Stephen F. Austin State University
DeWitt School of Nursing
LEADERSHIP AND COORDINATION OF NURSING CARE

Course Number:  NUR 432
Section Number(s):  001 – 006
Clinical Section(s):  010 - 015
Fall, 2018

Course Instructors
Rose Powell, PhD, RN
Karen Migl, PhD, RN

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             Clinical: Wednesday, Thursday
             Other times, available by appointment.

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             Tuesday: 9am-12p.m.-1-2 p.m.
             Clinical: Wednesday, Thursday
             Other times, available by appointment.

Class meeting time and place: Monday: 1:00 p.m. - 3:00 p.m.
                             SON Building, Room 107

Textbook and Materials

Course Description
Students apply critical thinking, management, leadership and nursing theories, and research while coordinating nursing care of multiple clients. The role of the nurse as a leader and manager within the interdisciplinary health care team and system will be emphasized.

Unabridged Course Description
This course builds upon principles and theories from previous, concurrent and prerequisite courses. Students will have the opportunity to acquire and apply critical thinking, management, leadership, and nursing theories and evidenced-based research (EBR) while coordinating nursing care of multiple clients. The role of the nurse as a leader and manager within the interdisciplinary healthcare team and system will be emphasized. Students will utilize communication, management skills, nursing process, and legal guidelines when providing holistic care to groups of clients from diverse spiritual, ethno-cultural and socioeconomic backgrounds.
Number of Credit Hours
4 credit hours (2 lecture/6-hour clinical practicum)

Course Prerequisites and Co-requisites
Prerequisites: NUR 406, NUR 407, NUR 408
Co-requisites: NUR 430, NUR 431, NUR 433

Placement/Rationale

Second Semester Senior Year
Course based on content from previous nursing courses.

Rationale: Course based on content from previous nursing courses.

Credit Hour Distribution:
4 credit hour (2 lectures/6 clinical practicum)

Clinical Supervision Limit

Ten students per clinical instructor

Program Learning Outcomes
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence-based practice.
2. Deliver nursing care within an established legal and ethical parameter in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

General Education Core Curriculum Objectives/Outcomes
None

Student Learning Outcomes
The student will
1. Relate concepts and principles of the arts, sciences, humanities, management, and nursing as a source for making nursing practice decisions with groups of clients, families, and healthcare teams within a healthcare system.
2. Model responsibility and accountability using consistent behavior patterns and professional communication skills.
3. Evaluate evidence-based research for applicability of findings to managing groups of clients and a healthcare team.
4. Evaluate delivery of care by members of the interdisciplinary healthcare team.
5. Incorporate and implement management and nursing processes to formulate plans of care.
6. Address moral, economic, and legal issues affecting nursing practice with groups of clients, families, and health care teams.
7. Practice interdisciplinary collaboration respecting holistic, socio-economic, spiritual, and ethnoculturally diverse characteristics of clients and team members.

**Differentiated Essential Competencies (DEC’s)**
The Richard and Lucille DeWitt School of Nursing prepares graduates to demonstrate the *Differentiated Essential Competencies of Graduates of Texas Nursing Programs Evidenced by Knowledge, Clinical Judgments, and Behaviors (DECs)*. The competencies are based upon the preparation in the program of study. In nursing education, the DEC’s serve as a guideline and tool for curriculum development and revision, a tool for benchmarking and evaluation of the program, and statewide standard to ensure graduates will enter practice as safe and competent nurses. The DECs are incorporated into every course in the SON to ensure uniformity and continuity of standards. Please refer to the Texas BON website for additional information. [https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf](https://www.bon.texas.gov/pdfs/differentiated_essential_competencies-2010.pdf)

**Course Requirements**
Chapter/module quizzes, on-line discussions, simulations: interview & end-of- shift report, Evolve case studies, presentations, administrative culture assessment, ROTC reflection paper, clinical reflection/journal, HESI conversion score, and course evaluations.
## NUR 432: Leadership and Coordination of Nursing Care
### Course Outline and Tentative Schedule
#### Fall, 2018

