



The University of Texas at Tyler  
MSN Program – SPRING 2018

## Course Syllabus

**COURSE NUMBER: NURS 5325**

**COURSE TITLE: Organizational and Systems' Leadership**

### COURSE FACULTY

**Instructor's Name: Barbara S. McAlister, PhD, RN, CNM**

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**Telephone: 214.240.3035**

**Preferred Email: bmcaster@uttyler.edu**

**Office Hours & Communication:** Virtual; email is the preferred first line of communication. I may be able to assist you by email. If not, we will work together to identify a mutually agreeable time for a phone call or Zoom meeting. If you have not heard from me within 24 hours, please send a follow up email. Please reserve texts and phone calls for personal emergency notifications.

### PROLOGUE

Welcome to NURS 5325 Organizational and Systems Leadership!

My name is Dr. Barbara McAlister; I am pleased to be your faculty for this course. By now you understand that NURS 5325 follows Translational Science I and II as the third in a four-part sequence that will culminate in your Capstone course.

The day you were born you became part of several systems: the human race, your community, your family, and the health care system, just to name a few. Since the wonderful day, each of you has progressively become more adept at maneuvering through those and countless other systems and organizations. No matter what your professional journey has been, something in you decided that you were ready to learn new ways of navigating, serving, impacting and leading in the context of the health care system. Whether you are pursuing a Master's in Education, Administration or the Family Nurse Practitioner Role, there is something in this course for YOU!

This is a hands-on course in which you will be an active participant in your learning process. The structure of this course has been categorized into specific modules to assist you in organizing your time and efforts. Each module is designed to move you toward gaining proficiency of course content and achieving course objectives. Each module will identify objectives, areas of focus, and recommended readings/viewings.

Peruse the Canvas course and review each section carefully. If you have any questions, make a note of them and post them in our Course Questions Discussion Board Forum.

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information. You will need to download a free Adobe Reader to view PDFs. A list of basic technical requirements is included later in this Syllabus for your convenience.

It is expected that you will check in to the Canvas course and your UT Tyler email at least every other day throughout the semester so you can keep apprised of all course happenings!

## **COURSE DESCRIPTION**

This course builds on prior knowledge, continuing step 4 of the EBP process. Students will explore leadership styles/principles and their impact on healthcare delivery systems, including economic, ethical, legal and political factors. Students will analyze evidence-based quality improvement principles that include metrics to demonstrate their impact on healthcare outcomes with group and individual application.

## **STUDENT LEARNING OUTCOMES/COURSE OBJECTIVES**

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

1. Analyze how healthcare delivery systems are organized and influenced by economic, ethical, legal, and political factors, and how these affect health care.
2. Explore how leadership styles influence organizations and APRN, Nurse Educator, and Administrator roles.
3. Collaborate with inter-professional team members across care environments to design system change strategies for improving quality outcomes.
4. Assess practice environment using practice-generated data.
5. Determine project planning steps, actions, and evaluation (metrics).
6. Integrate research evidence, ethical considerations, clinical expertise, and patient values to craft projects that impact health care outcomes and/or cost effectiveness of care.

## **GRADING POLICY**

Grades will be based upon the following:

|                                |     |
|--------------------------------|-----|
| Discussion Board Participation | 20% |
| Nurse Leader Presentation      | 30% |

|                                  |     |
|----------------------------------|-----|
| Rough Draft of IP Change Project | 10% |
| Final IP Change Project          | 30% |
| Capstone Preparation             | 10% |

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

**Census date: January 29, 2018**

**Last day to withdraw (with academic and financial penalties): April 2, 2018**

**Course Schedule: TBD. Class begins/Canvas opens on January 16, 2018**

### **REQUIRED TEXTBOOK(S)**

Kovner, A. R., & Knickman, J. R. (Eds.). (2015). *Jonas & Kovner's health care delivery in the United States* (11<sup>th</sup> ed.). New York, NY: Springer Publishing Company. [Please note this text is also being used in N5321 Health Policy and Population Health.]

