All Information in this Syllabus is subject to the written policies and procedures of the School of Nursing, Stephen F. Austin State University, Nacogdoches, Texas.

In the case of commission, omission, ambiguity, vagueness, or conflict, the policies and procedures of the School of Nursing shall control.

Each student shall be responsible for actual and/or constructive knowledge of the policies and procedures of the School of Nursing and for compliance therewith.

Each student is responsible for all information in this syllabus.

This syllabus is provided for informational purposes only.
Faculty Contact Information:

Name: Rose M. Powell, PhD, RN  
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            Cell: 936-201-6377  
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Office Hours: Monday: 9:00 a.m. – 12:00 p.m. and 3-4 p.m.  
            Tuesday: 9am-12p.m.-1-2 p.m.  
            Clinical: Wednesday, Thursday  
            Other times, available by appointment.

Name: Karen S. Migl, PhD, RN  
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Office Number: Room 162  
Office Hours: Monday: 9:00 a.m. – 12:00 p.m. and 3-4 p.m.  
            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 hours (2 lectures/6 clinical practicum)

NUR 432 Leadership and Coordination of Care (4 credits; 2-hour didactic and 6 hours clinical per week) typically meet once a week on Mondays in 2-hour segments for 15 weeks and has an additional 2-hour final. Students have significant weekly reading assignments and required to take 4 major tests and a comprehensive HESI final examination. The didactic preparation and activities average a minimum of 6 hours a week to prepare outside of classroom hours.  
The clinical component is composed of a total of 90 hours. It consists of simulations, organizational assessment, ROTC Leadership Field Exercise, weekly assignments, and in-hospital clinical. Students are required to successfully pass the clinical component to pass the course.

**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 established legal and ethical parameters 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. Assure 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. Value 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 ethno-culturally 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

Course Requirements

Chapter/module exams and/or quizzes, on-line discussions, e-portfolio, simulations: interview & end-of-shift report, Evolve case studies, presentations, administrative culture assessment, ROTC reflection paper, clinical, clinical reflection/journal, HESI conversion score, and course evaluations.
## Course Calendar