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Content</th>
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</table>
| 8/27       | Mon. Class 1:00pm-3:00pm          | **Orientation Day** first day of class  
Review Simulation SBAR video before tomorrow |
| 8/28       | Tues Simulation Lab 8:30 am-11:30 pm | SBAR Simulation  
MAK Training (Memorial Hospital ONLY) |
|            | Mon Class 1-3                     | C-29  
Interview Prep & Interview Simulation  
Nursing Jurisprudence Exam (NJE)  
Information  
**Basic Leadership and Mgt Concepts:**  
C-5: Legal and Ethical Issues  
CHI Lufkin: On-Line  
Nac Memorial: On-Line & MAK Training  
Nac Med Ctr: On-Line  
Lufkin Woodland Heights: In-hospital |
|            | Hospital Orientation papers due   |                                                                           |
| 9/10       | Mon Class 1-3                     | **Basic Leadership and Management Concepts:**  
Leadership & Management:  
C-1: Leading, Managing, & Following  
C-3: Developing the Role of Leader  
C-4: Developing the Role of Manager  
**DB:** 1: Module 01 |
| PLO: 1, 2, 3, 4, 5, 6, 7  
SLO: 1, 2, 3, 5, 6, 7 | Guest Speaker: Mario Estrella |                                                                           |
| 9/17       | Mon Class 1-3                     | **Basic Leadership and Mgt Concepts:**  
Healthcare Policy in Healthcare and Change & Decision Making:  
C-10: Power, Politics & Influence  
C-17: Leading Change  
C-6: Making Decision and Solving Problems  
**DB:** 2: Module 04 |
| PLO: 1, 2, 7  
SLO: 1, 2, 5, 6, 7 | |                                                                           |
| 9/21       | InterviewStream Assignment        | Students complete and submit your  
Interview Stream and Cover Letter and Resume to Career Services for evaluation |
| Fri        | |                                                                           |
| 9/24       | Mon Class 1-3  
9-10 am: Grp A: Post-Conference  
After class: Grp B: Pre-Conference | **Exam #1:** 1, 3, 4, 5, 6, 10, 17  
Following Exam:  
**Basic Leadership and Mgt Concepts:**  
Organizational Structures and Budget:  
C-7: Healthcare Organizations  
C-8: Understanding & Designing Organizational Structure |
| PLO: 1, 2, 4, 5, 7  
SLO: 1, 5, 6, 7 | |                                                                           |
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<tr>
<th>Date</th>
<th>Class Time</th>
<th>Location/Meeting Room</th>
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<tbody>
<tr>
<td>10/1</td>
<td>Mon Class 1-3</td>
<td>Room: 115</td>
<td><strong>Introduction to IOM Quality Initiatives:</strong></td>
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<td>I. Core Competency: Provide Patient-Centered Care</td>
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<td>C-9: Cultural Diversity in Healthcare</td>
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<td>C-12: Managing Costs and Budgets</td>
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<td>C-13: Care Delivery Strategies</td>
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<td>C-22: Consumer Relationships</td>
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<td><strong>Handouts for Priority Setting</strong></td>
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<td>10/8</td>
<td>Mon Class 1-3</td>
<td>Room: 115</td>
<td>Exam #2</td>
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<td>Chapters: 7, 8, 9, 12, 13, 22, Priority Setting</td>
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<td>Following Exam: C-26: Delegation</td>
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<td>10/15</td>
<td>Mon Class 1-3</td>
<td>9-10 am: Grp B: Post-Conference</td>
<td>II. Core Competency: Work on Interdisciplinary Teams</td>
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<td>C-14: Staffing and Scheduling</td>
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<td>C-15: Selecting, Developing and Evaluating Staff</td>
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<td>C-18: Building Teams through Communication and Partnerships</td>
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<td><strong>DB: 3, 4, 5: Module 12, 15, 16</strong></td>
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<td>Drop Box: Interview Stream Assessment and Cover Letter and Resume due</td>
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<td>10/22</td>
<td>Mon Class 1-3</td>
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<td>II. Core Competency: Work on Interdisciplinary Teams</td>
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<td>C-23: Conflict</td>
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<td>C-24: Managing Personal &amp; Personnel Problems</td>
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<td>C-25: Workplace Violence and Incivility</td>
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<td><strong>DB: 6, 7, 8: Module 21, 23, 25</strong></td>
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<td>10/26</td>
<td>Friday</td>
<td>7:30 am-12:00 pm</td>
<td>ROTC: SN Leadership Field Day</td>
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<td>Johnson Coliseum</td>
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<td>10/29</td>
<td>Mon Class 1-3</td>
<td>Room: 115</td>
<td>Exam #3</td>
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<td>Chapters: 14, 15, 18, 23, 24, 25, 26</td>
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<td>III. Core Competency: Employ Evidence-Based Practice</td>
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<td>C-21: Translating Research into Practice</td>
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<td>ROTC: SN Leadership Field Day</td>
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<td>Reflective Paper Due</td>
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<td>11/5</td>
<td>Mon Class 1-3</td>
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<td>IV: Core Competency: Apply Quality Improvement</td>
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<td>C-2: Patient Safety</td>
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<td>C-16: Strategic Planning Goal Setting &amp; Marketing</td>
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<td>C-20: Managing Quality and Risk</td>
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<td><strong>DB: 9: Module 02</strong></td>
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<td>Nursing Jurisprudence Exam (NJE)</td>
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<td>Certificates due</td>
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<td>11/12</td>
<td>On-line Modules</td>
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<td>V: Core Competency: Use of Informatics</td>
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<td>C-11: Caring, Communicating, and Managing with Technology (Mod: 8)</td>
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<td>Personal Future:</td>
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<td>C-27: Role Transition (Mod: 24)</td>
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<td>DB: 10: Module 24</td>
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<td>e-Portfolio Due</td>
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<td>11/12</td>
<td>Thanksgiving Holidays</td>
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<td>11/26</td>
<td>Exam #4: Final</td>
<td>Mon Class 1-3</td>
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<td>Room: 115</td>
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<td>12/3</td>
<td>Mon Class: Time: 1-3pm</td>
<td>Leadership HESI</td>
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<td>12/14</td>
<td>Pinning</td>
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<td>12/15</td>
<td>Graduation: Congratulations!!</td>
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*Program Learning Outcomes (PLO)
*Student Learning Outcomes (SLO)
Grading Policy

