

III. TEXTS/MATERIALS FOR THE COURSE:

Yoder-Wise, P. (2007). *Leading and managing in nursing* (4th ed.). St. Louis: Mosby

Suggested Text:

Publication manual of the American Psychological Association (6th ed.). (2009).
Washington, DC: Author

IV. COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS:

- A. **Attendance, Absenteeism, Tardiness and Exams.** (See *LMU CSON Undergraduate Nursing Student Handbook* Online 2009-2010, pp. 26-30).
- B. **Cell phone usage is NOT permitted in the classroom. This includes sending and receiving text messages.**
- C. **Course Assignments**

Test dates and times are specified on the lecture schedule. There will be a **Midterm and Final Exam** (See *LMU CSON Undergraduate Nursing Student Handbook* Online 2009-2010, pp. 26-27).

Organizational Analysis Paper (See Rubric)

Teaching Project (See Rubric)

Application Activities

- Activity 4.3 - Page 625
- Activity 8.1 - Page 637
- Activity 9.1 – Page 644
- Activity 13.1 – Page 657
- Activity 17.2 – Page 672
- Activity 20.2 – Page 680 (attach research article)
- Activity 24.1 – Page 697
- Activity 26.1 – Page 706

Weekly Assignments (Study Guides based on reading assignments in Separate document)

ATI Leadership/Management Exam

Clinical Component: 135 hours

1. 45 clinical hours (With preceptor who has a leadership role); 45 hours (Completion of Organizational Analysis); 45 hours (Teaching Project).
2. Students are to have a Medical Profile and proof of nursing licensure to participate in the clinical course.
3. If a background check is required by the agency, the student must comply and be responsible for the expense of the requirement.
4. Students are to maintain a clinical log in which they document the number of hours with the clinical preceptor at the clinical site.
5. Preceptors are to complete an evaluation of the student at the conclusion of the clinical experience.

D. Rules Regarding Tests and Examinations:

1. All students are expected to take exams as scheduled. Students are required to notify the faculty by phone or email (see contact information) prior to the scheduled exam time if they are not going to be present. Students are given faculty contact information in each NURS course syllabi and are expected to have it available at all times. If for any reason a student is unable to leave a message for the faculty member via the contact information provided, it is the student's responsibility to contact the Nursing Office on campus (1-800-325-0900, ext. 6324) and talk to the Nursing Secretary or leave a message on her voice mail. Please remember to state you are unable to take the exam and be specific as to the course, the faculty's name and the site you attend. A student must be approved by the faculty for an alternate exam.
2. All electronic devices (pagers, cell phones, PDA's, etc), personal belongings (book bags, purses, coats) must be place at the front of the room during examination times.
3. Ball caps or hats with any type of brim will not be allowed to be worn during exam administration.
4. Editorial corrections will be given at the beginning of the exam. If corrections to the exam are needed once the exam has started, the faculty will interrupt the exam and announce the correction and also write it on the board.
- 5 The student must not leave his/her seat until the exam is finished, except for emergencies.
9. The exam will be timed. Any student entering late will be required to turn his/her exam at the stated time.
10. After the exam is finished, the student has the following options:
 - a) Return to his/her seat, and remain quiet until class resumes.
 - b) Leave the classroom. (If the student chooses to leave the room, he/she may not reenter until class resumes.)
11. Nursing Faculty will have one week to review and score exams. Student grades will be available and posted on Blackboard by at least week after the exam has been given.
12. Faculty reserves the right to correct any clerical error. This includes both increases and decreases to adjusted exam grades.
13. If a student wishes to challenge a question on an exam, the rationale must be put in writing and documented by page number in the textbook within one (1) week from the time of the test review. This documentation should be given to the faculty in person or by e-mail who taught the unit by the student challenging the test item.

(See *LMU CSON Undergraduate Nursing Student Handbook Online 2009-2010* for complete exam administration and review guidelines, pp. 26-28).

E. METHODS OF EVALUATION:

Midterm Exam	20%
Final Exam	20%
Organizational Analysis Paper	20%
Teaching Project	20%
8 (2.5% each) Application Activities	20%

F. GRADING:

Grading Scale:

93 – 100	A
90 – 92	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 –79	C+
73 –76	C
70 –72	C-
60 –69	D
Below 60	F

The minimal acceptable grade in **Nursing 450** is a "C" for the course. See the *LMU Student Handbook* Online 2009-2010 or obtain one from the secretary of the Caylor School of Nursing.