**NUR 432: Leadership and Coordination of Nursing Care**  
**Fall, 2019**

### Course Outline and Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Activities</th>
<th>Content</th>
</tr>
</thead>
</table>
| **Week 1**  | **8/26**                                        | **First day of class**  
**Orientation Day**  
Hospital Orientation:  
Lufkin CHI: On-Line (already done)  
Lufkin Woodland Heights: 5-6pm SON Rm 111-113  
Nac Med Ctr: already done  
Nac Memorial: see 8/27, 3pm |
| **Week 1**  | **8/27**                                        | **Simulation Day**  
3 pm Nac Memorial: Orientation and MAK training meet in 3rd floor education room at Nacogdoches Memorial Hosp  
(download orientation paperwork and have printed copy) |
| **Week 2**  | **9/2**                                         | **Interview Prep & Interview Simulation**  
**Basic Leadership and Mgt Concepts:**  
Legal Issues and Ethics in Healthcare Delivery  
C-3: Legal and Ethical Issues (pg. 33-58)  
C-14: Workforce Engagement (pg. 245-251)  
C-27: Managing Your Career (pg. 485-492)  
**How to write an effective discussion board** |
| **Week 3**  | **9/9**                                         | **Basic Leadership and Management Concepts:**  
Leadership & Management:  
C-1: Leading, Managing, & Following (pg. 2-16)  
C-5: Gaining Personal Insight: Beginning of Being a Leader (pg. 78-86)  
C-6: Being an Effective Follower (pg. 90-96)  
**DB #1 (submit by 9/8 at 11:59 pm)** |
| **Week 4**  | **9/16**                                        | **Basic Leadership and Mgt Concepts:**  
Healthcare Policy in Healthcare and Change & Decision Making:  
C-9: Power, Politics & Influence (pg.142-154)  
C-15: Making Decision and Solving Problems (pg. 258-271)  
C-18: Leading Change (pg. 321-333)  
**DB #2 (submit by 9/15 at 11:59 pm)** |
| **Week 4**  | **9/20**                                        | **Friday Simulation Interview**  
**Students complete and submit your Interview Stream and Cover Letter and Resume to Career Services for evaluation** |
| Week 5  | 9/23 | Monday Class 1-3 8:30-10 am: Grp A: Post-Conference  
Exam #1 1-2pm; Room 115  
Class 2-3 pm Room: 107  
After class: Grp B: Pre-Conference | Exam #1: 1, 3, 5, 6, 9, 14, 15, 18, 27  
Class Following Exam #1  
Basic Leadership and Mgt Concepts:  
C-10: Healthcare Organizations (pg. 158-174)  
C-11: Organizational Structure (pg.177-190)  
C-14: Workforce Engagement (pg. 240-243) |
|---|---|---|
| Week 5  | 9/27 | Monday Class 1-3  
Exam #1 1-2pm; Room 115  
Class 2-3 pm Room: 107  
After class: Grp B: Pre-Conference | Exam #1: 1, 3, 5, 6, 9, 14, 15, 18, 27  
Class Following Exam #1  
Basic Leadership and Mgt Concepts:  
C-10: Healthcare Organizations (pg. 158-174)  
C-11: Organizational Structure (pg.177-190)  
C-14: Workforce Engagement (pg. 240-243) |
| Week 6  | 9/30 | Mon Class 1-3  
Exam #2 1-2pm; Room 115  
Class 2-3 pm; Room: 107 | Mon Class 1-3  
Exam #2 1-2pm; Room 115  
Class 2-3 pm; Room: 107  
Basic Leadership and Mgt Concepts:  
Organizational Structures and Budget:  
C-20: Managing Costs and Budgets (pg. 361-366; 368-371)  
Introduction to IOM Quality Initiatives:  
I. Core Competency: Provide Patient-Centered Care  
C-4: Cultural Diversity and Inclusion in Health Care (pg. 63-74)  
C-12: Care Delivery Strategies (pg. 194-209)  
C-22: Person-Centered Care (pg. 386-403)  
****: Priority Setting Handouts  
DB #3 (submit by 9/29 at 11:59 pm)  
ROTC: SN Leadership Field Day Reflections are due 9/29 by 11:59 pm  
ROTC: SN Leadership Field Day  
Recreation Center: Outside; dress in old clothes |
| Week 7  | 10/7 | Monday Class 1-3  
Exam #2 1-2pm; Room 115  
Class 2-3 pm; Room: 107 | Monday Class 1-3  
Career Expo 10a-1pm  
Exam #2 1-2pm; Room 115  
Class 2-3 pm; Room: 107  
Basic Leadership and Mgt Concepts:  
Organizational Structures and Budget:  
C-20: Managing Costs and Budgets (pg. 361-366; 368-371)  
Introduction to IOM Quality Initiatives:  
I. Core Competency: Provide Patient-Centered Care  
C-4: Cultural Diversity and Inclusion in Health Care (pg. 63-74)  
C-12: Care Delivery Strategies (pg. 194-209)  
C-22: Person-Centered Care (pg. 386-403)  
****: Priority Setting Handouts  
DB #3 (submit by 9/29 at 11:59 pm)  
ROTC: SN Leadership Field Day Reflections are due 9/29 by 11:59 pm  
ROTC: SN Leadership Field Day  
Recreation Center: Outside; dress in old clothes |
| Week 8  | 10/14 | Monday Class 1-3  
Exam #2 1-2pm; Room 115  
Class 2-3 pm; Room: 107 | Monday Class 1-3  
8:30-10 am: Grp B: Post Conference  
II. Core Competency: Work on Interdisciplinary Teams  
C-13: Staffing and Scheduling (pg. 216-234)  
C-19: Building Effective Teams (pg. 236-255)  
C-21: Selecting, Developing and Evaluating Staff (pg. 377-384)  
DB #4, #5 (submit by 10/13 at 11:59 pm)  
Drop Box: Interview Stream Assessment and Cover Letter and Resume due by 10/13 at 11:59 pm  
II. Core Competency: Work on Interdisciplinary Teams  
C-7: Managing Self: Stress and Time (pg. 99-119) |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>10/21</th>
<th>Monday Class 1-3</th>
<th>Monday Class 1-3</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>10/28</td>
<td>Monday</td>
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<tr>
<td>Exam #3 1-2pm; Room 115</td>
<td></td>
<td>Exam #3: Chapters: 7, 8, 13, 19, 21, 25</td>
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<td>Class 2-3 pm; Room: 107</td>
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<td>III. Core Competency: Employ Evidence-Based Practice</td>
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<td>C-24: Translating Research into Practice (pg. 429-434; 443-447)</td>
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<td>DB #6, #7 (submit by 10/20 at 11:59 pm)</td>
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<thead>
<tr>
<th>Week 11</th>
<th>11/4</th>
<th>Mon Class 1-3</th>
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<tr>
<td></td>
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<td>IV: Core Competency: Apply Quality Improvement</td>
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<tr>
<td></td>
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<td>C-2: Patient Safety (pg. 21-30)</td>
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<td></td>
<td></td>
<td>C-30: Strategic Planning Process (pg. 530-536)</td>
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<tr>
<td>Mon Class 1-3</td>
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<td>C-23: Managing Quality and Risk (pg.408-426)</td>
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<td>DB #8 (submit by 11/3 at 11:59 pm)</td>
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<tr>
<th>Week 12</th>
<th>11/11</th>
<th>Leadership Perspective Activity</th>
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<tbody>
<tr>
<td></td>
<td>Mon Class 1-3</td>
<td>V: Core Competency: Use of Informatics</td>
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<td></td>
<td></td>
<td>C-16: The Impact of Technology (pg. 274-295)</td>
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<td></td>
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<td>Personal Future:</td>
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<tr>
<td></td>
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<td>C-26: Role Transition (pg.465-475)</td>
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<td>C-28: Developing the Role of Leader (pg. 495-508)</td>
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<td>C-29: Developing the Role of Manager (pg. 510-528)</td>
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<td>C-31: Thriving for the Future (pg.540-547)</td>
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<td>DB #9 (submit by 11/10 at 11:59 pm)</td>
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<td>e-Portfolio Due 11/10 11:59 pm</td>
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<th>Week 13</th>
<th>11/18</th>
<th>Mon Class</th>
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<tr>
<td></td>
<td>Exam #4: Final Exam</td>
<td>Exam #4: Chapters: 2, 16, 23, 24, 26, 28, 29, 31</td>
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<th>Week 14</th>
<th>11/25-12/1</th>
<th>Thanksgiving Break</th>
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<td></td>
<td>No Classes</td>
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<table>
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<tr>
<th>Week 15</th>
<th>12/2</th>
<th>Monday: 1p-3p</th>
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<tr>
<td></td>
<td>Leadership HESI</td>
<td>Leadership HESI</td>
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<td></td>
<td>Room: 115</td>
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<thead>
<tr>
<th>Week 16</th>
<th>12/9</th>
<th>Friday</th>
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<tbody>
<tr>
<td></td>
<td>12/13</td>
<td>Pinning</td>
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<tr>
<td></td>
<td>Saturday 12/14</td>
<td>Graduation: Congratulations!!</td>
</tr>
</tbody>
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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 to pass NUR 432.