Evaluation
Evaluation is based on achievement of the objectives. Evaluation strategies include quizzes, a clinical performance evaluation, meeting the criteria for administrative cultural assessment, discussions, interviewing and end-of-report simulations, Executive Summary, ROTC reflection, clinical reflective/journaling, and pre- & post-conferences. The students will also complete course evaluations.

It is necessary to obtain an average of 75 in the class exam grades to pass this course. An exam average below 75 or a class average below 75 constitutes failure of NUR 432 and will result in a grade of “F” on the transcript. Clinical will be graded as a Pass/Fail. You must pass both the class and clinical in order to pass NUR 432.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Chapters/Modules Exam (4)</td>
<td>400</td>
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<tr>
<td>Discussion Questions (10)</td>
<td>50</td>
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<tr>
<td>InterviewStream Simulation</td>
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<tr>
<td>Research Article for Leadership Clinical Application</td>
<td>40</td>
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<tr>
<td>Administrative Cultural Assessment</td>
<td>100</td>
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<tr>
<td>ROTC: SN Leadership Field Day Reflection</td>
<td>25</td>
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<tr>
<td>Clinical Reflective/Journal (6)</td>
<td>60</td>
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<td>HESI conversion score</td>
<td>100</td>
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<tr>
<td>e-Portfolio</td>
<td>50</td>
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<td><strong>Total Possible Points</strong></td>
<td><strong>875</strong></td>
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Grading Scale
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = 74 and below
Module 1: Chapters 1, 3, and 4
Module Objectives

- Evaluate key role characteristics of leading, managing and following.
- Analyze at least two challenges managers face
- Consider how generational differences affect managers, leaders, and followers.