A failing grade will result in a failing grade for the course. The student must attain an overall average of 73% to pass this NURS course with a "C". **There will be NO rounding of earned grades within the course and NO rounding of the final grade for the course.**

G. INCOMPLETE POLICY:

Students are expected to complete all requirements as assigned during the semester. Incompletes are only given in extreme circumstances deemed by the instructor. If the request for an "I" is approved, the work must be completed within the first six weeks of the following semester (excluding summer terms); otherwise the grade automatically becomes "F". The grade of "I" is calculated in the grade point average with zero points.

V. METHODS OF INSTRUCTION:

(Can Include but are not limited to):

- Blackboards presentations and assignments
- Discussion
- Small Group Activities
- Audiovisual Materials
- Required & Recommended Readings
- Internet assignments
- Written Assignments
- Guest Lectures

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES:

Blackboard will be used for this course for online presentations, for announcements, e-mail and for the posting of individual course grades. Students must have the computer skills necessary to participate in this course.

A. BLACKBOARD

1. Grades will be posted on the Blackboard gradebook.
2. All course materials will be posted on Blackboard.
3. The student is responsible for checking Blackboard for course announcements.
4. For technical support with Blackboard problems, contact the IS Help Desk at the Main Campus (1-800-325-0900)

B. ELECTRONIC DATABASES

Electronic databases, accessed through the LMU library web page, should be utilized for information when preparing the required PowerPoint presentation and the paper for this course.

C. LMU EMAIL ACCOUNT:

Students are required and held accountable for checking their LMU email account on a regular basis. University offices, as well as faculty, will use this email address to correspond with the student throughout the semester.

VII. UNIVERSITY POLICIES:

STUDENTS WITH DISABILITIES POLICY: As a rule, all students must read and comply with standards of the LMU Student Handbook and LMU catalog. Any student needing assistance in accordance with the Americans with Disabilities Act (1990 as amended) should contact the instructor and the LMU ADA Compliance Officer, donna Treece-Paul, in order to make appropriate arrangements. Contact information: donna.treece-paul@lmunet.edu and/or 423-869-6251 (800-325-0900, ext. 6251). Office is located on the third floor of the Student Center.

DISCRIMINATION, SCHOLASTIC DISHONESTY, CHEATING, AND PLAGIARISM POLICIES:

Discrimination Policy: LMU policies can be found at <http://www.lmunet.edu/campuslife/s handbook/handbook.pdf> and in the LMU, Caylor School of Nursing, *Undergraduate Nursing Student Handbook 2009-2010*.

Lincoln Memorial University is committed to maintaining study and work environments that are free from discriminatory harassment based on sex, race, color, national origin, religion, pregnancy, age, military status, disability or any other protected discriminatory factor. Sexual or other discriminatory harassment of its students is strictly prohibited, whether by non-employees (such as contractors or vendors), other students, or by its employees, and LMU will take immediate and appropriate action to prevent and to correct behavior that violates this policy. Likewise, students are strictly prohibited from engaging in harassing behavior directed at LMU's employees, its visitors, vendors and contractors. All students must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination. Appropriate disciplinary action, up to and including, as appropriate, suspension, expulsion, and termination from employment or being banned from LMU properties, will be taken against individuals who violate this policy.

Scholastic Dishonesty Policy: LMU policies can be found at <http://www.lmunet.edu/campuslife/s handbook/handbook.pdf>; *LMU Undergraduate Catalog 2009-2010*; LMU, Caylor School of Nursing, *Undergraduate Nursing Student Handbook 2009-2010*).

It is the aim of the faculty of LMU to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present work as his/her own that he/she has not honestly performed is regarded by the faculty and the administration as a very serious offense and renders the offender liable to several consequences and possible suspension

Cheating: LMU prohibits dishonesty of any kind on examinations or written assignments. These include unauthorized possession of examination questions, the use of unauthorized notes during an examination, obtaining information during an examination from another student, assisting others to cheat, altering grade records, or illegally entering an office are instances of cheating.

Plagiarism: LMU prohibits offering the work of another as one's own without proper acknowledgment. Any student who fails to give credit for quotations or essentially identical material taken from books, magazines, encyclopedias, or other reference works, or from the themes, reports or other writings of a fellow student has committed plagiarism.

LMU's Inclement Weather Policy:

For information on inclement weather policy and class cancellations due to weather visit the LMU website: <http://www.lmunet.edu/curstudents/weather.shtml> or type "inclement weather" into the LMU search engine. Information on radio and TV listings is at the site.

Local radio and television stations will be contacted and every effort made to have morning or daytime cancellations posted/announced by 6:00 a.m., along with a recorded announcement on the LMU main campus telephone number: 423-869-3611. You may also check the above website for class cancellation notices. In addition, check your LMU e-mail for any notices from the course faculty.