<table>
<thead>
<tr>
<th>Didactic</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Chapters Exam (4)</td>
<td>400</td>
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<tr>
<td>Discussion Questions (9)</td>
<td>90</td>
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<tr>
<td>InterviewStream Simulation</td>
<td>50</td>
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<tr>
<td>Research Article for Leadership Clinical Application</td>
<td>40</td>
</tr>
<tr>
<td>Administrative Organizational Assessment</td>
<td>100</td>
</tr>
<tr>
<td>ROTC: SN Leadership Field Day Reflection</td>
<td>25</td>
</tr>
<tr>
<td>Clinical Reflective/Journal (6)</td>
<td>60</td>
</tr>
<tr>
<td>HESI conversion score</td>
<td>100</td>
</tr>
<tr>
<td>e-Portfolio</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td><strong>915</strong></td>
</tr>
</tbody>
</table>

Grading Scale
A = 90 – 100
B = 80 – 89
C = 75 – 79
F = 74 and below
Chapter 1: Leading, Managing, and Following

CHAPTER OBJECTIVES

1. Describe the evolution of the theoretical basis for leadership and management.
2. Evaluate leadership and management theories for appropriateness in health care today.
3. Apply concepts of complexity science to healthcare delivery and the evolution of nursing.
4. Compare and contrast the actions associated with leading, managing, and following.