Module 2: Chapter 2
Module Objectives

- Identify the key organizations leading patient safety movements in the United States.
- Assess the need for a focus on patient safety.
- Apply the concepts of today's expectations in the implementation of patient safety.

Module 3: Chapter 5
Module Objectives

- Analyze ethical principles from a leadership and management perspective.
- Apply managers’ rights and responsibilities from a legal and an ethical perspective.
- Apply legal principles to leading and managing roles in professional nursing.

Module 4: Chapter 6
Module Objectives

- Differentiate decision-making and problem-solving.
- Create a solution for a common national problem.
- Evaluate decision-making styles.

Module 5: Understanding Healthcare Organizations Chapter 7 and Chapter 8
Module Objectives

- Analyze healthcare organizations to differentiate the various types.
- Analyze economic, social, and demographic forces that drive the development of healthcare organizations.
- Explain the implications of healthcare organizational evolution for nursing leadership and management roles.
- Analyze the ways in which an organization's vision, mission, and philosophy statements drive and determine its structure.
- Analyze factors that influence the design of an organizational structure.
- Compare and contrast various organizational structures of existing organizations.

Module 6: Cultural Diversity Chapter 9
Module Objectives

- Evaluate the use of concepts and principles of culture, cultural diversity and cultural sensitivity in leading and managing situations.
- Evaluate individual and societal factors in cultural diversity.
- Determine critical elements to be assessed in a clinical setting for cultural support.
Module 07: Power, Politics, and Influence Chapter 10
Module Objectives
- Value the concept of power as it relates to leadership, management, and followership.
- Develop an effective image of power as a component of nursing leadership.
- Choose appropriate strategies to be powerful and effective in the workplace and in legislative activities.

Module 08: Managing Information and Technology Chapter 11
Module Objectives
- Analyze the differences between data, information, and knowledge.
- Evaluate a model to change accepted practice into evidence-based practice.
- Consider three trends in healthcare information technology.
- Analyze three types of technology for capturing data at the point of care.
- Value access to decision-support systems.
- Value the use of the Internet in disseminating and finding healthcare information.
- Keep in mind the module's focus.

Module 09: Managing Costs and Budgets Chapter 12
Module Objectives
- Explain several factors that contribute to increasing healthcare costs.
- Differentiate costs, charges and revenues.
- Value the need to make a profit.
- Discuss the purposes of various budgets.
- Explain the budgeting process.
- Consider how to work with variances.

Module 10: Care Delivery Strategies Chapter 13
Module Objectives
- Differentiate five models of care delivery.
- Evaluate the roles of staff and manager in the context of each model.
- Examine developments that could alter care strategies.

Module 11: Staffing and Scheduling Chapter 14
Module Objectives
- Evaluate the key external and internal variables that affect staffing plans.
- Examine scheduling needs from the perspectives of both the nurse and the patient, considering individual needs and requirements for positive patient outcomes.
- Describe how acuity affects staffing levels.

Module 12: Selecting, Developing and Evaluating Staff Chapter 15
Module Objectives
- Relate concepts of role theory to position descriptions and role development.
- Evaluate key points for interviewing a prospective employee.
- Differentiate the five appraisal strategies.
- Examine specific guidelines for performance feedback.
- Evaluate components of the coaching process to develop followers.
Module 13: Strategic Planning, Goal-Setting, and Marketing  Chapter 16
Module Objectives
- Value the importance of environmental assessment.
- Value the interrelatedness of the mission, vision, philosophy, goals and objectives.
- Translate an idea into a strategic plan.
- Understand the module's focus.

Module 14: Leading Change  Chapter 17
Module Objectives
- Analyze the general characteristics of change in open-system organizations.
- Relate the models of planned change to the process of low-level change.
- Evaluate nonlinear theory in the management of high-level change.
- Evaluate the use of select functions, principles, and strategies for initiating and managing change.
- Formulate desirable qualities of effective change agents.

Module 15: Building Teams Chapter 18
Module Objectives
- Evaluate the differences between a group and a team.
- Value four key concepts of teams.
- Test the rules of the game in a case study.

