

THE UNIVERSITY OF TEXAS AT TYLER

**COLLEGE OF NURSING
&
HEALTH SCIENCES**

**RNBS 4631.060 Online Course
Nursing Leadership and Management
Course Syllabus
Spring 2018**

FACULTY:

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The content of this course Syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

RNBS 4631.060 Nursing Leadership & Management – Course Schedule SPRING 2018

Module/Topics	Chapter Readings	Assignments Due
Week of: January 16 Module 1 Course Introduction & Overview Leading, Managing, & Following & Cultural Diversity; Career Management Legal & Ethical Issues* (integrated throughout the entire semester)	Yoder-Wise (YW) Benner (B) YW: 1, 3, 4, 5*, 9, 29 B: 1, 2	Student Introductions - due Jan. 26 via Padlet link Student forms & Syllabus Quiz - due Jan. 26 Review Course Project: Professional Portfolio (review project template and grading criteria) Review Clinical Activity – Self Management template (want to create a plan and implement for at least one full week; in order to evaluate outcomes)
Week of: January 22 Module 2 Benner's Novice to Expert & Reflective Practice; Safe Care (Patient Safety); Self-Management	YW: 2, 28 B: 2, 5	DQ: Animal Personality self-assessment due February 9 (post to Padlet link in Canvas) Preview Clinical Activity - Self-Management – Begin this week and operationalize for at least two weeks; evaluate your interventions/strategies and outcomes.
Week of: January 29 Module 3 Decision Making & Problem Solving	YW: 6	Review content on “How to cite works using Chapter Authors” in Canvas and refer to APA manual. (You can find this in the tab “Clinical Activities.)
Week of: February 5 Module 4 Power, Politics, & Influence; Collective Action	YW: 10, 19 B: 14	DQ: Followership due February 16
Week of: February 12 Module 5 Caring & Communicating w/ Technology; Quality and Risk Management - QSEN	YW: 11, 20 B: 7, 9	Clinical Activity – Self Management due February 23
Week of: February 19 (post Midterm blueprint) Module 6 Staffing & Scheduling	YW: 5*, 14	Clinical Activity – Cultural Diversity due March 2 CU Quizzes (Module 1, 2, 3, 4, and 6) due March 2
MIDTERM EXAM (opens at 8:00 am) Modules 1 – 6 – via Exemplify	Opens: Feb 26 Closes: Mar 5	MIDTERM EXAM due March 5 (closes at 5 pm)
Week of: February 26 Module 7 Strategic Planning, Goal Setting, and Marketing;	YW: 16	DQ: Patient Safety due March 9
Week of: March 5 Module 8 Leading Change; Building Teams Through Communication & Partnerships	YW: 17, 18 B: 10	Clinical Activity – Healthcare policy/Regulations & Finance due March 16
Week of: March 19 Module 9 Staff Selection, Development & Evaluation	YW: 15 B: 13	Clinical Activity – Change & Quality due March 23
Week of: March 26 Module 10 Consumer Relationships; Delegation	YW: 5*, 22, 26	DQ: Building Teams due March 30
Week of: April 2 Module 11 Conflict; Managing Personal & Personnel Problems; Workplace Violence & Incivility	YW: 5*, 23, 24, 25	
Week of: April 9 Module 12 Translating Research into Practice	YW: 21 B: 11	COURSE PROJECT due April 13 (Professional Portfolio w/ voice-over PowerPoint presentation) DQ: Conflict due April 13
Week of: April 16 (post Midterm blueprint) Module 13 Role Transition & Thriving for the Future	YW: 27, 30	Clinical Activity - Delegation due April 20 CU Quizzes (Modules 7 - 13) due April 27
FINAL EXAM (opens at 8:00 am) Modules 7 – 13 via Exemplify	Opens: Apr 23 Closes: Apr 30	FINAL EXAM due Apr 30 (closes at 5 pm)

DQ = Discussion Question

Please note that all assignments must be submitted by 5:00 pm Central Time on or before the due date.

RNBS 4631 WEB - Nursing Leadership and Management: COURSE SYLLABUS

1.0 Semester Hours/Prerequisites and Placement in the Curriculum:

Six (6) credit hour course with didactic and clinical components for students enrolled in RNBS 4631; (3 hours didactic, 3 hours clinical).

Successful completion of [RNBS 3303](#), [RNBS 3312](#), [RNBS 3415](#), [RNBS 3333](#) and admission to the RN-BSN track. Special permission required from the School of Nursing to take out of sequence.