Chapter 2: Clinical Safety: The Core of Leading, Managing, and Following

CHAPTER OBJECTIVES

1. Differentiate the key organizations leading patient safety movements in the United States.
2. Value the need for leaders and managers to focus on patient safety.
3. Apply the concepts of today’s expectations for how patient safety is implemented.

Chapter 3: Legal and Ethical Issues

CHAPTER OBJECTIVES

1. Examine nurse practice acts, including the legal difference between licensed registered nurses and licensed practical (vocational) nurses.
2. Define unprofessional conduct according to the state nurse practice act.
3. Apply legal principles to clinical practice settings, including negligence and malpractice, privacy, confidentiality, reporting statutes, and doctrines that minimize one’s liability when acting in leading and managing roles.
4. Evaluate informed-consent issues, including patients’ rights in research and health literacy, from a nurse manager’s perspective.
5. Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice.
6. Analyze ethical principles, including autonomy, beneficence, nonmaleficence, veracity, justice, paternalism, fidelity, and respect for others.
7. Apply the Code of Ethics for Nurses from the nurse manager’s perspective.
8. Analyze the role of institutional ethics committees.

Chapter 4: Cultural Diversity and Inclusion in Health Care

CHAPTER OBJECTIVES

1. Describe common characteristics of any culture.
2. Evaluate the use of concepts and principles of acculturation, culture, cultural diversity, and cultural sensitivity in leading and managing situations.
3. Analyze differences between cross-cultural, transcultural, multicultural, and intracultural concepts and cultural marginality.
4. Evaluate individual and societal factors involved with cultural diversity.
5. Value the contributions a diverse workforce can make to the care of people.
Chapter 5: Gaining Personal Insight: The Beginning of Being a Leader

CHAPTER OBJECTIVES

1. Value the need to gain insight into one’s self in order to develop leadership skills.
2. Determine how insight into personal talents and abilities can help nurses be effective in their role of nurse and leader.

Chapter 6: Being an Effective Follower

CHAPTER OBJECTIVES

1. Envision the goals of the Quadruple Aim in reference to the active follower.
2. Understand the difference between Leader, Effective Follower, and Ineffective Follower.
3. Define the characteristics and role of the Effective Follower within a healthcare team.
4. Compare different theories about followership between nursing and the business world.

Chapter 7: Managing Self: Stress and Time

CHAPTER OBJECTIVES

1. Define self-management.
2. Define emotional intelligence.
3. Explore personal and professional stressors.
4. Analyze selected strategies to decrease stress.
5. Evaluate common barriers to effective time management.
6. Critique the strengths and weaknesses of selected time-management strategies.
7. Evaluate selected strategies to manage time more effectively.
8. Assess the manager’s role in helping team members manage stress.

Chapter 8: Communication and Conflict

CHAPTER OBJECTIVES

1. Describe behaviors and techniques that affect communication among members of the healthcare team.
2. Use a model of the conflict process to determine the nature and sources of perceived and actual conflict.
3. Assess preferred approaches to conflict and commit to be more effective in resolving future conflict.
4. Determine which of the five approaches to conflict is the most appropriate in potential and actual situations.
5. Identify conflict-management techniques that will prevent lateral violence and bullying from occurring.
Chapter 9: Power, Politics, and Influence

CHAPTER OBJECTIVES

1. Consider the value the concept of power as it relates to leadership and management in nursing.
2. Use different types of power in the exercise of nursing leadership.
3. Develop a power image for effective nursing leadership.
4. Implement appropriate strategies for exercising power to influence the politics of the work setting, professional organizations, legislators, and the development of health policy.