Module 16: Communication from a Leadership Perspective  Chapter 18
Module Objectives
- Evaluate effective communication interactions.
- Identify key communication pitfalls.
- Consider the factors necessary for acknowledging others.

Module 18: Managing Quality and Risk  Chapter 20
Module Objectives
- Analyze the six steps of the quality-improvement process.
- Evaluate risk-management strategies.
- Define the most common sentinel events in health care.
- Recognize various strategies for the presentation of data.
- Differentiate between quality assurance and quality improvement.

Module 19: Translating Research into Practice  Chapter 21
Module Objectives
- Value the nurse’s accountability to use research.
- Analyze the difference between research utilization and evidence-based practice.
- Evaluate resources to determine the best available evidence.
- Identify resources that evaluate evidence.
- Identify strategies for implementing evidence-based practices within the organizational context.
Module 20: Consumer Relationships   Chapter 22
Module Objectives

- Categorize health consumers' interactions into three relationship structures.
- Interpret the results of selected changes that have influenced consumer relationships in health care.
- Examine the importance of a service-oriented philosophy.
- Understand how to promote a successful nurse-consumer relationship.

Module 21: Conflict   Chapter 23
Module Objectives

- Determine the sources of hypothetical and actual conflict through the use of a model.
- Assess approaches to conflict.
- Determine when to use the various approaches in different conflict situations.
- Evaluate how to manage polarities (unresolvable conflicts).

Module 22: Delegation   Chapter 26
Module Objectives

- Value the concept of delegation.
- Evaluate how tasks and relationships influence delegation of responsibilities to a specific individual.
- Comprehend the legal authority for a registered nurse (RN) to delegate responsibilities.
- Value the complexity of decision-making as it relates to delegation.

Module 23: Managing Personal and Personnel Problems   Chapter 24
Module Objectives

- Differentiate common personal and personnel issues.
- Examine strategies for approaching specific personnel issues.
- Evaluate guidelines for the documentation of performance problems.
- Value the leadership aspects inherent in all roles in nursing.

Module 24: Role Transition   Chapter 27
Module Objectives:

- Demonstrate understanding of the full scope of a manager's role by outlining responsibilities, opportunities, lines of communication, expectations, and support.
- Analyze specific examples of role transition as a staff nurse and a nurse manager.
- Construct a response to an unexpected role transition.
- Evaluate strategies to facilitate successful role transition.

Module 25: Workplace Safety   Chapter 25
Module Objectives

- Categorize the types of violence or incivility that may occur in the workplace.
- Analyze risk factors for potential violence or disruption.
- Describe guidelines for preventing workplace violence.
- Assess your organization's plan for preventing workplace violence.
- Identify interventions that help prevent horizontal violence and incivility.
Module 26: Self-Management  Chapter 28
Module Objectives
- Analyze stressors.
- Analyze selected strategies to diminish stress.
- Assess the manager's role in helping staff to manage stress.
- Evaluate common barriers to effective time management.
- Critique the strengths and weaknesses of selected time-management strategies.
- Evaluate selected strategies to manage time more effectively.

Module 27: Career Management  Chapter 29
Module Objectives
- Differentiate among career styles and how they influence career options.
- Evaluate the relevance of a cover letter, curriculum vitae, and résumé as entrées to interviews.
- Develop examples of each of the tools.
- Evaluate types of professional learning opportunities.
- Value professional expectations.
- Ponder the benefits of membership in professional associations from a personal and professional perspective.

Module 28: Thriving for the Future  Chapter 30
Module Objectives
- Value the need to think about the future.
- Ponder two projections for the future and interpret their implications for nursing.
- Evaluate how your practice will change.
- Apply five guidelines that a nurse manager or leader can implement to encourage a professional, satisfying work setting.

Course Chapter/Module Exam:
The Exam are given to evaluate your learning of the leadership concepts. These exam will evaluate content covered in class, textbook and online modules. See the schedule for the date and time.