2.0 Course Description:

Synthesis of theories and concepts related to critical thinking, change theory, conflict resolution, delegation, and changes that impact the health care delivery system is discussed. Theories and concepts related to leadership and management are presented. Opportunities for theory application are provided in selected structured and unstructured settings.

3.0 Course Student Learning Outcomes:

Upon completion of the course, the student will:

1. Demonstrate responsibility for ongoing professional development, including exploration of role diversification and life-long learning.
2. Integrate concepts of current organizational and systems leadership with the culture of the healthcare organization to coordinate quality patient centered care.
3. Integrate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership/management actions in various practice settings.
4. Utilize contemporary practice technologies, information systems, and communication devices that support the delivery of safe nursing practice.
5. Apply knowledge of the socio-political forces, economic resources, and regulatory processes that impact health care delivery.
6. Work in partnership with the inter/intra disciplinary team to optimize patient outcomes that reflect advocacy and human caring for diverse populations across the lifespan.
7. Synthesize professional skills, knowledge, and attitudes when applying the nursing process to provide safe, holistic, evidenced based patient centered care.
8. Demonstrates values based on historical, moral, ethical, and legal aspects of professional nursing practice responding to global health needs.

Approved UG Studies: 12/16

4.0 On-line Teaching Strategies:

Outlines/lecture notes, case studies, critical thinking/problem solving activities, discussion board activities, audio-visual materials, journals, and clinical activities.

5.0 Learning Activities:

On-line class and clinical theory/content discussions, exams, and assignments based on text material, web resources, and clinical case study situations.

6.0 Outcome Goal:

The outcome goal of RNBS 4631.060, RN Nursing Leadership and Management is for students to demonstrate senior level application of the following professional concepts of the BSN program at The University of Texas at Tyler:

- Principles of Human Caring, Critical Thinking, Evidence Based Practice/ Research and Holistic Health of the whole person as applied to Physiologic, Psychological/Sociological, Developmental and Spiritual Human Needs in Clinical Judgment
- Professional Values as evidenced by Professional Accountability, Reflective Practice, Collaboration, Quality of Care
- Managing effective patient care including Safety and Ethical/Legal Applications
- Accountability and autonomy in lifelong professional learning.

7.0 Required Texts:

Yoder-Wise, P. S. (2015). *Leading and managing in nursing* (6th Ed.). St. Louis: Mosby, Inc.
ISBN: 978-0-323-18577-6

Benner, P. (2001). *From novice to expert: Excellence and power in clinical nursing practice*. Menlo Park, California: Addison-Wesley Publishing Company.
ISBN: 978-0-13-032522-8 or 0-13-032522-8

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

8.0 University and College of Nursing Policies

University Policies: The University of Texas at Tyler

University Policies Web link:

<http://www.uttyler.edu/academicaffairs/files/syllabuspolicies.pdf> and University Student Handbook: <http://www.uttyler.edu/mopp/>

9.0 Grading Policies:

Completion of RNBS 4631 is based on satisfactory attainment of all course criteria. Any student who fails to meet the course objectives/student learning outcomes in either the didactic or clinical area must repeat the entire course and may not progress.

Satisfactory completion of this course is based on:

Attainment of both theory criteria, with a minimum of C, and Clinical criteria. A student who fails to meet the objectives for didactic or clinical content must repeat the entire course and may not progress to the next level.

- **Discussion Questions (DQ):** There are discussion questions that will be posted throughout the semester. These questions will cover topics currently being covered in the didactic modules. Students will respond to the questions. All due dates are posted. **No extensions are given for late discussion questions.**
- **Course Project:** Each student will develop a Professional Portfolio PowerPoint presentation. Students will present their professional portfolio using a voice-over PowerPoint. Part of the project is to develop/construct a resume. All due dates are posted. **No extensions are given for late work.**

