Professional Nursing Leadership: Concepts and Issues

NUR3821 1218-Fall 2021; Section RVC

Professor Sandra “Sande” Gracia Jones, PhD, RN, ACRN, FAAN

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Office Hours: Virtual office hours Wednesday 10 AM-3PM by phone or email and/or by appointment

Review your course syllabus for essential information regarding university policies, course expectations and important information about assignment guidelines. Review your course assignments for due dates. This is a Discipline-specific Global Learning course that counts towards your FIU global learning graduation requirement.

If you encounter any technical difficulties, please contact LMS Help Support Services.

Course Description and Purpose

The purpose of this course is to introduce students to professional nursing with a focus on leadership skills for care delivery at local, state, national, and global levels. A major focus of this course is for students to critically think about the nursing profession, and explore historical and theoretical frameworks, ethical and legal issues, and standards of nursing practice. This course exposes the students to nursing leadership and management concepts and skills that will enable them to deliver effective and safe patient care to diverse populations within the context of dynamic health care systems. Nursing students will be exposed to the health care systems in the United States and in the world, and the disparities that exist globally. In addition, students will be provided with information and tools that nurses and nurse leaders can use to confront health and health care challenges within local, national, and global environments.

Course Objectives

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

• Describe historical and contemporary trends and issues in nursing and the professional nursing organizations that has an impact on the practice of nursing within a multicultural global environment.
○ BSN Essential VIII: Professionalism and professional values.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

  Communicate the culture of professional nursing including values, beliefs, behaviors, attitudes, skills of the profession which impacts on quality health care locally, nationally, and globally.

○ BSN Essential VIII: Professionalism and professional values.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

○ BSN Essential V: Health care policy, finance, and regulatory environments.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

  Examine one’s own beliefs, values, biases, health, and risks as they relate to personal health, professional practice, lifelong learning, community engagement, and the ability to provide quality care to diverse populations.

○ BSN Essential VIII: Professionalism and professional values.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

○ BSN Essential III: Scholarship for evidence-based practice.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

  Employ theoretical foundations of nursing, including selected nursing theories and theories from other disciplines that support nursing knowledge and evidence-based practice.

○ BSN Essential I: Liberal education for baccalaureate generalist nursing practice.
  ○ BSN Essential II: Basic organizational and systems leadership
  ○ for patient safety and quality care.

  Evaluation: Quizzes, course exams, global-related projects, and standardized exam.
• Apply effective leadership and management skills within complex organizational systems using teambuilding, delegation, supervision, decision making, coordination, and inter- and intra-professional collaboration to deliver safe, quality care.
  ○ BSN Essential II. Basic organizational and systems leadership for patient safety and quality care.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

• Demonstrate communication strategies of negotiation, motivation, conflict resolution, chain-of-command processes, and advocacy to improve the quality of patient, organizational, and professional environments.
  ○ BSN Essential IV. Information management and application of patient care technologies.
  ○ BSN Essential IX. Baccalaureate generalist nursing practice.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

• Compare and contrast the roles, functions, and perspectives of the professional nurse with other health care professions, and strategies which lead to implement patient safety and quality improvement initiatives within the context of the inter- and intra-professional team.
  ○ BSN Essential VI. Inter-professional communication and collaboration for improving patient outcomes.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

• Examine the use of technological systems and appropriate software to collect and manage information to achieve quality healthcare outcomes locally, nationally, and globally.
  ○ BSN Essential IV. Information management and application of patient care technology.
  ○ Evaluation: Quizzes, course exams, global-related projects, and standardized exam.

Global Learning Course Outcomes

• Students will be able to demonstrate knowledge of the interrelatedness of present and past local, national, and global nursing leadership concepts and skills as they
pertain to contemporary nursing leadership and management in turbulent, complex, and changing health care system. (Global Awareness)

- Students will conduct a multi-perspective analysis of health care issues impacted by country-specific health care systems and comparing the influence of different health care systems on nursing education, practice, leadership, and management. (Global Perspective).
- Students will demonstrate a willingness to engage with contemporary local, national, and global health care issues through advocacy (Global Engagement).