Discussion Questions:
These discussion questions provide the students with an opportunity to further discuss and explore their thoughts of the content from class and from their personal and clinical experiences. It is important for the student to answer and give their best reply to the situation. These discussions will further measure the student’s application and critical thinking ability. See the schedule for completion dates for these discussions.

Simulation: End-of-Shift Report:
End-of-shift report simulation will afford the student to gather essential information to pass on to the next shift. A debriefing session will be conducted to review the simulation in order for the student to learn from this experience and to develop confidence. See the schedule for completion date.

Simulation: Interview:
InterviewStream software uses specific information provided to create realistic interview scenarios that are custom tailored to each interviewee. InterviewStream allows you to capture your responses to interview questions using a webcam. This feature enables you to see exactly how you will look and sound to a
prospective employer. With InterviewStream you’ll be able to practice, develop and perfect your interview skills as often as you’d like, while working at your own pace. See the schedule for completion date.

**Research Article for Leadership Application:**
This assignment is to allow the student to select a current research article with an emphasis on leadership principles and its application to the practice in nursing leadership and management. Evaluation will be determined by technical competency, critical thinking and reflection, critical thinking and analysis, and application to current leadership clinical events. This assignment is due during their leadership clinical rotation.

**Administrative Cultural Assessment:**
This assignment is to foster the students’ awareness of their own leadership/management styles and techniques, the styles and techniques of others, and critically analyze the styles and techniques they would consider developing. The student, also, critically analyzes the administrative culture of their clinical site. The assignment is due at the end of the leadership clinical rotation.

**ROTC: Student Nurse Leadership Field Day Reflection Paper:**
Students will follow a formatted outline to guide their thoughts of this interactive leadership field exercise. Students will be working with ROTC cadets from the Military Science Department on this assignment. See the schedule for completion date of this paper.

**e-Portfolio:**
As a professional nurse, a portfolio that is well prepared provides "evidence" to an employer of your accomplishments, skills, abilities and it documents the scope and quality of your experience and education. It is an organized collection of documentation that presents both your personal and professional achievements by providing evidence in a concrete way.

**Clinical Reflective Journal:**
Students will submit six (6) journal entries of their experiences as they progress in caring for an assigned group of patients in a clinical setting. In these journals students will apply principles from the leadership/mgt course. These weekly journals will be submitted the following week prior to class.

**HESI Conversion Score:**
At the end of the semester, a standardized leadership exam is given. The conversion score from your HESI Leadership Exam will be included as part of your grade.

**Make-Up Exam:**
Make-up exam will be given at the discretion of faculty. They will be given in accordance with the policies and procedures of the School of Nursing, Stephen F. Austin State University. Missing an exam for a job interview is unexcused. The student will receive a zero (0) on the exam.

**On-Line Course Evaluations:**
On-line course evaluations may be completed at the end of the leadership clinical and at the end of the semester. Directions and the time-line will be announced in class when the on-line evaluation is available.
Attendance Policy

Classroom: Your attendance in class is expected and your contribution valued.

Clinical: Attendance is mandatory for pre- & post-conferences, all clinical hours, and ROTC Leadership Field Exercises. For hospital clinical make up day, you must reschedule. Dates and times for the rescheduling of the clinical day need to be approved by both the instructor and preceptor.

Missing clinical for a job interview is an unexcused absence. The student will receive an F day. The student will be required to make-up the clinical day at the discretion of the faculty.

Academic Integrity (A-9.1)
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at: http://www.sfasu.edu/policies/academic_integrity.asp

Withheld Grades (Semester Grades Policy A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.

Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Acceptable Student Behavior

Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.
CLINICAL SYLLABUS
Fall, 2018
NUR 432L
Leadership and Coordination of Nursing Care
Clinical Instructors: Dr. Rose M. Powell and Dr. Karen S. Migl

Faculty Contact Information: See Page 2 of Syllabus

Leadership Experience
The purpose of the leadership/management clinical practicum is to provide the senior nursing student an 84-hour clinical practicum. The senior student will implement beginning leadership skills by utilizing critical thinking and decision-making skills for an assigned group of patients with a preceptor.