Melnyk, B. M., & Fineout-Overholt, E. (2015). *Evidence-based practice in nursing & healthcare: A guide to best practice* (3rd ed.). Philadelphia, PA: Wolters Kluwer. ISBN 978-1-4511-9094-6 [Please note this text is also used in NURS 5301& 5302 Translational Science I & II]

Persily, C.A. (2013). *Team leadership and partnering in nursing and health care*. New York, NY: Springer Publishing Company. (ISBN 978-0-8261-9988-1). Assigned readings from journals and periodicals may be used to supplement content

American Psychological Association. (2010). Publication manual of the American Psychological Association (6<sup>th</sup> ed.). Washington, DC.

## **UTTYLER COURSE POLICIES**

The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and privacy

<http://www.utt Tyler.edu/academicaffairs/syllabuspolicies.pdf>

## **UNIVERSITY POLICIES**

Make sure you are familiar with all applicable University Policies.

## **STUDENT 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://www2.utt Tyler.edu/wellness/rightsresponsibilities.php>

## **GRADE REPLACEMENT POLICY**

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.utt Tyler.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.

## **ACADEMIC CALENDAR**

It is the student's responsibility to access the Academic Calendar for the appropriate semester. The Census Date is the deadline for many forms and enrollment actions about which students must be aware. For example, 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](mailto:cstaples@uttyler.edu)

## **STUDENT ABSENCES FOR RELIGIOUS HOLIDAYS**

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 ABSENCES 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.

A pdf of these policies can be found at:

<http://www.utt Tyler.edu/academicaffairs/syllabuspolicies.pdf>

The information contained in the course syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.

## **COURSE OUTLINE**

Module 1- Health Care Delivery Systems Overview

Module 2- Leadership Styles

Module 3 –Teams and Partnerships

Module 4- Moving from Evidence to Sustained Practice Change

## **READING ASSIGNMENTS**

Assigned readings in graduate nursing education are the beginning, not the endpoint. These readings will point you in the direction of continued reading. Each participant is responsible for completing the reading assignments in a timely manner. Deadlines are listed in the Course Calendar.

Discussion and written assignments are made with the assumption that required reading assignments are completed prior to completion of discussion and written assignments.

## **WRITTEN ASSIGNMENTS**

- All written assignments are to be completed in Microsoft Word and submitted in a timely manner. Due dates/times are listed in the Course Calendar.
- Please note that all written assignments must be submitted by midnight Central Standard Time on the due date.

- All written assignments should be submitted through Canvas according to directions.
- All written assignments should be formatted according to the APA 6<sup>th</sup> edition manual.
- All assignments should include citations and references unless exceptions are noted in an individual assignment.
- If your web connection is down for some reason, please contact your instructor to make arrangements to get the assignment submitted within the posted time period.
- Plagiarism is a serious academic offense. Please avoid the serious consequences of academic dishonesty by citing all sources that you use in your work. Consequences of academic dishonesty may include failing an assignment up to and including course failure. Any written work submitted is subject to analysis through Turn-It-In plagiarism detection software.
- Please consider the UT Tyler Honor Code and your professional role and responsibility as a nurse as you complete all work in the course.
- Late assignments will receive point reductions (see Grading Information and Course Requirements section within this Syllabus).

## **EMAIL**

I will make every effort to respond quickly to your emails within 24 hours during the school week. Emails sent on the weekend will be addressed on Monday [or Tuesday after a Monday Holiday!] If after 24 hours of sending an email, you have not heard from me, please send a follow-up email. If after 12 hours of the second email, you have not heard from me, please feel free to call or text. There could be technology issues of which I am unaware. My goals are for you to feel supported, encouraged, and clear about expectations as you progress through the course, so communicating with you is a high priority for me!