Chapter 10: Healthcare Organizations

CHAPTER OBJECTIVES

1. Identify and compare characteristics that are used to differentiate healthcare organizations.
2. Classify healthcare organizations by major types.
3. Analyze economic, social, and demographic forces that drive the development of healthcare organizations.
4. Describe opportunities for nurse leaders and managers during the evolution of healthcare organizations.

Chapter 11: Organizational Structures

CHAPTER OBJECTIVES

1. Analyze the relationships among mission, vision, and philosophy statements and organizational structure.
2. Analyze factors that influence the design of an organizational structure.
3. Compare and contrast the major types of organizational structures.
4. Describe the differences between redesign, restructuring, and reengineering of organizational systems.

Chapter 12: Care Delivery Strategies

CHAPTER OBJECTIVES

1. Differentiate the characteristics of nursing care delivery models used in health care.
2. Analyze the role of the nurse manager and the staff nurse in each model.
3. Summarize the differentiated nursing practice model and related methods to determine competencies of nurses who deliver care.
4. Consider the impact of the use of rapid cycle change on care delivery in a specific nursing unit.
5. Evaluate the effectiveness of transitional care models aimed at reducing unnecessary rehospitalizations.
6. Analyze the leadership opportunities for all nurses in care delivery models.
**Chapter 13: Staffing and Scheduling**

**CHAPTER OBJECTIVES**

1. Integrate current research into principles to effectively manage nurse staffing. Use technology to plan implement and evaluate staffing, scheduling, and the effectiveness of a unit’s productivity.
2. Examine personal scheduling needs in relation to patients’ requirements for continuity of care and positive outcomes, as well as the nurse manager’s need to create a schedule that is balanced and fair for all team members.
3. Relate floating, mandatory overtime, and the use of supplemental agency staff to nurse satisfaction and patient care outcomes.
4. Evaluate the impact of patient and hospital factors, nurse characteristics, nurse staffing, and other organizational factors that influence nurse and patient outcomes.

**Chapter 14: Workforce Engagement Through Collective Action and Governance**

**CHAPTER OBJECTIVES**

1. Explain the role of nurse empowerment/engagement in creating healthy work environments.
2. Evaluate how key characteristics of selected collective action strategies apply in the workplace through shared governance, workplace advocacy, and collective bargaining.
3. Explain how participation of direct care nurses in decision making relates to job satisfaction and improved patient outcomes.

**Chapter 15: Making Decisions and Solving Problems**

**CHAPTER OBJECTIVES**

1. Apply a decision-making model to create the best option to solve a problem.
2. Evaluate the effect of faulty information gathering on a decision-making experience.
3. Analyze the decision-making style of a nurse leader or manager.

**Chapter 16: The Impact of Technology**

**CHAPTER OBJECTIVES**

1. Articulate the role of technologies in patient safety.
2. Describe the core components of informatics: data, information, and knowledge.
3. Analyze three types of technology for capturing data at the point-of-care.
4. Discuss decision support systems and their impact on patient care.
5. Explore the issues of patient safety, ethics, and information security and privacy within information technology.

**Chapter 17: Delegating: Authority, Accountability, and Responsibility in Delegation Decisions**

**CHAPTER OBJECTIVES**
1. Examine the role of the employer or nurse leader, nurse delegator and delegatee in the delegation process.
2. Distinguish between authority, accountability and responsibility in the delegation process.
3. Evaluate how tasks and relationships influence the process of delegation.
4. Describe the challenges of delegating to unlicensed nursing personnel (UNP).
5. Identify strategies to overcome under-delegation, over-delegation, and improper delegation.
6. Comprehend the legal authority of the registered nurse in delegation.

**Chapter 18: Leading Change**

**CHAPTER OBJECTIVES**

1. Analyze the nature and types of change in the healthcare system.
2. Evaluate theories and conceptual frameworks for understanding and navigating change.
3. Examine the use of select functions, principles, and strategies for initiating and managing change.
4. Formulate desirable qualities of both staff nurses and nurse leaders who are effective change agents.
5. Explore methods for sustaining change.