Clinical Hours Distribution:
Management Practicum with post-conference 74 hours
ROTC Leadership Field Exercise 5 hours
Simulations:
  a. End-of-Shift Report 2 hours
  b. Interview Stream 3 hour
Total Clinical Hours 84 hours

Clinical Course Calendar

Simulation Lab:
Simulation: End-of-Shift Report:
End-of-shift report simulation will afford the student to gather essential information to pass on to the next shift. A debriefing session will be conducted to review the simulation in order for the student to learn from this experience and to develop confidence. See the schedule for date and time.

Simulation: Interview Stream:
Interview Stream software uses specific information provided to create realistic interview scenarios that are custom tailored to each interviewee. Interview Stream allows you to capture your responses to interview questions using a webcam. This feature enables you to see exactly how you will look and sound to a prospective employer. With Interview Stream, you’ll be able to practice, develop and perfect your interview skills as often as you’d like, while working at your own pace. See the schedule for completion date.

Hospital: See Schedule student assigned hospital.
Area hospitals: Nacogdoches Medical Center; Nacogdoches Memorial Hospital; CHI St. Luke’s Memorial Health: Lufkin; Woodland Heights Hospital, Lufkin.

Group A: Pre-conference: September 3rd, after class, Room: 107
  September 5, 6, 12, 13, 19, 20
  Post-conference: September 24th 9-10 am; Room: Administration Bldg.

Group B: Pre-conference: September 24th, after class, Room 107
  September 26, 27, October 3, 4, 10, 11
  Post-conference: October 15th, 9-10 am; Room: Administration Bldg.

Group C:

ROTC: SN Leadership Field Day: October 26th, 7:30 am-12:00 pm Johnson Coliseum
Leadership Clinical Learning Objectives

1. Complete an informal and formal organizational assessment.
2. Demonstrates a beginning leadership role in achieving management goals.
3. Analyze and apply theory processes, skills, functions and techniques of leadership and management, including critical thinking, change theory, advocacy, planning, budgeting, and staffing processes, managing conflict, delegation, decision-making, problem-solving, motivating and quality improvement for an assigned group of clients.
4. Participate with ROTC Military Science in a leadership practicum that facilitates critical thinking, problem-solving skills and teamwork to accomplish goals.
5. Uses informatics and other forms of professional communication in the process of managing clients and as a member of the interdisciplinary health care team.

Grading Policy

Clinical  Pass/Fail

Must have a weighted mean of 75% to pass class, have a weighted mean of 75% for the test average, and pass clinical.

Clinical Evaluation

Purpose: The purpose of the leadership/management clinical practicum is to provide the senior nursing student an 84-hour clinical practicum. The senior student will implement beginning leadership skills by utilizing critical thinking and decision-making skills.

Method of Evaluation:
Evaluation includes: a) Six (6) Clinical Reflective Journals; b) ROTC Team Leadership Reflection; c) Simulation; d) Evaluation by preceptor from clinical agency; e) Student’s evaluation of the preceptor and clinical agency; and f) Faculty clinical evaluation.

ABSENCE FROM CLINICAL POLICY:

Attendance is mandatory for all clinical hours. The student has the responsibility to be present and punctual for all agency and client appointments.

To be an excused absence the student must be excused directly by the clinical instructor. If so directed by the instructor, the student must bring a written excuse from the health provider. The student will also be responsible for reporting the absence directly to the clinical site contact person that is provided in the list of clinical sites.

All absences from the clinical setting will be made up on a scheduled make up day. Dates and times for the rescheduling of the clinical day need to be approved by both the instructor and preceptor. Any missed clinical days will be made up at the discretion of the faculty and preceptor (e.g., that means your clinical make-up days may take priority over other non-academic activities).

Unexcused absences will result in a clinical “F” day. Unexcused absences are defined as any absence that was not cleared with the instructor prior to the clinical experience, or any absence not directly related to illness of self or death of immediate family member or significant other. Failure to call instructor, preceptor, not showing for clinical or being late for clinical will result in a “Clinical F Day.” Absence from the clinical area exceeding 10% will result in a clinical failure regardless of the reasons. See School of Nursing Policy # 21.
Students who miss the scheduled ROTC Student Nursing Leadership Field Day will have to make it up with a 12-hour clinical day.