- **Check for Understanding Quizzes (CU):** There will be short quizzes, matching, and crossword puzzles, fill in's, etc. after each Module to check for core material understanding and retention. Students may take these quizzes as often as needed to achieve a passing score of 75% or greater. **All CU quizzes must be completed prior to the mid-term or final exam posting.** Please refer to the course schedule for due dates/times. **No extensions are given for late work.**
- **Late Work:** Late work is unacceptable. **IF** an extension is granted for any late work (via faculty discretion) a **deduction of 5 points** a day/or part of a day for late work will be given. Students who contact faculty after the assigned due date, **will not** be granted an extension. Students are responsible for contact course faculty to discuss any issues related to the possibility of late work **prior** to the assignment due date/time.
- **Evidence of plagiarism on any submitted assignment may result in failure of the course and/or removal from the nursing program.** See Scholastic Conduct and Discipline Policy in the current School of Nursing (CON) [Guide for Baccalaureate Students](#)
- **Exams:** There are two exams (midterm and final) using ExamSoft (Exemplify) format and are available for one week and are due on the designated date/time according to the course schedule. Students must have access to their Exemplify password (sent via email by our SON IT department). **NO extensions will be given for the exams.** Make up exams will be given via **alternate format** only.

Students will have course grades calculated on the weighted calculation of exams and other required course work. The weighted calculation must be 75% or above to pass the course.

Midterm Exam	25%
Final Exam	25%
Course Project (Professional Portfolio)	20%
Discussion/Participation	15%
Check for Understanding	10%
Syllabus Quiz	5%

Clinical activities are graded on a **pass/fail** basis.

Course grades will be assigned on the following scale:

A = 90-100
B = 80 - 89
C = 75 - 79
D = 60 - 74
F = Below 60
Clinical Activities = Pass/Fail

See policies for the School of Nursing requiring a grade of C or above for student progression in the nursing program.

Clinical grading: The clinical component of the course is graded on a pass/fail basis. Students are required to make a grade of 75%/C or above in the clinical component in order to get credit for the course. On-line clinical activities serve as virtual clinical experiences.

Student Success Coaching: Students making a grade of 75%/C or below on any theory exam, clinical assignment, or other required course activity are required to participate in academic coaching activities designed by course faculty.

Assignment and Examination Policy

Student assignments and exams will not be re-graded. At the instructor's discretion, assignment requirements may be clarified to promote student success.

Examination and Academic Standards Policies

- Exam grades will be posted on-line along with grade feedback. Any student achieving an examination grade less than 75% must schedule an appointment with faculty within 10 school days from the return of the exam grade.
- Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
- Students are advised to review the UTT Academic Dishonesty Policy and Academic Integrity Policy in the current College of Nursing Student Handbook and Academic Integrity Policy for UTT students at www.uttyler.edu click on current students, then Vice-President for Student Affairs, the Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty in the College of Nursing.
 - Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly.
 - The School of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

***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.***

10.0 Clinical Requirements

- **Grading:** The Clinical component grade is on a Pass-Fail basis. Students are required to make a grade of 75% or above in the course's clinical component (Clinical Activities) in order to pass the component and have passing theory/didactic grades counted for course credit. A Pass Clinical grade is based on achieving an average grade of 75% or more indicating successful completion of assigned on-line clinical activities. Please read all instructions carefully for clinical activities before submitting. Please review information on citing with chapter authors using APA format.
- **Late Work:** A **deduction of 5 points** a day/or part of a day for clinical activities that are submitted after the due date/time.

N4631 Online - Nursing Leadership and Management CLINICAL OBJECTIVES AND ROLE EXPECTATIONS

The following are skills/behaviors expected of the RN Leadership and Management student.

The clinical objectives, with instructor feedback, will guide your clinical experience to build on and increase your knowledge and skills base, using evidence-based practice and reflective practice with a focus on the ability to synthesize theories and concepts related to critical thinking, change theory, conflict resolution, delegation, and changes that have an impact on the health care delivery system. Clinical objectives will be met in assigned on-line clinical exercises and activities and theory assignments that include virtual clinical applications.

Clinical Objectives for Mastery Skills Demonstrated in Case Studies and Clinical Problems:

Provider of Care

1. Synthesize clinical knowledge for planning and evaluating complex care priorities.
2. Critique nursing care examples for holistic care elements including teaching and advocacy.
3. Propose nurse leader strategies for incorporating cultural aspects of care.
4. Rank healthcare delivery strategies according to advantages or disadvantages for the nurse manager and for the staff nurse.
5. Evaluate legal and ethical aspects of quality assurance and risk management.
6. Contribute ideas for implementing a service philosophy to positively affect nurse-consumer relationships.