**Topical Outline**

Within a local, national, and global context, the following topics will be discussed:

1. **Leadership and Management Principles**
   - Leadership and management principles
   - Change and innovation
   - Organizational climate and culture

2. **Professionalism**
   - Managerial decision making
   - Managing time and stress
   - Legal and ethical issues

3. **Communication and relationship building**
   - Communication leadership
   - Team building and working with effective groups
   - Delegation in nursing
   - Power and conflict
   - Workplace diversity

4. **Knowledge of the healthcare environment**
   - Organizational structure
   - Decentralization and shared governance
   - Strategic management
Professional practice models
Case and population health management
Evidence-based practice strategies for nursing leaders
Quality and safety
Measuring and managing outcomes
5. Business skills
Prevention of workplace violence
Confronting the nursing shortage
Staffing and scheduling
Budgeting, productivity, and costing out nursing
Performance appraisal
Emergency management and preparedness
Data management and clinical informatics
Marketing

Course Prerequisites/co-requisites
Pre-requisites: NUR 3029, 3029C, 3029L, NUR 3066, NUR 3125;
Co-requisites: NUR 3145, NUR 3226, NUR 3226L, NUR 3666, NSP 3801

Textbook and Course Materials
Leadership and Nursing Care Management (Required)
Diane Huber
Elsevier, 6th edition (or latest edition)
You may purchase your textbook online at the FIU Bookstore.

**Publication Manual of the American Psychological Association (APA) (Required)**  
ISBN- 978-1-4338-3216-1  
You may purchase your textbook online at the FIU Bookstore

**Teaching Strategies/Evaluation Methods**

Participation in team/group assignments, presentation of group projects evaluated with rubrics, quizzes, and exams.

**Quizzes.** This semester, there will be four (4) quizzes. All quizzes will be available from Monday to Sunday. The quiz will open at 12:01 am on Monday and will close at 11:59 pm the following Sunday. Please refer to the course calendar for the exact dates.

**Exams.** There are four (4) examinations. Examinations will be available for 72 hours. Exams will open on a Monday at 12:01 am and close at 11:59 pm of the Wednesday on the week where the exam is scheduled. Please refer to the course calendar for the exact dates. Please note assessments (quizzes or exams) in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance, please contact FIU Online Support Services.

**Active Learning Activities**

In addition to quizzes and exams, the students, as groups or individually, in this course are required to submit three global-related projects.

**Group Projects.** There are three group projects in this course. The intent of these projects is to increase and solidify the students' awareness and perspective about issues and factors impacting the landscape of nursing leadership and management at the local, national, and international levels. The presentations of these projects will require the use of PowerPoint slide presentations and can include other appropriate multi-media tools such as videos, Instagram, images, voice-overs, and others to enhance students' skills in the use of technology as a tool to deliver education-related content. The first project is due in module 5, the second project is due in module 8 and the third project is due in module 11. Please refer to the course calendar for the exact dates. It is highly recommended that students start planning and organizing these global-related presentations the earliest possible time. Details
and instructions for these projects will be posted under course content. THE ONLY EXTRA CREDIT that will be given in this course will be for serving as a Group Leader for one or all of the three Group Projects.

The first project is due in Module 5. This project requires the students, working in a group with the Group Leader, to discuss, compare and contrast the health care delivery system, morbidity and mortality rates of the United States and their chosen country, how the prevailing health care system impacts nursing education, practice, and leadership and management. The students are to present their projects in a creative manner using appropriate and relevant technology such as images, Instagram, graphs, and video clips.

The second project is due in Module 8. The project intends to engage student groups with nurse leaders in their areas of clinical rotation or their workplaces as in the case of RN to BSN students. The students will also research one present or past nurse leaders’ biography and contributions to the nursing profession and health care.

The third project is for the students working as a group to engage with their US legislators or leaders of international organizations through advocacy. The student groups will either send an email/write a letter or develop an elevator speech to their selected local legislators, member of the House of Representative or Senate, or to an international organization, about a health care issue or a bill that the group is interested in. This project is due in Module 11.

If you have any technical problems, 
1) Contact tech support to file a report, and
2) Contact me by email to let me know what is going on.

If you are having technical problems and an assignment is due, 
1) E-mail me a copy of the assignment, so it is on time, and
2) Contact tech support.

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<th>Course Requirements</th>
<th>Due Date</th>
<th>Weight</th>
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<td>Introduce yourself to class</td>
<td>Due Wednesday 9/1 @11:59 PM</td>
<td>1%</td>
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<tr>
<td>Syllabus acknowledgement receipt</td>
<td>Due Wednesday 9/1 @11:59 PM</td>
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<tr>
<td>Academic misconduct acknowledgement</td>
<td>Due Wednesday 9/1 @11:59 PM</td>
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<tr>
<td>Signed copy of group rules</td>
<td>Due Wednesday 9/8 @11:59 PM</td>
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<tr>
<td>Quiz assessments (5 points each): Quiz 1 Quiz 2 Quiz 3 Quiz 4</td>
<td>Opens Monday 12:01 AM; Closes 11:59 PM Sunday Opens 9/6 and closes 9/12 Opens 10/4 and closes 10/10 Opens 11/1 and closes 11/7 Opens 11/22 and closes 11/28</td>
<td>Total 20% 5% each</td>
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<td>Exams (10 points each): Exam 1 Exam 2 Exam 3 Exam 4</td>
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<tr>
<td>Group Projects/Presentations (12 points each) Group Global Project 1 Group Global Project 2 Group Global Project 3</td>
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<td>Due Wednesday 11:59 Pm 9/6 11/6 11/3 12/1</td>
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<td>Total</td>
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*Dates are not in chronological order, please plan accordingly.