Missing clinical for a job interview is an unexcused absence. The student will receive an F day. The student will be required to make-up the clinical day at the discretion of the faculty.

REQUIREMENTS FOR PASSING CLINICAL:

To receive a satisfactory clinical grade, the nursing student must:
1. Adhere to the policies stated in the student handbook.
2. Give a satisfactory demonstration of all selected clinical skills.
3. Give a satisfactory demonstration of all simulations.
4. Give satisfactory performance in all oral or written recordings and complete any prescribed remediation.
5. Completion of journal/reflection papers and other clinical assignments required by faculty.
6. **Attend pre- and post-conference, clinical and clinical evaluation.** Student will receive **clinical failure** for not attending the clinical conferences, clinical or clinical evaluation. This may result in failure of NUR 432.

_Students may not receive more than 2 clinical "F" days and receive a passing grade in the course._
**Evaluation Criteria:** S = Satisfactory U= Unsatisfactory

Ongoing clinical feedback will be provided in individual student-faculty conferences throughout the clinical rotation and will be documented on page 3.

Clinical objectives for evaluation are listed on page 2.

By the end of the clinical rotation, the student must satisfactorily demonstrate all behaviors described in the clinical objectives to pass the clinical portion of the course.

<table>
<thead>
<tr>
<th>Final Clinical Grade:</th>
<th>Final Instructor Comments</th>
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<tbody>
<tr>
<td>(Pass or Fail)</td>
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<tr>
<td>Instructor Signature</td>
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<td>Student Signature:</td>
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<td>Date:</td>
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**Final Student Comments**

20
### NUR 432: Leadership and Coordination of Nursing Care

#### Clinical Outcomes

**The student will:**

<table>
<thead>
<tr>
<th>A. MEMBER OF THE PROFESSION</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</th>
<th>DEC</th>
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<tbody>
<tr>
<td>1. Adhere to legal and ethical standards of the profession (e.g., University, Facility, Code of Ethics, BON, Standards of Practice, HIPPA, &amp; etc.)</td>
<td>IA IIIA IIIE</td>
<td>1. Evaluate safety of client (environment, care, technology, identification, etc.)</td>
<td>IIIB IIIC IID</td>
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<td>2. Assume responsibility and accountability of quality of nursing care (QI, QA, Risk Management, etc.)</td>
<td>IB IC</td>
<td>2. Maintain strict infection control measures</td>
<td>IIIB</td>
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<td>3. Determine the advocacy role for the client practice base.</td>
<td>IVB</td>
<td>3. Design effective medication administration strategies.</td>
<td>IIID</td>
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<td>4. Appraise own strengths and weaknesses and utilize feedback for professional growth.</td>
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<tr>
<th>B. PROVIDER OF PATIENT-CENTERED CARE</th>
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<tr>
<td>1. Apply knowledge, concepts, and theories to nursing management &amp; clinical practice. (EBP &amp; critical thinking)</td>
<td>IIA</td>
<td>1. Collaborate interdisciplinary health care team (e.g., setting priorities, time management delegation, &amp; etc. with team members)</td>
<td>IVA IVF IVG IC IIIF</td>
</tr>
<tr>
<td>2. Utilize management &amp; nursing processes in provision of care to a case load of clients (includes teaching)</td>
<td>IIB IIC IIF IIG IIIH</td>
<td>2. Collaborate with health care team members to coordinate community resources and referrals in the provision of nursing care.</td>
<td>IVC IID</td>
</tr>
<tr>
<td>3. Perform skills safely and efficiently (with assistance, under supervision, independently, interdependently and collaboratively)</td>
<td>IIIID</td>
<td>3. Establish effective working relationships with clients, faculty, staff and peers.</td>
<td>IVD</td>
</tr>
<tr>
<td>4. Communicate therapeutically; maintain professional boundaries (informatics, documentation, report, and etc.)</td>
<td>IIE IVE</td>
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