plan:

Update Leadership Development Plan to reflect synthesis activities.

myeFolio:

The DNP student myeFolio is intended to reflect student mastery of the University of Texas at Tyler DNP Program Student Learning Outcomes, the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), and the National Organization of Nurse Practitioner Faculties (NONPF) competencies.

The rationale for the Portfolio is based on the importance of:

1. Documenting student achievement on the 8 Essentials of Doctoral Education for Advanced Nursing Practice required by the American Association of Colleges of Nursing (AACN and the National Organization of Nurse Practitioner Faculties Core Competencies for Nurse Practitioners (NONPF).
2. Providing a systematic way for students to organize, synthesize, and reflect on aspects of their experiences in the DNP program.
3. Serving as an asset for the students as they build their career and present themselves as candidates for professional positions.
4. Demonstrating student and program outcomes.

Census date: January 28th, 2019

Last day to withdraw: April 1st, 2019

Course Schedule: See calendar document in Canvas

REQUIRED TEXTBOOK(S)

Bradberry, T., Greaves, J., Lencioni, P.M. (2008). *Emotional intelligence 2.0.* San Diego: TalentSmart.

Dreher, H.M., Glasgow, M.E.S. (2011). *Role development for doctoral advanced nursing practice.* New York: Springer Publishing Company.

Melnyk, B.M., Fineout-Overholt, E. (2014). *Evidence-based practice in nursing & healthcare: a guide to best practice (3rd ed.).* Philadelphia: Lippincott Williams & Wilkins.

Rath, T. (2007). *Strengths finder 2.0.* New York: Gallup Press.

Rath, T., Conchie, B. (2009). *Strengths based leadership: great leaders, teams, and why people follow.* New York: Gallup Press.

Zaccagnini, M.E., White, K.W. (2015). *The doctor of nursing practice essentials: a new model for advanced practice nursing (3rd ed.).* Burlington, MA: Jones & Bartlett Learning.

Email Communications

All students are required to use their student **Patriot email accounts** for all correspondence (Approved FO: 2/03). To communicate by email within the course with other participants or all participants, click the Tools link on the left side of the Canvas frame. Click Send E-mail to send a message. You are able to send messages to All Users or Select Users in the course, including the instructor. Faculty will not respond to personal email (e.g. Gmail, Yahoo, Hotmail, AOL, ATT accounts, etc.). Please comply with University Policy regarding electronic communication. Your instructor's work email is listed in Canvas as a backup option.

Questions or problems other than technical problems may be submitted to the email address above. For technical issues, please refer to the Technical Information/Technical Support in this Syllabus.

Technical Information

The following information should be included in your syllabus to give direction to the students on how to obtain technical support should problems arise with Canvas. Also included is a short list of browser plug-ins and other suggested applications that students should make sure they have installed and/or updated.

Technical Support

If you experience technical problems or have a technical question about this course, please consult Campus Computing Services via the web at http://www.uttyler.edu/ccs/help.php or via email at itsupport@patriots.uttyler.edu or phone 903.565.5555.

When you email IT Support, please be sure to include a complete description of your question or problem including:

- The title and number of the course.

- The page in question.
- If you get an error message, a description and message number.
- What you were doing at the time you got the error message.

You may also visit the Help Tab in Canvas for helpful information.

Plug-ins and Helper Applications

UT Tyler online courses use Java, JavaScript, browser plug-ins, helper application and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- **Adobe Reader** allows you to view, save, and print Portable Document Format (PDF) files. http://get.adobe.com/reader/
- **Java Runtime Environment** (JRE) allows you to use interactive tools on the web. http://www.java.com/en/download/
- **Adobe Flash Player** allows you to view content created with Flash such as interactive web applications and animations. http://get.adobe.com/flashplayer/
- **Zoom** is a FREE cloud-based service that provides a simple solution for online meetings and video conferences. You can use Zoom to communicate with your instructor and classmates. Follow this link to set up your account: https://uttyler.zoom.us
- **QuickTime** allows users to play back audio and video files. http://www.apple.com/quicktime/download/
- **Windows Media Player** allows you to view, listen and download streaming video and audio. http://windows.microsoft.com/en-US/windows/products/windows-media-player
- **RealPlayer** allows you to view and listen to streaming video and audio. http://www.real.com/

Netiquette Guide

"Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and informal "rules of the road" of cyberspace. Review and familiarize yourself with the guidelines provided.
http://www.learnthenet.com/learn-about/netiquette/index.php

https://www.uttyler.edu/online/files/netiquette.pdf

University Policies (Updated January 2018)

http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do. 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

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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 of which students need to be aware. 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/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.

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 Revised 01/18

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. Student Standards of Academic Conduct Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

UT Tyler School of Nursing Computer Requirements

http://www.uttyler.edu/nursing/college/student-resources.php