### Grading Scale

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<th>Letter</th>
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<tr>
<td>A</td>
<td>93-100%</td>
<td>B</td>
<td>85-88%</td>
<td>C</td>
<td>77-80% Passing</td>
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<tr>
<td>A-</td>
<td>91-92%</td>
<td>B-</td>
<td>83-84%</td>
<td>D</td>
<td>68-76%</td>
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<td>B+</td>
<td>89-90%</td>
<td>C+</td>
<td>81-82%</td>
<td>F</td>
<td>0-68%</td>
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A 77% or higher average of all testing in any didactic course is required to pass a course. In the event a student has not achieved a 77% average for all testing in a course, a pass will not be achieved. This calculation is not “rounded up” (76.7% is a 76%, not a 77%).

**Course Communication**

Communication in this course will take place via the Canvas Inbox. Check out the Canvas Conversations Tutorial or Canvas Guide to learn how to communicate with your faculty and peers using Announcements, Discussions, and the Inbox. Faculty will usually respond to all correspondences within 24-48 hours.

If you have an urgent question or request, you can email me at joness@fiu.edu or call my faculty office phone at 305-348-7732. If the phone is not answered, please leave a verbal message (which is recorded and sent to faculty FIU email immediately) and your call will be returned asap.

**Virtual Office Hours**: Weekly on Wednesday via phone or email and or by appointment individual student availability.

**Canvas Announcements**: Check Canvas announcements frequently for updates, hints, supplemental reading materials to help your learning experiences.

**General discussion forum** on Canvas can be used for general questions, comments, sharing any supporting materials, etc. Faculty and students can contribute to the discussions.

**Course Policies**

It is the student’s responsibility to participate by signing-on during the first week of the semester and frequently (at least 2-3 times weekly) to the Canvas message system and to be aware of information presented. Failure to sign-on during the first week may result in you being dropped from the course. Not frequently reviewing the course messages and content may result in missed important information and changes in course assignments/requirements. Because of unforeseen situations that may occur (i.e., a hurricane or pandemic) course assignments/requirements may be changed by the professor at any time with appropriate notice given to students.

Use staff at FIU Online Support Services to answer questions and issues related to hardware and software. The FIU Online Support Services staff is available days, evenings, and weekends. See FIU Online Support Services home page for available hours.

All assignments are open from the very beginning of course. Therefore, you can work ahead and send assignments earlier so you can take “time off.” Assignments sent in early will be graded after the published due date.

**Late submissions are not accepted** without communication with faculty when unexpected occurrences delay completion and/or submission of assignments. It is the student’s responsibility to communicate with the faculty asap. Considerations for late
assignments will be deliberated only with the communication with the faculty. Grades for writing assignments will be posted within 7-14 business days after submission. Final grades will be posted according to university due date.

Submit all papers in a Microsoft Word document. If you do not have Word or have an "older" version of Word, students can download a free version of Microsoft Office (which contains Word) from FIU. FIU Online staff can assist you with that process. Presentations can be submitted using PowerPoint slides or other appropriate software.

Florida International University (FIU) Policies

Please review the FIU's Policies and Netiquette webpage. The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online courses.

As a member of the FIU community, you are expected to be knowledgeable about the behavioral expectations set forth in the FIU Student Code of Conduct.

Academic Misconduct Statement

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes:

Cheating – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not.

Plagiarism – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

Learn more about the academic integrity policies and procedures as well as student resources that can help you prepare for a successful semester.
Technical Requirements and Skills

One of the greatest barriers to taking an online course is a lack of basic computer literacy. By computer literacy, we mean being able to manage and organize computer files efficiently and learning to use your computer’s operating system and software quickly and easily. Keep in mind that this is not a computer literacy course, but students enrolled in online courses are expected to have moderate proficiency using a computer. Please go to the What’s Required webpage to find out more information on this subject.

Privacy Policy Statements for Partners and Vendors

- Canvas
- Microsoft
- Adobe
- Google
- Turnitin
- NBC Learn
- OpenStax
- Adobe Connect

Please visit our Technical Requirements webpage for additional information.

If you do not have Word or have an “older” version of Word, students can download a free version of Microsoft Office from FIU.

FIU Library Support

The FIU library provides a number of services to distance learning students. For example:

1. Students can request a chat session in Canvas for an explanation on how to access library resources.
2. Students can request detailed instructions on how to access library resources.
3. One-on-one assistance from the Distance Learning Librarian.