**Chapter 19: Building Effective Teams**

**CHAPTER OBJECTIVES**

1. Evaluate the differences between a group and a team.
2. Value four key concepts of teams.
3. Describe the process of debriefing team functioning.
4. Apply the guidelines for acknowledgment to a situation in your clinical setting.
5. Compare a setting that uses agreements with your current clinical setting.
6. Develop an example of a team that functions synergistically, including the results such a team would produce.
7. Discuss the importance of a team to patient safety and quality.

**Chapter 20: Managing Costs and Budgets**

**CHAPTER OBJECTIVES**

1. Explain several major factors that are escalating the costs of health care.
2. Evaluate different reimbursement methods and their incentives to control costs.
3. Differentiate costs, charges, and revenue in relation to a specified unit of service, such as a visit, hospital stay, or procedure.
4. Value why all healthcare organizations must make a profit.
5. Give examples of cost considerations for nurses.
6. Discuss the purpose of and relationships among the operating, cash, and capital budgets.
7. Explain the budgeting process.

**Chapter 21: Selecting, Developing, and Evaluating Staff**

**CHAPTER OBJECTIVES**

1. Compare and contrast the various methods of employee performance appraisal.
2. Describe the principle that supports behavioral interviewing technique.
3. Provide examples of appropriate and inappropriate performance feedback.
4. Articulate the importance of a job description in the orientation of a new employee.

Chapter 22: Person-Centered Care

CHAPTER OBJECTIVES

1. Describe the evolution of person-centered care as a focal point in healthcare delivery.
2. Describe factors impacting the importance of person-centered interactions within the healthcare system.
3. Evaluate the impact of effective person-centered care in fostering patient engagement.
4. Appraise the major responsibilities of nursing in relation to the promotion of person-centered care.

Chapter 23: Managing Quality and Risk

CHAPTER OBJECTIVES

1. Apply quality management principles to clinical situations.
2. Use the six steps of the quality improvement process.
3. Practice using select quality improvement strategies to do the following:
   • Identify customer expectations.
   • Diagram clinical procedures.
   • Develop standards and outcomes.
   • Evaluate outcomes.
4. Incorporate roles of leaders, managers, and followers to create a quality management culture of continuous readiness.
5. Apply risk management strategies to an agency’s quality management program.

Chapter 24: Translating Research into Practice

CHAPTER OBJECTIVES

1. Value the nurse’s obligation to use research in practice.
2. Analyze the differences among research, evidence-based practice, and practice-based evidence, comparative effectiveness research, outcomes research and quality improvement.
3. Formulate a clinical question that can be searched in the literature.
4. Identify resources for critically appraising evidence.
5. Assess organizational barriers to and facilitators for the translation of research into practice.
6. Identify strategies for translating research into practice within the context of an organization.

Chapter 25: Managing Personal and Personnel Problems

CHAPTER OBJECTIVES

1. Differentiate common personal and personnel problems.
2. Relate role concepts to clarification of personnel problems.
3. Examine strategies useful for approaching specific personnel problems.
5. Value the leadership aspects of the role of the novice nurse.

**Chapter 26: Role Transition**

**CHAPTER OBJECTIVES**

1. Describe the phases of role transition by using a life experience.
2. Compare and contrast the role transition between a nurse changing specialties to a nurse moving into a nurse leader role.
3. Delineate strategies that will assist nurses through a successful role transition.
4. Construct the full scope of a manager role by outlining responsibilities, opportunities, lines of communication, expectations, and support.

**Chapter 27: Managing Your Career**

**CHAPTER OBJECTIVES**

1. Interpret key concepts in career development.
2. Appraise academic programs, continuing education activities, certifications, and organizational involvement to support professional development goals.
3. Develop marketing documents to apply for a specific employment position.
4. Prepare for an employment interview.

**Chapter 28: Developing the Role of Leader**

**CHAPTER OBJECTIVES**

1. Analyze the role of leadership in creating a satisfying working environment for nurses.
2. Evaluate transactional and transformational leadership techniques for effectiveness and potential for positive outcomes.
3. Value the leadership challenges in dealing with generational differences.
4. Compare and contrast leadership and management roles and responsibilities.
5. Describe leadership development strategies and how they can promote leadership skills acquisition.
6. Analyze leadership opportunities and responsibilities in a variety of venues.
7. Explore strategies for making the leadership opportunity positive for both the leader and the followers.