VIII. MISSION STATEMENTS:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT:

Lincoln Memorial University is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies. The University strives to give students a foundation for a more productive life by upholding the principles of Abraham Lincoln's life: a dedication to individual liberty, responsibility, and improvement; a respect for citizenship; recognition of the intrinsic value of high moral and ethical standards; and a belief in a personal God.

The University is committed to teaching, research, and service. The University's curriculum and commitment to quality instruction at every level are based on the beliefs that graduates must be able to communicate clearly and effectively in an era of rapidly and continuously expanding communication technology, must have an appreciable depth of learning in a field of knowledge, must appreciate and understand the various ways by which we come to know ourselves and the world around us, and must be able to exercise informed judgments.

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational and research opportunities available to students where they live and through various recreational and cultural events open to the community, Lincoln Memorial University seeks to advance life in the Cumberland Gap area and throughout the region through its teaching, research, and service mission.

Approved by the Board of Trustees May 5, 2006.

CAYLOR SCHOOL OF NURSING MISSION STATEMENT:

In conjunction with the University's mission, the Faculty of the Caylor School of Nursing strives to instill responsibility and high moral/ethical standards in the preparation of quality nurses, at multiple levels of nursing education, through superior academic programs at the undergraduate and graduate level. Specifically, the mission of the Faculty is to prepare nurses with the ASN degree, the RN to BSN degree, and MSN degree, to assist individuals, families, communities, and society as they adapt to changes in physiological needs, role function, self-concept, and interdependent relationships during health and illness. The Caylor School of Nursing seeks to respond to the needs of nursing education and healthcare in the surrounding communities by preparing nurses at multiple levels and by providing continuing education/professional development opportunities that are rooted in knowledge, research, and

other scholarly activities.

Yoder-Wise: Leading and Managing in Nursing, 4th Edition Chapter Objectives

Chapter 1: Managing, Leading, and Following

Chapter Objectives

- Relate leadership and other organizational theories to behaviors that serve as important functions of professional nursing.
- Examine how self-knowledge and emotional intelligence affect an appreciation of the power, influence, and authority needed in professional nursing practice.
- Develop strength in those personal attributes to effectively lead, manage, and follow.
- Apply effective leading, managing, and following behaviors to change and resolve conflict situations encountered when delivering patient care.
- Demonstrate decision-making when leading, managing, and following in complex clinical settings.

Chapter 2: Developing the Role of Leader

Chapter Objectives

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

Chapter 3: Developing the Role of Manager

Chapter Objectives

- Analyze the roles and functions of a nurse manager.
- Analyze the relationship of the nurse manager with others.
- Analyze the management of healthcare settings.
- Evaluate management resource allocation and distribution.
- Evaluate behaviors for professionalism in a nurse manager.

Chapter 4: Legal and Ethical Issues

Chapter Objectives

- Examine nurse practice acts, including the legal difference between licensed registered nurses and licensed practical (vocational) nurses.
- Apply various legal principles, including negligence and malpractice, privacy, confidentiality, reporting statutes, and doctrines that minimize one's liability in leading and managing roles in professional nursing.
- Analyze ethical theories, including deontology, teleology (utilitarianism), and principlism.
- Analyze ethical principles, including autonomy, beneficence, nonmaleficence, veracity, justice, paternalism, fidelity, and respect for others.
- Apply the American Nurses Association *Code of Ethics for Nurses* (2001) from the manager's perspective.
- Apply an ethical decision-making model to an ethical dilemma.
- Apply a manager's rights and responsibilities from a legal and an ethical perspective to selected examples.
- Examine legal implications of resource availability versus service demand from a manager's perspective.
- Analyze key aspects of employment law and give examples of how these laws benefit professional nursing practice.
- Apply five guidelines that a nurse manager or leader can implement to encourage a professional, satisfying work setting.

Chapter 5: Making Decisions and Solving Problems

Chapter Objectives

- Utilize a decision-making format to list options for solving a problem, identify the pros and cons of each option, rank the options, and select the best option.
- Evaluate the effect of faulty information gathering on a decision-making experience.
- Analyze the decision-making style of a nurse leader/manager.
- Investigate resources on the Internet that focus on critical-thinking, problem-solving, and decision-making.

Chapter 6: Healthcare Organizations

Chapter Objectives

- Identify and compare characteristics that are used to differentiate healthcare organizations.
- Classify healthcare organizations by major 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.