Coordinator of Care

7. Apply theory and research knowledge in the formulation and evaluation of nursing leadership and management styles and actions.
8. Evaluate cost issues in healthcare delivery and ethical implications of financial decisions that affect delivery of effective patient care.
9. Apply concepts of professionalism, organizational culture, and health care delivery systems to nurse roles in interdisciplinary practice.
10. Integrate change theory into entry level leadership/management strategies in structured and unstructured settings.
11. Rate effective staffing and scheduling practices that are critical to the nurse manager's ability to deliver safe and effective care and service.
12. Evaluate the nurse manager's contributions to health agency strategic planning, goal- setting, and marketing.
13. Evaluate strategies for maximizing the nurse leader's and manager's actions in effective team building including conflict management.
14. Propose effective delegation strategies with legal and ethical considerations.
15. Evaluate nurse manager strategies and tools for hiring, supervising, and managing staff
16. Reflectively critique experiences in the role transition process of moving from a clinically focused position to a supervisory position.

Member of the Profession

17. Recommend strategies to promote professional accountability in nursing leadership and management roles.
18. Evaluate nursing leader and manager actions according to laws and standards of UT Tyler College of Nursing, Texas Board of Nursing, and ANA Code of Ethics.
19. Evaluate nurse leader roles in shaping future health care policy through individual action and professional organization participation.
20. Propose strategies for personal self-care management and professional development.

Communication

21. Demonstrate professional communication skills in quality of writing and reporting nurse management and collaborative practices.
22. Show reflective evidence of increasing role awareness in holistic caring practice.
23. Evaluate available research evidence for best practice.

Safety

24. Rate effectiveness of interventions to prevent safety risks and provide safe environments.

25. Critique legal and ethical actions of nurse leaders and managers aimed at providing safe patient care.
26. Evaluate nurse leader and manager strategies for providing confidential and secure patient care technology.

Role Transition and Development

27. A major emphasis of course experiences is to promote transition from the role of ADN to role behaviors at the BSN level through application of theory and research to clinical situations and evidence based practice. All clinical activities, assignments and communication are designed to reflect progress in meeting this goal.
28. By the end of the semester, the RN-BSN student should be able to demonstrate BSN competencies in course learning outcomes and express a clear vision of lifelong professional learning goals as graduates and practicing clinicians.

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>

Nursing Leadership and Management Student Learning Outcomes:

Module 1:

Course Introduction

Objectives:

1. Demonstrate understanding of course requirements
2. Explain the difference between didactic and clinical expectations.

Leading, Managing, Following Roles & Culture

Objectives:

1. Apply organizational theories and approaches related to leading, managing, and following.
2. Compare and contrast leadership, management and followership roles in the healthcare setting.
3. Evaluate ways to develop and strengthen one's own style of leadership, management, and followership.
4. Apply principles of leadership, management, and following to the charge nurse role.
5. Demonstrate knowledge of the social/political forces of cultural diversity that impact health care delivery.
6. Evaluate the use of concepts and principles of culture, cultural diversity, and cultural sensitivity in leadership and manager roles.

Assignment:

Textbook —Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 1 Leading, Managing, and Following

Chapter 3 Developing the Role of Leader

Chapter 4 Developing the Role of Manager

Chapter 9 Cultural Diversity in Healthcare

Benner Chapter 1, 2

Career Management

Objectives:

1. Differentiate among career styles and how they influence career options.
2. Analyze person-position fit.
3. Develop a cover letter and resume targeted for a specific position.

- Analyze critical elements of an interview.

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.
Chapter 29 Managing Your Career

Legal & Ethical Issues

Objectives:

- Apply legal principles that impact nurses' liability.
- Analyze the causes of malpractice for nurse managers.
- Apply manager's rights and responsibilities from a legal and an ethical perspective to selected examples.
- Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice.
- Examine the Texas Nursing Practice Act – Standards of Nursing Practice, Safe Harbor and Whistleblower Protections.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.
Chapter 5 Legal and Ethical Issues (integrated throughout the entire course)

Evaluation: Midterm, discussion questions, clinical activities, course projects

Module 2:

Benner – From Novice to Expert & Reflective Practice

Objectives:

- Analyze stages from novice to expert.
- Evaluate Benner's Domains of Practice.
- Apply the Reflective Practice process to clinical practice.

Assignment:

Benner, P. (2001). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice.* Menlo Park, California: Addison-Wesley Publishing Company.