Don’t struggle through your library research alone! Help is available. For further information, contact Sarah Hammill, Distance Learning Librarian, via email at hammills@fiu.edu or call 305-919-5604.

Visit the FIU Library.

Also, see additional Library Resources for Nursing

Accessibility and Accommodation
The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305-348-3532 or visit them at the Graham Center GC 190.

For additional assistance please contact FIU's Disability Resource Center.

Web Accessibility Statements for Partners and Vendors

- Canvas
- Microsoft
- Adobe
- Google
- OpenStax

Please visit our ADA Compliance webpage for additional information about accessibility involving the tools used in this course.

Panthers Care & Counseling and Psychological Services (CAPS)

If you are looking for help for yourself or a fellow classmate, Panthers Care encourages you to express any concerns you may come across as it relates to any personal behavior concerns or worries you have, it’s the classmate’s well-being or yours; you are encouraged to share your concerns with FIU’s Panthers Care website.

Counseling and Psychological Services (CAPS) offers free and confidential help for anxiety, depression, stress, and other concerns that life brings. Professional counselors are available for same-day appointments. Don’t wait to call 305-348-2277 to set up a time to talk or visit the online self-help portal.

University Drop Dates

- August 30, 2021: Add, drop, or change course without financial liability.
- November 1, 2021: Drop course with DR grade and no refund.

Expectations of this Course

This is a fully online course, meaning that all course work (100%) will be conducted online. Expectations for performance in fully online courses are the same as for traditional courses; in fact, fully online courses require a degree of self-motivation, self-discipline, and technology skills that can make them more demanding for some
students. Just as in traditional lecture-type courses, it is expected that you devote an additional 3 hours per week for each credit you take (e.g. 3 credit course hours = 9 hours/week for reading, writing, studying, etc.)

Fully online courses are not independent study courses. You are expected to interact online with faculty and your fellow students; to do assignments; and to meet due dates.

**Students are expected to:**

- Review the Getting Started information located in the Modules page.
- Review the syllabus and policies along with the Academic Misconduct policy and accept the policy conditions by the second week of the course.
- Introduce yourself to the class and faculty by the second week in the discussion forum.
- Take the practice quiz to ensure that your computer is compatible with Canvas.
- Interact online with instructor/s and peers and keep up with all assignments.
- Review and follow the course calendar.
- Log into the course at least twice a week.
- Respond to emails within 3-7 days.
- Submit assignments by the corresponding deadline, under no circumstances will late assignments be accepted. Notify the faculty in advance if there are reasonable impediments that will delay an assignment, exam, quiz, and projects being submitted on time.

**The instructor will:**

- Log in to the course on Tuesdays and as needed. The instructor will usually not work on the course over holidays or University break.
- Respond to emails within 3-4 days.
- Grade assignments within 7-14 business days after the assignment deadline.

**Quiz Assessments**

In order to mitigate any issues with your computer and online assessments, it is very important that you take the "Practice Quiz" from each computer you will be using to take your graded quizzes and exams. It is your responsibility to make sure your computer meets the minimum **hardware requirements**.

Assessments in this course are not compatible with mobile devices and should not be taken through a mobile phone or a tablet. If you need further assistance, please contact **FIU Online Support Services**.

For more information, please review the [important information about quizzes](#) page.
All quizzes will auto-submit when (1) the timer runs out OR (2) the closing date/time is reached, whichever happens first. For example, if a quiz has a closing time of 5:00 pm but the student begins the exam at 4:55 pm, the student will only have 5 minutes to complete the quiz.

All quiz assessments are open book open notes and time limited. NOTE: Providing exam answers to other students is unethical and prohibited.

Exams
There are four (4) examinations. Examinations will be available for 72 hours. It will open on a Monday at 12:01 am and close at 11:59 pm of the Wednesday on the week where the exam is scheduled. Please refer to the course calendar for the exact dates.

Discussion Assignments
Please Note: Look under the “Assignment” section of your online course for specific instructions for each assignment.

The purpose of the introduction discussion is to inform each other about ourselves.

Using this forum, provide a short biography and introduce yourself to the class by providing the following information:

- Your full name
- Your picture (Recommended)
- Your major
- Your student status (Freshman, Junior, Sophomore, Senior, other)
- Degrees and affiliations
- Your employment status (employed/not employed)
- Your interests/hobbies
- Your expectation from this course
- What you want to be doing in five years
- Links to two favorite web sites or apps
- Any personal information you want to share with your classmates (optional)

Group Assignments
The purpose of group assignments is to foster collegial and collaborative discussions while working as a team virtually with the current technology provided within the Canvas group page. Students will be assigned to a Group by faculty. Each project will be assessed using the Project Rubric (refer to the Assignment Page to review the rubric).
Each Group needs to create "Group Member Rules and Responsibilities" document. Each member of the group will then need to sign & date a copy of their groups rules and submit it. Below is a sample of group rules that were created by students from a previous semester, you can use this as a sample when your group is creating their own group rules:

**Sample: Group member rules and responsibilities**

- Research information on the section you are assigned to
- Post on our Group discussion board by due date the information you have found for your assigned section.
- Provide appropriate credited material by using citation and a reference list based on APA rules and guidelines.
- Create your own section of the PowerPoint slides in order for the group leader to join all group members' slides into one group project. Send PowerPoint slides to group leader by due date set up by group leader.
- Participate in the group. Group members who do not participate in posting their researched information on our discussion board using citation and a reference list for assigned section and who do not create and submit their own PowerPoint slides by the due date will not receive credit for the Group Project.

**Global Project #1 - Health Care System Project**

**Instructions for Group Project Development**

1. This project will focus on research related to the current health care delivery system in the United States, its history, rationale for its enactment, impact on health care of Americans and to nursing practice and education and nursing leadership and management, and will contrast the U.S. system with another country’s system.
2. Choose a foreign country. Post your chosen country in the general discussion forum labeled Foreign Country Selected so other groups will no longer choose that country (no duplication of countries).
3. Perform a literature search for the health care delivery system of the chosen country as its history or rationale, impact on health care of its citizens, and to nursing practice, education, and nursing leadership and management.
4. Compare and contrast the longevity age, top ten causes of morbidity and mortality (death) between US and the chosen country. Discuss the impact of the country’s health care delivery system’s to the identified causes of the top ten morbidity and mortality.

**Project Presentation**

1. Each group will present their project using PowerPoint. Be creative, you can add charts or YouTube videos into your presentation. Make sure that all resources used for this project are duly and appropriately credited by using citations and reference list based on APA rules and guidelines.
2. The presentation will be uploaded by each group leader.
3. The presentation will be graded according to the rubric.

Global Project #2 - Nursing Leadership Project

Mechanics

Group Development

1. Students will remain in the same group as assigned. The Group Leader can remain the same or the position can be rotated to another group member. Email the Professor to let her know if this is a new Group Leader.
2. The group leader should initiate a meeting/call to discuss Project #2, determine member responsibilities for this assignment and a due date for all assignment sections to be completed and forwarded to the group leader.
3. Each member of the group is expected to participate actively in meetings and the development of the project.

Project Development

1. Each group will describe and discuss leadership style of a current and local nurse leader, and also a national nursing leader (past or present).
2. Each group will choose one nurse leader in their clinical rotation site or place of employment and will notify the faculty of their choice.
3. Each group will send a letter (email) to their chosen nurse leader to request an interview. The email should state that is a Project for your FIU Nurse Leadership course, type of questions to be asked, and the length of time anticipated to complete the interview. A draft of the email must be sent to the Professor for approval before it is sent out to the nurse leader. The Professor must be cc’d in the email sent to the selected Nurse Leader.
4. Prompts/questions to ask:
   a. Leadership style being used (let the interviewee describe what they do to lead and manage their units if the interviewee cannot specify the style).
   b. What factors made them choose such leadership style?
5. Once the specific leadership style has been determined based on the interview, the group will do further readings/research about the specific leadership style to include: a) description, b) advantages, c) disadvantages, and other d) examples where the style may be effectively used and the rationale.
6. Choose a national nursing leader (past or present). Research about their bio and works done. What is/are her/his contributions to the nursing profession? To health care?

Project Presentation

1. Same as for Project 1.

GROUP PROJECT THREE
Health Policy Advocacy
Becoming involved in health policy advocacy is not only a right but also a responsibility.
• As a group, students will research and choose current health issues or problems that they feel are important to them or the health of the community. They will then select a representative or legislator and will communicate their concerns to that leader.
• The group will either:
  a) send an email/ letter to their local House Representative or Senator about the health issue the group has selected.
  b) develop an elevator speech that will be videotaped for potential future presentation to their particular legislator;

OPTION #1 Send an email/ letter

• Guidelines for Writing a Letter/Communicating with Legislators
  1. Be polite in tone and language
  2. Identify yourself as a registered voter, constituent and a member of whatever organization in your opening sentence.
  3. Immediately identify topic you are writing about; Focus on one or two points; Make brief points; Describe the importance of the issue to you, your community, and nation
  4. Clearly state what you are asking the legislator to do (co-sponsor a particular bill, or vote for or against a measure, bill, etc).
  5. Be informed. Be familiar with the basic facts and points. Avoid too many details or scientific information but have additional information available if requested. Verify your facts; your story maybe told again by the legislator. Personalize your own story or that of a patient and explain the relevance to the issue at hand. Include relevant information from your district or state and explain how the issue can affect the area.
  6. Offer to be of assistance and services as a resource.
  7. Thank the legislator.
  8. Ask for a response.
  9. Send the letter as an email to the legislator.

