NURS 4450 Clinical Leadership 1

Fall 2020, Section 783

Syllabus

Basic Information

Michael Hall, DNP, RN, CNML
OFFICE: Virtual
OFFICE PHONE: 432-212-2001
E-MAIL: hall_m@utpb.edu
OFFICE HOURS: Virtual by appointment
This course is a Web Course and is conducted within Canvas at http://utpb.instructure.com

Course Description

Course Catalog Description:

Concepts and competencies in nursing leadership and management in a dynamic healthcare system are examined including: political and cultural influences on   nursing leadership, comparison of traditional and transformational leadership characteristics, and creation of a culture of safety/just culture in the work environment through interprofessional collaboration, and the application of evidence-base theories and practices.   Nursing practice standards and clinical reasoning are employed in the application of clinical leadership skills, particularly in relation to health policy, patient safety, delegation. This web-based course integrates online, in-person, and clinical activities.

Measurable Learning Outcomes:

By the end of this course, you will be able to:

1. Differentiate nurse leadership roles and management functions in a variety of clinical settings including client advocate role.
2. Integrate theory and research knowledge in the development, implementation, and evaluation of nursing leadership competencies.
3. Evaluate ethical and legal principles, role of regulatory processes and professional nursing standards as these influence clinical nursing leader and health care delivery.
4. Analyze ways in which health and social policy, economic resources, and cultural mores impact the role of nurse leader.
5. Critically appraise leadership related research and use of informatics for health care decision making.
6. Collaborate with interprofessional team to promote evidence based, holistic, cultural congruent care.
7. Apply critical reasoning/decision-making skills to leadership situations and scenarios.
8. Assess own leadership skills and cultural humility attributes

Prerequisites: None.

Materials

Required Materials:

Books:

Greenleaf, R. (2008). *The servant as leader.* Westfield, IN: The Robert Greenleaf Center.

Porter-O'Grady, T. & Mallock, K. (2013). *Leadership in nursing practice: Changing the landscape of health care (2nd ed.)*. Burlington, MA: Jones & Bartlett. ISBN-13: 978-1284075908 ISBN-10: 1284075907

Wheatley, M. & Frieze, D. (2011). *Walk out walk on*. San Francisco, CA: Berrett-Koehler Publishers. ISBN: 978-1-60509-731-2

Zerwekh, J. & Garneau, A. J. (2012). *Nursing today: Transition and trends*, 9th ed. St. Louis: Elsevier Saunders. ISBN-13: 978-1455732036 ISBN-10: 1455732036

Articles:

Glasgow, R. E. & Emmons, K. M. (2007). How can we increase translation of research into practice? Types of evidence needed. Annual Review of Public health, 28, 413-433.

Morrison, S. M. & Symes, L. (2011). An integrative review of expert nursing practice. Journal of Nursing Scholarship, 43(2), 163-170.

Vogelsmeier, A. & Scott-Cawiezell, J. (2007). A just culture: The role of nursing leadership. Journal of Nursing Care Quality, 22(3), 210-212.

Wheatley, M. & Frieze, D. (2011). Leadership in the age of complexity: from hero to host. Resurgence Magazine, Winter. Retrieved 11/3/2013 from http://www.margaretwheatley.com/articles/Leadership-in-Age-of-Complexity.pdf

White, P., Olsan, T., Bianchi, C., Glessner, T., Mapstone, P., (March 30, 2010), "Legislative: Searching for Health Policy Information on the Internet: An Essential Advocacy Skill" OJIN: The Online Journal of Issues in Nursing. Vol. 15, No. 2. DOI: 10.3912/OJIN.Vol15No02LegCol01 http://www.nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/Columns/Legislative/Health-Policy-Information-on-the-Internet.aspx

Whitehead, D. (2005). Health promoting hospitals: the role and function of nursing. Issues in Clinical Nursing, 14, 20-27.

Web Resources:

AACN. (2002). Hallmarks of the professional nursing practice environment. AACN. Retrieved on 4/4/2014 from http://www.aacn.nche.edu/publications/white-papers/hallmarks-practice-environment

American Nurses Association. (2011). www.safestaffingsaveslives.org.

American Nurses Association (2010). Nursing's social policy statement, scope & standards of practice, and Code of ethics for nurses with interpretive statements. American Nurses Association. www.nursingworld.org

Code of Ethics for Nurses. This page is not printable but can be read online at http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses.aspx

Bill of Rights for Registered Nurses http://www.nursingpower.net/union/bill.html

HIMSS (2011). Position statement on transforming nursing practice through technology and informatics. HIMSS. Retrieved on 11/7/2014 from /files/HIMSSorg/handouts/HIMSSNIPositionStatementMonographReport.pdf

Institute of Medicine (2004). Keeping patient safe, transforming the work environment of nurses. National Academies Press. http://www.nap.edu/catalog.php?record_id=10851

Institute of Medicine (2010) Future of nursing: Leading change, advancing health. National Academies of Press. http://www.nap.edu/catalog.php?record_id=12956

Texas Nurses Association. (2008). Resolution on Workplace Staffing. www.texasnurses.org.