## **DISCUSSIONS**

The Discussion feature in Canvas is an online discussion forum in which students and faculty can communicate asynchronously (anytime) via message postings. When you click the Discussion button, a listing of general subject categories (forums) will appear in a table format.

Since this is an online class, and the classroom is virtual, the Discussions feature allows conversations to occur that would otherwise occur orally in a face-to-face classroom. Because of this, participation is required.

## **PARTICIPATION EXPECTATIONS AND DISCUSSION ASSIGNMENTS**

Rubrics for how the discussion postings will be graded are provided.

Each participant is responsible for participating in the asynchronous discussions of each forum. This participation will include posting answers to questions posed by the instructor and replying to other participants' postings.

Discussion postings should be made in a timely manner. Deadlines are listed in the Course Calendar. Please note that all discussion postings must be completed by midnight Central Standard Time on the due date.

Participants should plan on entering the Discussion area several times a week in order to read and comment on others postings. Posting answers to the questions posed in the Discussion area should be done in advance of the deadline in order to allow other participants to have the opportunity to comment.

Quality of the response is as important as quantity. A participant's comments should add to the discussion. Professional decorum is the expectation for all communication among student peers. Comments should be supported as required with references cited appropriately. The instructors and/or participants may use synchronous chats as the need arises. Note: When posting to the discussion area, please type in your comments directly into the Discussion. Do not type your comments into a document and then attach it to the discussion-this method is difficult for some students to access. You may type your comments into a Word document, then copy and paste it into the Discussion Board.

## **TECHNICAL INFORMATION**

If you experience technical problems or have a technical question about this course, you can obtain assistance by emailing [itsupport@patriots.utt Tyler.edu](mailto:itsupport@patriots.utt Tyler.edu) When you email IT Support, 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

## **NETIQUETTE GUIDELINES**

"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. (URL: <http://www.learnthenet.com/learnabout/netiquette/index.php>)

## **NAVIGATION**

To efficiently and effectively participate in this course, an understanding of how the course is arranged, how to access information, and how to contribute to the learning environment is essential. If you have any questions about how to navigate the course, go to the Help for Students tab.

## **COMPLETION TIME**

Online courses require the same amount of time as those that meet face- to- face. Plan to spend six to ten hours a week on this course. This includes reading, participating in the discussions, and completing assignments. The amount of time will vary from individual to individual.

You will have access to most of the course materials from the start of the course to the end. You may look and study ahead, or go back and review, at any time during the course. All assignments have set due dates. The latest time of submission is midnight Central Standard Time on the specified date.

## **COURSE EVALUATION**

UT Tyler may ask you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums.

Also, an end-of-semester evaluation specifically for this course will be made available for you to complete in the last weeks of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.

## **GETTING STARTED**

Please refer to the information contained in this Syllabus anytime you have a question regarding the basic course information.

## **EPILOGUE**

I am sincerely delighted that you are enrolled in this course! In my own career, I developed an early regard for mentoring and nurturing within our great profession. Of course, you are all adult learners and responsible for your own success, yet I view teaching and learning as collaborative efforts. I am humbled to play a supporting role as you work to achieve your graduate education goals. I in turn will learn from you! Communication is a major key to successful collaborations. Please let me know if you have questions so that I may have the opportunity to assist you.

Through my past positions as a Certified Nurse Midwife and Director of a large undergraduate nursing program, I have gained keen awareness of the pivotal roles that data, intentional preparation, advocacy skills, and communication proficiency play in facilitating changes within our spheres of influence. It will be exciting to see your own appreciation for specific leadership attributes develop.

Countless challenges and opportunities await us in today's healthcare arena. Organizational and systems leadership issues are vital to patient safety, quality, and optimal outcomes. After investing yourself in this course content, you should emerge from this course with sufficient knowledge, skills and confidence to begin visioning and facilitating change in your own work environments. I look forward to meeting, sharing and learning with you in our virtual classroom.