Chapter 2 Stages of Novice to Expert

Chapter 3 Domains of Nursing Practice

Chapter 4 The Helping Role

Chapter 5 The Teaching – Coaching Function

Safe Care: The Core of Leading and Managing

Objectives:

- Identify the key organizations leading the patient safety movement in the United States.
- Describe the primary safety strategies implemented nationally and their impact on clinical outcomes.
- Define the role of the nurse leader in patient safety and clinical outcome management.
- Define nurse sensitive measures and the role of the registered nurse.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 2 Patient Safety

Self-Management

Objectives:

- Define self-management.
- Explore personal and professional stressors.
- Analyze selected strategies to decrease stress and promote self-care.
- Evaluate common barriers and selected strategies to effective time management.
- Critique strengths and weaknesses of selected time-management strategies.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 28 Self-Management: Stress and Time

Evaluation: Midterm, discussion questions, clinical activities, course projects

Module 3:**Making Decisions and Solving Problems****Objectives:**

1. Apply the primary steps of decision making and problem solving processes to nursing leadership/management situations.
2. Examine strategies/decision-making styles/tools for individual and group problem solving.
3. Inter-relate decision model theory and research in the practice setting.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 6 Making Decisions and Solving Problems

Evaluation: Midterm, discussion questions, clinical activities, course projects

Module 4:**Power, Politics and Influence & Collective Action****Objectives:**

1. Inter-relate power and authority theoretical concepts into the formulation and evaluation of management/leadership actions.
2. Explore the concepts of professional and legislative politics related to nursing.
3. Use different types of power appropriately in the exercise of nursing leadership.
4. Understand what is necessary in building a personal power base for effective nursing leadership.
5. Demonstrate knowledge of the social/political forces that are at play in a healthcare organization and impact healthcare delivery.
6. *Demonstrate knowledge of the socio-political forces generated in advocacy/representation situations and their impact on changes in health care delivery.
7. Evaluate how participation of staff nurses in decision making relate to job satisfaction.
8. Identify key characteristics of collective action strategies and how they apply in the workplace including shared governance, workplace advocacy, and collective bargaining.
9. Compare the factors that contribute to nurse's decisions to be represented for the purpose of collective bargaining and the decision for no representation.
10. Distinguish between individual rights with collective bargaining contracts and the rights of work at-will employees.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 10 Power, Politics, and Influence**Chapter 19 Collective Action****Benner 14**

Evaluation: Midterm, discussion questions, clinical activities, course projects

Module 5:**Caring and Communicating w/ Technology****Objectives:**

1. Articulate the role of several new technologies in patient safety.
2. Describe the core components of informatics: data, information, and knowledge.
3. Describe three types of healthcare information technology trends.
4. Explore the issues of patient safety, ethics, and information security and privacy within information technology.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 11 Caring, Communicating, and Managing with Technology

Managing Quality and Risk**Objectives:**

1. Describe the forces shaping healthcare quality and their impact on outcomes.
2. Apply the steps of the quality improvement cycle to clinical situations.

3. Describe the core concepts of risk mitigation to clinical practice and the leadership role.
4. Apply the concept of clinical variance reporting to the clinical setting.
5. Define value based payment and implications for nursing and healthcare facilities.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 20 Managing Quality and Risk**Benner 7, 9**

Evaluation: Midterm, discussion questions, clinical activities, course projects

Module 6:**Staffing and Scheduling****Objectives:**

1. Differentiate management functions and leadership roles associated with staffing and scheduling.
2. Analyze factors that must be considered when problem solving staffing shortages and other challenges.
3. Identify key external and internal organizational variables that affect staffing plans.
4. Analyze activity reports to determine the effectiveness of a unit's productivity.
5. Discuss the concept of scheduling and balancing the needs of staff versus patient needs.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 14 Staffing and Scheduling

Evaluation: Midterm, discussion questions, clinical activities, course projects

Module 7:**Strategic Planning, Goal Setting, and Marketing****Objectives:**

1. Compare and contrast the hierarchical process of mission, vision, values and philosophy as they relate to strategic planning, goal setting and marketing.
2. Apply the strategic planning process to a nursing situation.
3. Explore the planning process as it relates to the nursing process, marketing strategy process, and strategic planning process.
4. Discuss the criteria for goal setting and writing objectives in the planning process.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 16 Strategic Planning, Goal-Setting, and Marketing

Evaluation: Final exam, discussion questions, clinical activities, course projects

Module 8:**Leading Change****Objectives:**

1. Analyze the general characteristics of change in open-system organizations.
2. Relate the models of planned change to the process of low-level change.
3. Evaluate nonlinear theories for managing high-level change.
4. Evaluate the use of select functions, principles, and strategies for initiating and managing change.
5. Formulate desirable qualities of effective change agents.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 17 Leading Change

Building Teams through Communication and Partnerships**Objectives:**

1. Differentiate between a group and a team.
2. Distinguish between effective and ineffective communication interactions.
3. Apply the guidelines for active listening and acknowledgment to clinical situations.