Chapter 7: Understanding and Designing Organizational Structures

Chapter Objectives

- Analyze the relationships among an organization's mission, vision, philosophy, and structure.
- Analyze factors that influence the design of an organization's structure.
- Relate types of organizational structures with three distinguishing characteristics of each.
- Evaluate the forces that are necessitating the reengineering of organizational systems.

Chapter 8: Cultural Diversity in Health Care

Chapter Objectives

- Evaluate the use of the concepts and principles of culture, cultural diversity, and cultural sensitivity in leading and managing situations.
- Analyze differences among crosscultural, transcultural, multicultural, and intracultural concepts.
- Describe the common characteristics of any culture.
- Illustrate the richness of cultures as they relate to staff and patients through storytelling.
- Evaluate individual and societal factors involved in cultural diversity.
- Compare and contrast values and beliefs about illness that affect the management of nursing care interventions that involve patients from specific cultures.
- Use tools to address staff and patient cultural diversity.

Chapter 9: Power, Politics, and Influence

Chapter Objectives

- Explore the concepts of professional and legislative politics related to nursing.
- Value the concept of power as it relates to leadership and management in nursing.
- Use varying types of power in the exercise of nursing leadership.
- Develop a power image for effective nursing leadership.
- Choose appropriate strategies for exercising power to influence the politics of the work setting, professional organizations, legislators, and the development of health policy.

Chapter 10: Managing Information and Technology: Caring and Communicating with Computers

Chapter Objectives

- Analyze the core components of informatics: data, information, and knowledge.
- Describe a model to change accepted practice into evidence-based practice.
- Evaluate three types of computerized information technologies used in nursing.
- Apply one structured nursing language to a nursing situation.
- Analyze three types of technology for capturing data at the point of care.
- Discuss knowledge systems and their uses for patient care.
- Explore the issues of nurse ethics and patient confidentiality in information technology.
- Understand the use of the Internet for healthcare information.

Chapter 11: Managing Costs and Budgets

Chapter Objectives

- Explain several major factors that are escalating the costs of health care.
- Compare and contrast various reimbursement methods and their incentives to control costs.
- Differentiate costs, charges, and revenue in relation to a specified unit of service, such as a visit, hospital stay, or procedure.
- Demonstrate why all healthcare organizations must make a profit.
- Give examples of cost considerations for nurses working in managed care environments.
- Discuss the purpose of and relationship among the operating, cash, and capital budgets.
- Explain the budgeting process.
- Identify variances on monthly expense reports.

Chapter 12: Care Delivery Strategies

Chapter Objectives

- Differentiate the characteristics of five care delivery models used in health care.
- Determine the role of the nurse manager and the staff nurse in each model.
- Describe the implementation of a disease management program.
- Summarize the differentiated nursing practice model

Chapter 13: Staffing and Scheduling

Chapter Objectives

- Identify key external and internal organizational variables that affect staffing plans.
- Analyze activity reports to determine the effectiveness of a unit's productivity.
- Examine personal scheduling needs in relation to the patients' needs for continuity of care and the manager's need to create a schedule that is balanced and fair for all team members.
- Relate floating, mandatory overtime, and the use of supplemental agency staff to staff satisfaction and patient care outcomes.

Chapter 14: Selecting, Developing, and Evaluating Staff

Chapter Objectives

- Relate concepts of role theory to position descriptions.
- Distinguish key points for the interview of a potential employee
- Apply current philosophies of performance appraisal to a variety of situations.
- Differentiate five appraisal strategies.
- Examine specific guidelines for performance feedback.
- Evaluate components of the coaching process to develop followers

Chapter 15: Strategic Planning, Goal-Setting, and Marketing

Chapter Objectives

- Describe the importance of environmental assessment.
- Explain the planning process.
- Outline the purpose of a mission statement, a philosophy, goals, and objectives.
- Describe goal setting and strategic planning.
- Describe the process of strategic planning in establishing an entrepreneurial business in the healthcare field.
- Explain the importance of marketing plans in the healthcare field.

Chapter 16: Leading Change

Chapter Objectives

- Analyze the general characteristics of change in open systems organizations.
- Relate the models of planned change to the process of low-level change.
- Relate nonlinear theories to managing high-level change.
- Evaluate the use of selected functions, principles, and strategies in initiating and managing change.
- Formulate desirable qualities of effective change agents.

Chapter 17: Building Teams Through Communication and Partnerships

Chapter Objectives

- Distinguish between a group and a team.
- Identify four key concepts of teams.
- Demonstrate an effective communication interaction.
- Discuss the three personal questions each team member struggles to answer.
- Identify at least five communication pitfalls.
- Apply the guidelines for acknowledgment to a situation in your clinical setting.
- Compare your current clinical setting with a setting that uses “the rules of the game.”
- Develop an example of a team that functions synergistically, including the results such a team would produce.