Example of an email/letter to a Legislator (for Global Project number 3).

Date___

Dear Senator/Representative XXX,

As an oncology nurse, health care reform in relation to cancer is of great interest to me. Health care coverage, federal funding for cancer research, and public education on cancer prevention, are just a few of the topics that concern me and my colleagues. Can you please tell me about your stance on health care reform?

Sincerely,

Name:
Address:
City, State, zip code
Email address:
Note: The group leader will upload this letter to an assignment drop box, along with documented evidence that the letter was sent by email and that a response was received by the student (response like acknowledgement that the letter was in fact received by the office of the legislator).

OPTION #2: The Elevator Speech

**Guidelines when preparing your elevator speech:**
1. It should be 2-3 minutes in length.
2. Clearly state who you are, what you do, and what you want.
3. Discuss no more than two issues or concerns.
4. Be clear on what it is you want to achieve.
5. Present some facts, examples, and personal stories.
7. Review your video and redo if needed.

**Example of an elevator Speech**
Hello, my name is Gwen Jones and I live in Billings, Montana. I am an oncology nurse and care for many people undergoing treatment for cancer. I am requesting that you co-sponsor the “Assuring and Improving Cancer Treatment Education and Cancer Symptom Management Act of 2009” (H.R. 1927). This legislation will help ensure that people with cancer have access to the information they need and desire by amending Medicare to provide coverage for cancer patient treatment education. Studies have found that educating patients about side effects and helping them to manage their symptoms reduces pain, distress, adverse events, and the need for costly urgent or inpatient care. I know first-hand the importance of educating people with cancer and their caregiver about their course of treatment and its side effects. Thank you for listening to my concerns. Here is my card to contact me should you have questions about this issue.

Note: The group leader will submit the video through the Assignment drop box.

**Zoom Video conference**
Zoom is a video conference tool that you can use to interact with faculty and fellow students by sharing screens, chatting, broadcasting live video/audio, and taking part in other interactive online activities.

**Zoom Test Meeting Room**
Use this link to access the Zoom Test Meeting Room. This meeting room is available to test out the software before joining an actual session.
Do not copy without the instructor's express written consent.

Reference the provided links to access Zoom student tutorials to learn about the tool, how to access your meeting room, and share your screen.

- Download Zoom
- Login to Zoom through Desktop Application
- Enable and Test Audio & Webcam
- Schedule a meeting or Join a Zoom meeting
- Invite others to join meeting
- Chat (Professors) - Students look at attendees section for instruction
- Share My Screen
- Record a Local Zoom meeting
- Host Control in Meetings
- Getting Started with iOS
- Getting Started with Android

Course Calendar NUR3821 FALL 2021

COURSE CALENDAR

<table>
<thead>
<tr>
<th>MODULE 1</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relate pertinent personal and professional information with the instructor and members of the class by answering the self-introduction questions and posting introduction to the discussion forum.</td>
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<tr>
<td></td>
<td>Identify salient information about course structure, content, assignments, and due dates.</td>
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<tr>
<td></td>
<td>Describe characteristics of effective leadership.</td>
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<td></td>
<td>Specify the connections between followership and leadership.</td>
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<td></td>
<td>Discuss the differences in leadership and management roles.</td>
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<td></td>
<td>Describe leaders' and manager's roles in change.</td>
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<td></td>
<td>Synthesize the concepts of change and innovation.</td>
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<td></td>
<td>Describe the forces behind a changing health care culture as well as current issues and trends in culture and climate.</td>
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</tbody>
</table>

ASSIGNMENTS and ACTIVITIES:

Read the assigned chapter readings including the syllabus. Contact faculty if there are questions or clarifications as regard to the syllabus. Submit the syllabus acknowledgement receipt and the academic misconduct acknowledgement on or before Wednesday September 1 at
11:59 pm. Also complete your Class Introduction by September 1 at 11:59 PM.

Visit the following websites for additional information on selected topics:
- Leadership Self-Assessment activity
- Change Management Process
- American Nursing Credentials Center (for additional information on Magnet Recognition).

### MODULE 2

**OBJECTIVES**

- Examine the judicial system and political areas of liability for the professional nurse.
- Discuss the role and functions of nurse practice acts specifically the Florida Nurse Practice Act.
- Define critical thinking, problem solving, and decision making.
- Define and examine time management processes.
- Discuss spillover of stress between work and personal life, as well as economic and health care changes causing stress.
- Identify major ethical issues encountered by leaders and managers.