- Synthesize concepts, principles, and practices from earlier classes on communication to relate to management/ leadership.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Benner 10**Chapter 18 Building Teams Through Communication and Partnerships**

Evaluation: Final exam, discussion questions, clinical activities, course projects

Module 9:**Selecting, Developing, and Evaluating Staff****Objectives:**

- Relate concepts of role theory to performance.
- Compare roles of the manager and the potential employee in the staff selection process.
- Explain important components of the staff development process.
- Analyze potential strategies that may be utilized in the appraisal process.
- Explain components of the coaching process used to develop followers.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Benner 13**Chapter 15 Selecting, Developing, and Evaluating Staff**

Evaluation: Final exam, discussion questions, clinical activities, course projects

Module 10:**Consumer Relationships****Objectives:**

- Categorize health consumer relationships into relationship structures.
- Compare and contrast social/political/economic/and regulatory forces that influence consumer relationships in healthcare.
- Explore the importance of a service-oriented, caring philosophy to the quality of the nurse-patient relationship.
- Analyze successful nurse-patient relationships with the responsibilities of nursing—service, advocacy, teaching, leadership.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 22 Consumer Relationships

Delegation**Objectives:**

- Define delegation and the component parts.
- Utilize the principles and steps of the delegation process as an effective leadership/management strategy.
- Explain legal, ethical and moral principles involved in delegation.
- Evaluate the role of the entry professional nurse with respect to delegation and practice parameters.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 5 Legal & Ethical Issues**Chapter 26 Delegation: An Art of Professional Practice**

Evaluation: Final exam, discussion questions, clinical activities, course projects

Module 11:**Conflict****Objectives:**

- Integrate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership/ management functions relative to conflict.
- Use a model of the conflict process to assess the nature and source of conflict.
- Determine which of the approaches to conflict is the most appropriate and effective in situations.

4. Analyze how conflict impacts on professionalism, organizational culture, and the health care delivery system.
5. Complete the self-assessment tool to identify the most frequently used conflict management approach.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 5: Legal and Ethical Issues**Chapter 23 Conflict: The Cutting Edge of Change**

Managing Personal & Personnel Problems and Workplace Violence and Incivility**Objectives:**

1. Examine common personal/personnel problems.
2. Relate role theory to performance problems.
3. Distinguish effective strategies/steps to guide and discipline employees with performance problems.
4. Explain specific guidelines for documenting performance problems.
5. *Categorize the types of violence/incivility that may occur in the workplace.
6. Analyze risk factors for potential violence or disruption
7. Describe guidelines for preventing workplace violence and incivility.
8. Evaluate interventions that help prevent violence and incivility.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 24 Managing Personal/ Personnel Problems**Chapter 25 Workplace Violence and Incivility**

Evaluation: Final exam, discussion questions, clinical activities, course projects

Module 12:**Research in Practice****Objectives:**

1. Define research utilization.
2. Analyze the process involved in incorporating research at the organizational level.
3. Evaluate strategies for incorporating evidence-based practice at the clinical level.
4. Assess organizational barriers to and facilitators of the implementation of research findings.
5. Identify strategies for translating research into practice within the context of an organization.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 21 Translating Research into Practice**Benner 11**

Evaluation: Final exam, discussion questions, clinical activities, course projects

Module 13:**Role Transition and Thriving for the Future****Objectives:**

1. Evaluate individual readiness for RN clinical roles in comparison to student clinician roles.
2. Analyze strategies for successful BSN role transition.
3. Propose ways to integrate caring, accountability, reflective practice, and expertise into entry-level professional nurse roles.
4. Project future health care trends and their impact for the practice of nursing.
5. Identify leadership strengths nurses need for the future.

Assignment:

Textbook—Yoder-Wise, P. S. (2015). **Leading and Managing in Nursing, 6th ed.** St. Louis: Mosby.

Chapter 27 Role Transition**Chapter 30 Thriving for the Future**