Chapter 18: Collective Action

Chapter Objectives

- Relate the participation of staff nurses in decision making to job satisfaction.
- Analyze the influence of culture on the selection of a governance model.
- Identify key characteristics of selected collective action: shared governance, workplace advocacy, and collective bargaining.
- Distinguish between the rights of individuals included in collective bargaining contracts and the rights of at-will employees.
- Compare the factors that contribute to nurses’ decisions to be represented for the purpose of collective bargaining and the decision for no representation.
- Evaluate strategies for their effectiveness in diverse workplace environments.

Chapter 19: Managing Quality and Risk

Chapter Objectives

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

Chapter 20: Translating Research into Practice

Chapter Objectives

- Describe the individual nurse’s obligation to use research in practice.
- Analyze the difference between research utilization and evidence-based practice.
- Formulate a clinical question that can be researched in the literature.
- Evaluate resources for the best available evidence.
- Identify resources for critically appraising evidence.
- Assess organizational barriers to and facilitators of the implementation of research findings.
- Identify strategies for implementing evidence-based practices within the context of an organization.

Chapter 21: Consumer Relationships

Chapter Objectives

- Categorize healthcare 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 to the quality of the nurse-consumer relationships.
- Apply the four major responsibilities of nursing—service, advocacy, teaching, and leadership—to the promotion of successful nurse-consumer relationships.

Chapter 22: Conflict: The Cutting Edge of Change

Chapter Objectives

- Use a model of the conflict process to determine the nature and sources of hypothetical and actual conflict.
- Assess one's preferred approaches to conflict and commit to finding new ways of being more effective in resolving future conflicts.
- Determine which of five optional approaches to conflict is the most appropriate in hypothetical and real situations.
- Diagram the structure and dynamics of important polarities (unresolvable conflicts) and identify ways to manage them.

Chapter 23: Delegation: An Art of Professional Practice

Chapter Objectives

- Define delegation and its component parts.
- Evaluate how tasks and relationships influence delegation to a specific individual.
- Comprehend the legal authority of a registered nurse to delegate.
- Value the complexity of decision making related to delegation.

Chapter 24: Managing Personal/Personnel Problems

Chapter Objectives

- Differentiate common personal/personnel problems.
- Relate role concepts to clarification of personnel problems.
- Examine strategies useful for approaching specific personnel problems.
- Prepare specific guidelines for documenting performance problems.

Chapter 25: Role Transition

Chapter Objectives

- Construct the full scope of a manager's role by outlining responsibilities, opportunities, lines of communication, expectations, and support (ROLES).
- Analyze specific examples of role transitions as a staff nurse and a manager.
- Describe the phases of role transition by utilizing a past life experience.
- Construct a response to an unexpected role transition.
- Compare and contrast strategies to facilitate a successful role transition.

Chapter 26: Self-Management: Stress and Time

Chapter Objectives

- Define self-management.
- Explore personal and professional stressors.
- Explore causes of stress in nursing.
- Analyze selected strategies for decreasing 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.

Chapter 27: Career Management: Putting Yourself in Charge

Chapter Objectives

- Differentiate among career styles and how they influence career options.
- Analyze person-position fit.
- Evaluate the relevance of cover letters, curricula vitae, and résumés as entrées to interviews.
- Use critical elements of the cover letter, résumé, or curriculum vitae to develop each.
- Analyze critical elements of an interview.
- Evaluate various types of professional learning opportunities.
- Value professional expectations.

Chapter 28: Leading Through Professional Associations

Chapter Objectives

- Describe professional association concepts, such as mission statements and goals.
- Explain common structures within organizations.
- Value the need for involvement in organizations and associations.

Chapter 29: Thriving for the Future

Chapter Objectives

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

IX. COURSE OUTLINE/ASSIGNMENT/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

NURSING 450 CLASS SCHEDULE Knoxville Campus (St. Mary's Medical Center/Harrogate)