Texas Nursing Practice Act. Texas Occupations Code. Chapters 301, 303,304,305 and Board rules. www.bon.state.tx.us

Recommended Materials: None

Other materials: None

Important Academic Dates
UTPB Academic Calendar: http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/academic-calendar

Course Overview
Scholarly Activities:
In this course, students will participate in a number of scholarly activities designed to integrate knowledge acquisition and application of leadership knowledge and skills in the clinical setting. Scholarly activities include professionally written paper assignments, presentations to peers, and debates regarding leadership issues.

Analysis of Wheatley Video   (15%)
Students will analyze Margaret Wheatley's Video Presentation on Leadership in a Time of Turbulence. The class will have the opportunity to assess the merits of the concepts presented by Dr. Wheatley as these related to various models of leadership, particularly transformational leadership, and demonstrate the ability to communicate critical thinking in an online discussion board.

Nurse Leader Interview Case Study   *(25%)*
During this course, students will apply the skills of reviewing the literature and analyzing leadership theory and research through interviewing and interacting with professional nurse leaders. This assignment includes a review of literature related to leadership roles and organizational competencies, narrative report of the interview during seminar, and analysis of the experience and application of leadership concepts in future practice

Review of Literature related to clinical decision support systems   (25%)
In this assignment you will review literature related to the use of a selected clinical decision support system in your work setting, evaluate the application of this clinical support in the work setting and identify ways in which the review of literature could be used to improve the application of the clinical support in the work setting.

Analysis of a Workplace Communication Model   **(25%)**

Each student will investigate a communication model used in the workplace, with consideration of the interprofessional roles within the communication model. Describe background leading to the issue in the context of legal and ethical principles or standards associated with the communication model. Professional nursing standards, regulations, and applicable case law associated with the issue will be addressed. The role of nursing theory, quality improvement, and information technology in the emergence or resolution of the issue will be described. The professional nurse's duty to the patient relative to the issue and obligations to society will be explored.

Online and Seminar Participation   **10%** (* must be a pass)

Students will participate in weekly activities that support the identification, differentiation of the use of research quality improvement, and evidence as foundations for improving health care and health care outcomes. Student dialogue will focus on identifying clinical practice issue, developing and sharing knowledge gained through the systematic searching and critiquing of nursing and health care literature, role of professional nurse in interprofessional teams, and ethics of research and protection of human subjects in research and quality improvement projects. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment.

Clinical:

In the clinical portion of this course focuses on practicing leadership competencies, appreciating the role of health policy in nursing leadership, interprofessional collaboration, and responsibilities for creating safe health care environment through staff assignment, delegation and evaluation, and hand off among professionals.

Clinical Preceptor Handbook is included in the course materials. The Handbook provides guidelines, evaluation tools, and Preceptor agreements.

Students identify a registered nurse leader as a preceptor in a clinical setting in order to apply leadership theory, skills, and, research, interprofessional collaboration in clinical leadership role. Students must arrange own travel for clinical learning activities.

Students will identify clinical goals with selected preceptor and course faculty. Students will maintain a clinical log, which outlines distribution of time allocated to meet clinical learning objectives, and document accomplishments during clinical activities, reflections of knowledge and insights gained during the clinical leadership experiences. During the 90 clinical hours in this course students will have the opportunity to practice one-on-one with a registered nurse to apply knowledge, skills and aptitudes in a precepted leadership role.

Students must adhere to regulations, patient's rights, ethics, and confidentiality. Students must arrange own travel to facility assigned. Students must adhere to dress code in clinical. The assigned preceptor will participate in the evaluation of the student at midterm and at the end of the semester; however, the assigned faculty conducts and documents the final evaluation and determines pass-fail.

Any changes to this syllabus will be at the discretion of the instructor and will be accompanied with significant notice only.

Grading:

Course Activity	Points	Percentage of Total Grade
Review of Literature related to clinical decision support systems	100	25%
Analysis of a Workplace Communication Model	100	25%
Nurse Leader Interview Case Study	100	25%
Analysis of Wheatley Video	100	15%
90 hours Precepted Clinical Experiences	Pass/Fail	Pass
Discussion participation	800	10%
Week # 1	100	
Week # 2	100	
Week # 3	100	
Week #4	100	
Week #5	100	
Week #6	100	
Week #7	100	
Week #8	100	
Total	**1200**	**100%**

Grading Scale:

Grade Range	Letter Grade
90 and above	A
80 to 89	B
70 to 79	C
60 to 69	D
Less than 59	F

Communication, Grading & Feedback: Students are encouraged to review the course on a daily basis for updates, discussion boards, and information related to assignments. Students and faculty will make use of course discussion boards, email, texts, and phone to communicate with one another throughout the semester. Students and faculty will be respectful of one another in every communication, demonstrating an openness to varied points of view, honoring each other's perspectives, and providing thoughtful ideas and appraisals of material introduced in the course using relevant literature and evidence. Students and faculty will respond to course related communications within 24 hours. Grades for coursework will be posted within 7 days of due dates.

