Course Syllabus

COURSE NUMBER: NURS 5325 COURSE TITLE: Organizational and Systems Leadership
Prerequisite: NURS 5302   Semester Credit Hours: 3

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

PROLOGUE

Welcome to NURS 5325 Organizational and Systems Leadership!

My name is Dr. Barbara (Babs) 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 that 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 or viewings.

Peruse the Canvas course and review each section carefully. If you have any questions, please 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. I anticipate that you will also want to download Zoom as it is a great help in facilitating

collaboration. As the majority of this course is focused around one major group assignment, you may also benefit from working on your documents collaboratively in One Drive.

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!

Your Group Inter-Professional Change Project will require excellent time management, organization and teamwork. **Plan to spend a good deal of time in the literature regarding your chosen topic. This course is designed to build your skill set to prepare you for your individual Capstone projects.**

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:

Submission	Weighted Percentage	Total
Discussion Boards 1, 4, 5, 6, & 7	5.0 % each	25%
Discussion Boards 2 & 3	7.5 % each	15%

DB Self-Evaluation (2) Midterm and Final	2.5 % each	5%
Inter-Professional Group Project Proposal Rough Draft with RCAs/GAOs in Appendix	35 %	35 %
Inter-Professional Group Project Proposal Final Submission with Synthesis Table in Appendix	20 %	20 %
		100 %

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/time, unless **prior** arrangements have been made with the course faculty and a new due date determined. Please refer to the Late Submission Policy that follows. No work will be accepted for grading after July 30, 2018 at 11:59 PM unless prior arrangements have been made.

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

Grades will not be rounded when calculating the average.
(79.5 is not rounded to 80 and 89.5 is not rounded to 90.)

Late Submission Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty.

Important Dates:

Class begins/Canvas opens on May 21, 2018

Census date: June 4, 2018

Last day to withdraw (with academic and financial penalties): July 16, 2018

Course Schedule: Available for download via Canvas.

REQUIRED TEXTBOOK(S)

Kovner, A. R., & Knickman, J. R. (Eds.). (2015). Jonas & Kovner's health care delivery in the

United States (11th 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).

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC. [This manual is used throughout the Master's program.]

Assigned readings from journals and periodicals may be used to supplement content.

UNIVERSITY POLICIES AND OTHER IMPORTANT INFORMATION

Please explore this link for the following information: UT Tyler Honor Code, Students' Rights and Responsibilities, Campus Carry, Tobacco Free University, Grade Replacement/Forgiveness and Census Date Policies, State-Mandated Course Drop Policy, Disability/Accessibility Services, Student Absence due to Religious Observance, Student Absence for University Sponsored Events and Activities, Social Security and FERPA Statement, Emergency Exits and Evacuation, Student Standards of Academic Conduct, UT Tyler Resources for Students.

This link below is your official notification of these policies. It is expected that students read/understand them, and seek clarification as needed.

http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf

Please note the Census Date for Summer 2018 is June 4, 2018.

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.

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 before 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 6th 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 (Please see Late Submission Policy that follows Grading Policy in this Syllabus for details.)

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, the list of Discussion Board topics will appear.

As 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 and frequent engagement in the Discussion Boards is expected.

PARTICIPATION EXPECTATIONS AND DISCUSSION ASSIGNMENTS

Rubrics for how the Discussion postings will be graded are provided within Canvas.

Each participant is responsible for participating in the asynchronous discussions of each forum. This participation will include posting thoughtful, scholarly responses to the Discussion Board topic and replying to other participants' postings.

Participants should plan on entering the Discussion area several times a week in order to read and comment on others postings. Initial posting for the assigned Discussion should be done in advance of the deadline (aim for Wednesday/Thursday) in order to allow other participants to have the opportunity to post the required responses by the due date (usually the following Monday, except as noted on the Course Calendar) at 11:59 PM.

Quality of the response is more important than quantity. A participant's comments should add value to the discussion. Professional decorum is the expectation for all communication among student peers. Comments should be supported as required per the rubric, with references cited appropriately in APA 6th format.

Please 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-That method makes access to the posting difficult. Postings as attachments will NOT BE GRADED. Of course, you may type your comments into a Word document, then copy and paste them 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.uttyler.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.
http://www.uttyler.edu/online/files/netiquette.pdf

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 Canvas 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 changes in your own work environments. I look forward to meeting, sharing and learning with you in our virtual classroom.