**READINGS:**
- Chapter 4: Managerial Decision Making
- Chapter 5: Managing Time and Stress
- Chapter 6: Legal and Ethical Issues

**ASSIGNMENTS and ACTIVITIES:**
- Quiz # 1: Will include chapters 1-6 and the Florida Nurse Practice Act. Quiz will open on Monday September 6 at 12:01 am and will close on Sunday September 12 at 11:59 pm. Studying for this quiz will serve as the students' review for Exam I.
- Reminder: Submit a signed copy of your Group Rules by Wednesday September 8 at 11:59 PM.

Visit the following websites for additional information on selected topics:
- Access articles and resources about Critical Thinking
- The Social Readjustment Rating Scale
- Learning module on informed consent for research (Ethics and Compliance; Human Subjects Research)
- Florida Statutes (for Florida Nurse Practice Act).

### MODULE 3

**OBJECTIVES**

- Exercise critical thinking and decision-making skills to conceptualize
and analyze possible solutions to a test/exam scenarios.

**READINGS:**
Self-review Chapters 1-6.

**ASSIGNMENTS and ACTIVITIES:**
Exam I will cover chapters 1-6 and the Florida Nurse Practice Act. It will open on Monday September 13 and will close on Wednesday September 15 at 11:59pm.

<table>
<thead>
<tr>
<th>MODULE 4</th>
<th>OBJECTIVES</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Appreciate the role of communication, persuasion, and negotiation in inter- and intra-professional relationships.</td>
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<td></td>
<td>Examine all aspects of communication as a process.</td>
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<td>Explain collective leadership teams.</td>
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<td>Discuss Teams STEPPS.</td>
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<td>Describe delegation, delegator, delegate, and supervision.</td>
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<td></td>
<td>Analyze the legal and regulatory aspects of delegation, assignment, and supervision.</td>
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<td>Explain the importance of power to the nursing profession.</td>
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<td>Explore levels and types of conflicts.</td>
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<td>Define disruptive behavior.</td>
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**READINGS:**
Chapter 7: Communication Leadership
Chapter 8: Team Building and Working with Effective Groups
Chapter 9: Delegation
Chapter 10: Power and Conflict

**ASSIGNMENTS and ACTIVITIES:**
Visit the following websites for additional information or resources for selected topics:
- American Nurses Association (for articles related to communication).
- WHO Definition of Palliative Care (for team development).
- Agency for Healthcare Research and Quality Delegation Decision-Making tree

Reminder: Global Project # 1 due Wednesday October 6 at 11:59 pm

<table>
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<tr>
<th>MODULE 5</th>
<th>OBJECTIVES</th>
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<tbody>
<tr>
<td></td>
<td>Develop an awareness of cultural diversity as it relates to personhood or the workplace.</td>
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</table>
Evaluate the leadership and management implications of multicultural teams and generational diversity.
Review major theories of organizations as social systems.
Identify current trends in health care and the impact on organizational structure.
Discuss leadership and management implications of shared governance.
Compare strategic planning with the nursing process.
Analyze the strategic planning process.

**READINGS:**
Chapter 11: Workplace Diversity
Chapter 12: Case Population and Health Management
Chapter 13: Organizational Structure
Chapter 14: Decentralization and Shared Governance

**ASSIGNMENTS and ACTIVITIES:**
Quiz #2 will cover chapters 7 to 14. Quiz will open on Monday October 4 and will close on Sunday October 10 at 11:59pm.
Studying for this quiz will serve as the students' review for Exam II.
Due: Global Project #1 due Wednesday October 6 at 11:59 pm
Visit the following websites for additional information or resources for selected topics:
Information on Report Recommendations, Focus on Education, Focus on Scope of Practice from the Future of Nursing Report.

**MODULE 6**
**OBJECTIVES**
Apply critical thinking and decision-making skills to conceptualize and analyze possible solutions or answers to a test/exam scenarios.

**READINGS**
Self-Review Chapters 7 to 14.

**ASSIGNMENTS and ACTIVITIES:**
Exam II will cover chapters 7 to 14. Exam will open on Monday October 11 and will close on Wednesday October 13 at 11:59pm.

**MODULE 7**
**OBJECTIVES**
Classify and define traditional, current, and evolving nursing care models.
Analyze the advantages and disadvantages of each care delivery system.
Evaluate trends shaping the development and use of care delivery systems in the United States and around the world.
Substantiate the importance of case management.
Review leadership and management implications for case, disease, and population-based care.
Define evidence-based practice.
Discuss the roles of nurse leaders in promoting evidence-based practice.

**READINGS:**
Chapter 15: Professional Practice Models
Chapter 16: Case and Population Health Management
Chapter 17: Evidence-Based Practice: Strategies for Nursing Leaders.