**Chapter 29: Developing the Role of Manager**

**CHAPTER OBJECTIVES**

1. Value the need for leaders, managers, and followers to focus on patient safety.
2. Describe the role of the nurse manager in creating a healthy work environment.
3. Apply the concepts of leadership styles and mentoring and their relevance to promoting a healthy work environment with positive patient outcomes.
4. Identify tools to navigate complex systems, utilizing technology and maximizing the use of resources.
Chapter 30: The Strategic Planning Process

CHAPTER OBJECTIVES

1. Explain the purpose of a strategic planning process
2. Understand the strategic planning process.
3. Describe the four components of a SWOT analysis.
4. Create a SMART goal.

Chapter 31: Thriving for the Future

CHAPTER OBJECTIVES

1. Value the need to think about the future while meeting current expectations.
2. Ponder two or three projections for the future and what they mean to the practice of nursing.
3. Determine three projections for the future that have implications for individual practice.

Course Chapter/Module Exam:
The Exam are given to evaluate your learning of the leadership concepts. These exams 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: InterviewStream:
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 Organizational 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 organization 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 timeline 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: Academic Dishonesty (4.1) http://www.sfasu.edu/policies/4.1-student-academic-dishonesty.pdf.

Withheld Grades (Semester Grades Policy (5.5))
At the discretion of the instructor of record and with the approval of the academic unit head, 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, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

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, 2019
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 90-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 75 hours
Administrative Organizational Assessment 4 hours
ROTC Leadership Field Exercise 5 hours
Simulations:
  a. End-of-Shift Report 3 hours
  b. InterviewStream 3 hour

Total Clinical Hours 90 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 2nd, after class, Room: 107
  September 4, 5, 11, 12, 18, 19
  Post-conference: September 23rd 8:30am-10 am; Room: Administration Bldg.
Group B: Pre-conference: September 23rd, after class, Room 107
  September 25, 26, October 2, 3, 9, 10
Post-conference: October 14th, 8:30 am-10 am; Room: Administration Bldg.

**Group C:**

**ROTC: SN Leadership Field Day:** September 27, 7:30 am-12:30 pm SFA Recreation Center (on the side)

**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 a 90-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.**
Stephen F. Austin State University
Richard and Lucille DeWitt School of Nursing
Clinical Evaluation Tool
NUR 432: Leadership and Coordination of Nursing Care

Student: ____________________________ Date __________  Fall/Spring: __________
Instructor(s): __________________________________________________

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>
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<td>(Pass or Fail)</td>
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<td>Instructor Signature</td>
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<td>Student Signature:</td>
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<td>Date: ________________</td>
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Clinical Outcomes

The student will:

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<thead>
<tr>
<th>A. MEMBER OF THE PROFESSION</th>
<th>DEC</th>
<th>C. PATIENT SAFETY ADVOCATE</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 IIA IIIE</td>
<td>1. Evaluate safety of client (environment, care, technology, identification, etc.).</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>
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<tr>
<td>3. Determine the advocacy role for the client practice base.</td>
<td>IVB</td>
<td>3. Design effective medication administration strategies.</td>
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<tr>
<td>4. Appraise own strengths and weaknesses and utilize feedback for professional growth.</td>
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<th>B. PROVIDER OF PATIENT-CENTERED CARE</th>
<th>DEC</th>
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<tbody>
<tr>
<td>1. Apply knowledge, concepts, and theories to nursing management &amp; clinical practice. (EBP &amp; critical thinking.)</td>
<td>IIA</td>
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<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 IIH</td>
</tr>
<tr>
<td>3. Perform skills safely and efficiently (with assistance, under supervision, independently, interdependently and collaboratively).</td>
<td>IIID</td>
</tr>
<tr>
<td>4. Communicate therapeutically; maintain professional boundaries (informatics, documentation, report, etc.).</td>
<td>IIE IVE</td>
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