Date	Topic	Required Reading/Faculty
Week 1 January 5 (K); 7 (H)	*Review of Syllabus – Assignments, course requirements, clinical hours *Managing Leading and Following *Role of the Leader	Yoder-Wise Chapters 1-2 Meggs/Phillips
Week 2 January 12 (K); 14 (H)	*Role of Manager *Legal/Ethical Issues * Chapter 4 Activity due	Yoder-Wise Chapters 3-4 Meggs
Week 3 January 19 (K); 21 (H)	*Healthcare Organizations *Organizational Structures	Yoder-Wise Chapters 6-7 Phillips
Week 4 January 26 (K); 28(H)	*Decision making and problem solving * Conflict	Yoder-Wise Chapters 5, 22 Meggs
Week 5 February 2 (K); 4 (H)	*Staffing and Scheduling *Selecting/Evaluating Staff * Chapter 13 Activity due	Yoder-Wise Chapters 13-14 Phillips
Week 6 February 9 (K); 11 (H)	*Cultural Diversity *Consumer Relationships * Chapter 8 Activity due	Yoder-Wise Chapters 8, 21 Meggs
Week 7 February 16(K); 18 (H)	*Strategic Planning *Leading Change	Yoder-Wise Chapters 15-16 Phillips
Week 8 February 23 (K); 25 (H)	*Power and Politics *Collective Action * Chapter 9 Activity due * Mid-Term Exam	Yoder-Wise Chapters 9,18 Phillips
Week 9 March 2 (K); 4 (H)	*Informatics *Team Building * Chapter 17 Activity due	Yoder-Wise Chapters 10, 17 Meggs
Week 10 March 9 (K); 11 (H)	*Costs and Budgets *Care Delivery Strategies	Yoder-Wise Chapters 11-12 Phillips

March 15-19	*No Class—Spring Break	
Week 11 March 23 (K); 25 (H)	*Quality Management/Risks *Delegation *Organizational Analysis Due	Yoder-Wise Chapters 19, 23 Meggs
Week 12 March 30 (K); April 1 (H)	*Research *Professional Associations * Chapter 20 Activity due	Yoder-Wise Chapters 20, 28 Phillips
Week 13 April 6 (K); 8 (H)	*Managing problems *Self-Management *Chapter 24 & 26Activities due	Yoder-Wise Chapters 24, 26 Meggs
Week 14 April 13 (K); 15 (H)	*Role Transition *Career Management *Future * Teaching Project Due	Yoder-Wise Chapters 25, 27, 29 Phillips
Week 15 April 20 (K); 22 (H)	*ATI/Final Exam Graduating Student	Meggs/Phillips
Week 16 April 27 (K); 29 (H)	*ATI/Final Exam	Meggs/Phillips

IX. IMPORTANT DATES IN THE ACADEMIC CALENDAR (SPRING 2010)

ACADEMIC CALENDAR SPRING 2010	
Registration and New Student Orientation	January 4
Classes Begin	January 5
Last Day to Complete Registration/Add Classes	January 13
Martin Luther King Day (<i>No Classes</i>)	January 18
Convocation (9:30am in session classes & resident students)	February 2
Lincoln Day/Founders Day (special activities)	February 12
Last Day to Drop Course Without “WD”	February 19
MID-TERM	February 22-26
Last Day to Drop Course Without “F”	March 10
SPRING BREAK (<i>No Classes</i>)	March 15-19
Early Registration Begins	March 29
Classes End	April 23
FINAL EXAMS	April 26-30
COMMENCEMENT (11am)	May 1

X. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.

NURS 450 Assignment
Spring 2010

Analysis of Healthcare Organization

ASSIGNMENT

- Write an analysis paper about the organization where you are doing your N450 Clinical experience.
- Use the **N450 Analysis Grading Rubric** for guidelines on constructing your paper.
 - The rubric indicates how the paper will be graded.
 - Note the following:
 - minimum page length (10 pages, not including title and reference pages)
 - required font (12 pt. Times New Roman)
 - use APA format for your title page, paper, and reference list
 - note that margins should be 1 inch and paper should be double-spaced
 - no abstract is required
 - number and type of references (minimum of 8 references)
 - instructor must be able to find your references from the information listed for your sources
 - references should be no older than 5 years old (except for historical purposes)
 - Tables, graphics, or pictures may be included
 - Interviews with appropriate organization employees are encouraged
- Follow the outline below and utilize the headings listed there for organization and completing the content of your paper.