**ASSIGNMENTS and ACTIVITIES:**
Reminder: Global Project # 2 due Wednesday November 3 at 11:59 pm

Visit the following websites for additional information or resources for selected topics:
- Tutorial on evidence-based practice
- AAFP’s Model for Improvement

**MODULE 8**

**OBJECTIVES**
Describe tools that a nurse can use in a quality improvement activity.
Identify one’s role in health care quality.
Distinguish patient-focused, provider-focused, and organization-focused outcome indicators.
Discuss the relevance of research findings for outcomes research.
Explain why violence in the workplace is a particular concern for nurses.
Discuss the legal, ethical, and economic costs of workplace violence in health care organizations.
Discuss management actions necessary to provide legal defense against claims arising from workplace violence.

**READINGS:**
Chapter 18: Quality and Safety
Chapter 19: Measuring and Managing Outcomes
Chapter 20: Prevention of Workplace Violence

**ASSIGNMENTS** and **ACTIVITIES:**
Quiz #3 will cover chapters 15 to 20. Quiz 3 will open Monday November 1 and will close on Sunday November 7 at 11:59pm. Studying for this quiz will serve as the students’ review for Exam III. Due: Global Project #2 due Wednesday November 3 at 11:59 pm

Visit the following websites for additional information or resources for selected topics:
Articles on Staffing levels from AHRQ
Information on Falls and The National Database of Nursing Quality Indicators [NDQI]
Resources on Nursing Shortage at American Association of Colleges of Nursing

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<thead>
<tr>
<th>MODULE 9</th>
<th>OBJECTIVES</th>
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<tbody>
<tr>
<td></td>
<td>Apply critical thinking and decision-making skills to conceptualize and analyze possible solutions or answers to a test/exam scenarios.</td>
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<table>
<thead>
<tr>
<th>READINGS:</th>
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<tbody>
<tr>
<td>Self-review for chapters 15 to 20.</td>
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<tr>
<th>ASSIGNMENT and ACTIVITIES:</th>
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<tbody>
<tr>
<td>Exam III will cover chapters 15 to 20. Exam III will open on Monday November 8 and will close on Wednesday November 10 at 11:59pm.</td>
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<tr>
<th>MODULE 10</th>
<th>OBJECTIVES</th>
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<tr>
<td></td>
<td>Describe the current nursing shortage issues and trends. Link leadership and management concepts to confront the nursing shortage. Analyze recruitment and retention strategies used by managers and/or organizations that have had a positive impact on nurse recruitment and retention. Discuss the staffing management of nursing resources and its relevance to the quality, safety, and cost of health care. Discuss the professional, legislative, regulatory, and organizational factors that influence staffing management. Discuss the impact of staffing on patient, fiscal, and organizational outcomes. Define budget. Distinguish between direct and indirect costs, and critique costing out nursing services. Differentiate among cost analysis, cost-effectiveness analysis, and cost-benefit analysis as methods of economic evaluation. Describe performance appraisal.</td>
</tr>
</tbody>
</table>

Do not copy without the instructor’s express written consent.
Explain factors that drive the need for effective nursing performance.

**READINGS:**
Chapter 21: Confronting the Nursing Shortage
Chapter 22: Staffing and Scheduling
Chapter 23: Budgeting, Productivity, and Costing Out Nursing
Chapter 24: Performance Appraisal

**ASSIGNMENT and ACTIVITIES:**
Visit the following websites for additional information or resources for selected topics:
- Access articles on Staffing Levels from AHRQ
- Access resources for Managers
  Developing Performance Evaluation

Reminder: Global group project # 3, due Wednesday December 1 at 11:59pm

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**MODULE 11**

**OBJECTIVES**
Identify all-hazards preparedness resources
Analyze planning for a comprehensive all-hazards preparedness strategy for health care.
Describe computer applications in nursing, nursing informatics, and management information systems.
Speculate about future informatics trends.
Integrate effectiveness research and informatics.
Discuss current trends in marketing in nursing and health care.
Discuss recruitment of future nurses.

**READINGS:**
Chapter 25: Emergency Management and Preparedness
Chapter 26: Data Management and Clinical Informatics
Chapter 27: Marketing

**ASSIGNMENTS AND ACTIVITIES**
Quiz # 4 will cover chapters 21 to 27. Quiz #4 will open on Monday November 22 and will close on Sunday November 28 at 11:59pm.
Due: Global group project # 3, Wednesday December 1 at 11:59pm

Learn more about EHRS
<table>
<thead>
<tr>
<th>MODULE 12</th>
<th>OBJECTIVES</th>
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<tbody>
<tr>
<td></td>
<td>Apply critical thinking to conceptualize and analyze possible solutions to test/exam scenarios or questions.</td>
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</table>

**Readings:**
Self-review Chapters 21-27.

**Assignments and Activities:**
Exam 4 will cover chapters 21 to 27. Exam 4 will open on Monday November 29 and will close on Wednesday December 1 at 11:59pm. Complete Online Course Evaluation by Monday December 6.