OUTLINE

- I. Introduction
 - A. Type of Organization (acute care, ambulatory-based, community-based, etc.)
 - B. General Description (size, location, number, types of employees, etc.)
- II. Assessment of External Environment

- A. Markets
 - B. Competition
 - C. Healthcare trends
 - D. Economic Factors
 - E. Technology
 - F. Social Factors
 - G. Educational Factors
- III. Assessment of Internal Environment
- A. Patient Care
 - B. Financial Resources
 - C. Human Resources
 - D. Information Systems
 - E. Research and Development Capabilities
 - F. Educational Systems
- IV. Organizational Structure
- A. Vision
 - B. Mission Statement
 - C. Philosophy
 - D. Type of Organizational Structure (e.g., bureaucratic, matrix, etc.)
 - E. Organizational Hierarchy (may refer to chart and use appendix)
 - F. Politics
 - G. Power Bases (formal and informal)
 - H. Communication
 - I. Governance
 - J. Workplace Advocacy
 - K. Quality Management
 - L. Technology
- V. Nursing
- A. Care Delivery
 - B. Levels of Preparation
 - C. Levels of Expertise
 - D. Continuing Education
 - E. Teaching
 - F. Networking
 - G. Mentoring
 - H. Leadership/Management
 - 1. Staffing and Scheduling
 - 2. Accountability
 - 3. Delegation
 - 4. Critical Thinking
 - 5. Communication
 - 6. Promotion of Autonomy
 - 7. Collaboration
 - 8. Performance Evaluation
 - 9. Quality Management
 - 10. Team Building
 - 11. Conflict Resolution
 - 12. Personal/Personnel Problems

- VI. Patient/Consumer
 - A. Patient Advocacy
 - B. Ethical Issues
 - C. Cultural Diversity
 - D. Involvement of patient and/or Family Members/Significant Others in Health Care and Planning

- VII. Summary
 - A. Positive Aspects of Organization
 - B. Negative Aspects of Organization
 - C. Opportunities for Growth and Development
 - D. Threats Internally and Externally to the Viability of the Organization

- VIII. Analysis of Organization
 - A. Areas of Excellence
 - B. Areas Needed for Improvement

- IX. Potential Intervention/Plans for Resolving Problems Identified

N450 - Spring 2010 Teaching Project Guidelines

- This assignment consists of 4 components:
 - > **Teaching Project with Handout**
 - > **Presentation** of Teaching Project
 - > **Paper** on Development of the Teaching Project
- Development of the teaching project should be accomplished through utilizing a teaching project framework that is divided into the following 4 stages.

STAGE 1 - Planning and Strategy Development

- Determine the intended audience. (staff / coworkers from your work) (employees / staff from your clinical site)
- Examine the characteristics and background of the intended audience
- Consider education needs of your intended audience.
- Determine which topic / problem will be the focus of your teaching project.
- Consider how the audience would benefit from the education.
- Gather data about the intended audience and the topic / problem of interest
- Examine the needs and perceptions that the intended audience has about the topic / problem.
- Determine at least 3 education objectives that are specific, practical, and time specific.
- Devise a method to evaluate the success of the teaching project (to determine if objectives are met).
(for example: questionnaire, game, quiz, verbal feedback)

STAGE 2 - Developing and Pretesting Concepts, Messages, and Materials

- Look for existing resources and information on the health issue of interest.
- Use existing materials if you think they are appropriate.
- Or develop your own presentation and teaching materials
(See Teaching Project Grading Form for requirements)
- Include a handout to give to staff (can be an already existing handout or one you develop.)
- Pretest the presentation (with fellow students, coworkers, etc.) and obtain their feedback to determine
 - > acceptability
 - > practicality
 - > comprehension
 - > value to audience
 - > interest / appeal
 - > areas for improvement
- Revise your project as necessary.
- Identify barriers or pitfalls that might interfere with effectiveness or your project.

STAGE 3 - Implementing the Program

- Determine where and when would be best for implementation of your teaching project.
- Present your Teaching Project to your target audience.
- Distribute your handout to the group and incorporate it in your presentation or discuss how it applies.

STAGE 4 - Assessing Effectiveness and Making Refinements

- Evaluate the effectiveness of your project and determine if objectives were met by utilizing the evaluation methods that you developed previously.
- What worked well and what didn't?
- Determine the success of each step in the process?
- What changes in process and / or strategy would you recommend with future projects?
- What would you do if you had more time and resources?

Teaching Project Paper

- Write a 3 - 5 pp. paper about the process of creating your teaching project.
(See the N440 Teaching Project Grading Form for the specific requirements)
- Include a copy of your handout.
- Turn in any presentation / materials / evaluation tools (discuss with instructor, if you have questions)

Teaching Project / Presentation

- The presentation / materials should be
 - visually appealing, including graphics
 - well organized
 - clear and accurate
 - at the appropriate level of difficulty for the intended audience
 - relevant to the intended audience
 - appropriate length for audience

LINCOLN MEMORIAL UNIVERSITY
 School of Nursing
N450 – Sp2010 Organizational Analysis Paper Grading Form

STUDENT _____ Site _____

GRADING CRITERIA

<u>Points</u>	<u>Possible</u>	<u>Points</u>	<u>Comments</u>
Introduction - Type of organization - General Description	3	_____	
Assessment of External Environment - Markets - Competition - Healthcare Trends - Economic Factors - Technology - Social Factors - Educational Factors	8	_____	
Assessment of Internal Environment - Patient Care - Financial Resources - Human Resources - Information Systems - Research and Development Capabilities - Educational Systems	8	_____	
Organizational Structure - Vision - Mission Statement - Philosophy - Type of Organizational Structure - Organizational Hierarchy - Politics - Power Bases - Communication - Governance - Workplace Advocacy - Quality Management - Technology	15	_____	
Nursing - Care Delivery - Levels of Preparation - Levels of Expertise - Continuing Education - Teaching - Networking - Mentoring - Leadership / Management > Staffing and Scheduling > Accountability > Delegation > Critical Thinking > Communication > Promotion of Autonomy > Collaboration > Performance Evaluation > Quality Management > Team Building > Conflict Resolution > Personal / Personnel Problems	20	_____	

Total Points Page One _____

	<u>Points Possible</u>	<u>Points</u>	<u>Comments</u>
Patient / Consumer	9	_____	
<ul style="list-style-type: none"> - Patient Advocacy - Ethical Issues - Cultural Diversity - Involvement of patient or others in Health Care and Planning 			
Summary	9	_____	
<ul style="list-style-type: none"> - Positive Aspects of Organization - Negative Aspects of Organization - Opportunities for Growth and Development - Threats to Viability 			
Analysis of Organization	5	_____	
<ul style="list-style-type: none"> - Areas of Excellence - Areas Needed for Improvement 			
Potential Intervention for Problem Resolution	5	_____	
Grammar and Spelling	3	_____	
<ul style="list-style-type: none"> - no errors noted 			
Organization	5	_____	
<ul style="list-style-type: none"> - well organized / easy to follow - minimum of 10 pages in length - appropriate use of headings / groupings 			
Style	5	_____	
<ul style="list-style-type: none"> - Font 10 - 12 point - double spaced - page numbers - 1 inch margins - appropriate headings - appropriate title page - appropriate in text citations - effective use of supportive evidence (statistics, tables, graphs, pictures, etc.) - APA format followed throughout paper 			
Reference List	5	_____	
<ul style="list-style-type: none"> - minimum of 8 references used - appropriate and current references - correct APA Format of references 			
100 -			
TOTAL SCORE			

COMMENTS:

Evaluator Signature _____

N450 - Spring 2010 - Teaching Project Grading Form

STUDENT _____ TEACHING PROJECT TOPIC _____

SEMESTER _____ CAMPUS SITE _____

<u>GRADING CRITERIA</u>	<u>Points Possible</u>	<u>Score</u>	<u>Comments</u>	
<u>Stage 1 - Planning and Strategy</u>				
- Characteristics of intended audience	4	_____		
- Identification of health education needs	4	_____		
- Explanation about choice of health ed. topic	3	_____		
- Data about connection of audience to topic	3	_____		
- 3 objectives identified	6	_____		
- Description of evaluation method	4	_____		
<u>Stage 2 - Developing and Pretesting</u>				
- Discussion about info obtained about topic	5	_____		
- Mechanism of pretesting	3	_____		
- Results of pretesting	3	_____		
- Discussion about revisions made	3	_____		
- Identification of barriers and pitfalls	5	_____		
<u>Stage 3 - Implementing</u>				
- Setting and timing with intended audience	3	_____		
<u>Stage 4 - Assessing Effectiveness</u>				
- Results of evaluation of presentation	3	_____		
- What worked / what didn't	3	_____		
- Accomplishment of objectives	3	_____		
- Evaluation of each stage of the process	3	_____		
- Projection of future changes / future projects	3	_____		
<u>Paper Structure</u>				
- Length (3 - 5pp)	3	_____		
- Style (font / 10-12 pt / 2X space / pp.#)	1	_____		
- APA Format	3	_____		
- Grammar and Spelling	3	_____		
- References (4 - 5 [1 - 2 articles] /APA)	5	_____		
<u>Presentation / Materials / Handouts</u>				
- visual appeals and graphics	4	_____		
- well-organized	4	_____		
- clear / accurate	4	_____		
- appropriate difficulty level	4	_____		
- relative to audience	4	_____		
- appropriate length	4	_____		
Total Points	100			

COMMENTS _____ **FINAL SCORE** _____

Faculty Signature _____ **Date** _____