1. General questions regarding the course: post to Q&A Discussion Board
2. For questions specific to assignments, post to appropriate Discussion Board
3. For individual questions, send an email via course email.

Policies

1. **Discussion Board**: Discussion Board is primarily for discussing course related topics and issues.
   Best practices are:

   a. Read all message postings in online discussion.
   b. Respond to the question directly
   c. Reply to minimum of two other student posts.
   d. Use a person's name in the body of your message when you reply to their message.
   e. Avoid postings that are limited to 'I agree' or 'great idea', etc.
   f. Ensure responses to questions are meaningful, reflective.
   g. Support statements with concepts from course readings, refer to personal experience, examples.
   h. Follow **Rules of Behavior.**

2. **Rules of Behavior:** Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

   - Do not post anything too personal.
   - Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity.
   - Do not use all caps in the message box unless you are emphasizing (it is considered shouting).
   - Be courteous and respectful to other people on the list
   - Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
   - Use line breaks and paragraphs in long responses.
   - Write your full name at the end of the posting.
   - Be careful with sarcasm and subtle humor; one person's joke is another person's insult.

3. **Make-Up/Late Submission Policy:**
   Five points per calendar day will be deducted for late submission of assignments. Should conflicts arise with scheduling, the student should speak with the instructor as soon as possible. If students have spoken with faculty about scheduling conflicts and come to an agreement, extensions can be arranged.

   Any changes to this syllabus are at the discretion of the instructor and will be accompanied with significant notice only

4. **Academic Dishonesty/Plagiarism/Cheating:** The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

   All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and

discipline procedures consult the university's handbook at: http://ss.utpb.edu/dean-of-students/scholastic-dishonesty/

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas, illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

5. **Attendance and Class Participation:** Regular and active participation is an essential, unmistakably important aspect of this online course. Students will log on a minimum of three times every seven days. All students are expected to do the work assigned, notify the instructor when emergencies arise.

6. **Tracking:** The learning management systems have a tracking features. Statistics are collected that quantifies how often and when students are active in the course and provides information if the student has accessed different pages of the course.

7. **Absenteeism:** All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism. Contact instructor immediately in case of emergency medical situation.

8. **Course Incomplete/Withdrawal/Grade Appeal:**
   All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given, will only be granted if the student provides a valid, documented excuse for not being able to complete the course on time, and has contacted the instructor prior to the scheduled last class to request an extension. The student signs a contract that includes the incomplete course activities and the new due dates.

   Find information and dates regarding drops and withdrawals at http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/adds-drops

   For grade appeal process go to http://www.utpb.edu/campus-life/dean-of-students/grievances.

   NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

9. **Accommodation for Students with Disabilities:** Americans with Disabilities Act: Students with disabilities that are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations. The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.

   Students who have provided all documentation and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or

auxiliary aids. Students needing assistance because of a disability must contact Testing Services & Academic Accommodations Department, 432-552-2630, Leticia Madrid, madrid_l@utpb.edu, no later than 30 days prior to the start of the semester.

Computer Skills, Technical & Software Requirements

Describe any special prerequisite skills (word processing, spreadsheet, presentation software, YouTube account, etc) Student will need to create word processing documents, save files, submit files.

Students can use cloud version of Word, PowerPoint and other Microsoft products through use of their UTPB Outlook 365 and UTPB email address. For more information refer to Student Services below or visit: http://www.utpb.edu/services/ird/information-on-computer-accounts-e-mail/office-365

To obtain software licensing and media for selected Microsoft titles at very low cost through a software agreement visit: http://www.utpb.edu/services/ird/information-for-students/software-distribution/microsoft-select.

Computer Technical Requirements: Information at http://www.utpb.edu/online/reach/technical-requirements

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program.

This course satisfies the second method of student authentication by having students schedule a video conference with faculty member via Black Board Collaboration during the first week of the semester and presenting an approved photo ID through a web cam and optional levels of proctoring during assessment.

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD; dual credit and early college high school students use school district identifications.

UTPB Distance Education Policy - https://www.utpb.edu/services/academic-affairs/documents/rules-policies-and-procedures/distance-education-policyb1fd.pdf

Preparation for Emergencies

Computer Crash: Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Complete Loss of Contact: If you lose contact with course connectivity completely (i.e. you cannot contact me via Canvas or email), you need to call instructor, and leave message regarding connectivity loss and contact information.

Lost/Corrupt/Missing Files: You must keep/save a copy of every project/assignment on an external drive, UTPB Outlook 365 OneDrive, or personal computer. In the event of any kind of failure (e.g. virus infection, student's own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, you may be required to resubmit the files.

End-of-Course Evaluation & Instructor Evaluation

Every student is encouraged to complete an end-of-course evaluation/survey provided by UTPB. During the last few weeks of class, you will receive an announcement through email notifying you that the Course/Instructor Survey is available. You may follow the link in the email to complete the survey using the same credentials to access your courses here. When entering the emailed Survey link you will see a list of surveys for you to complete. Another way to find End-of-Course Evaluations is through you my.utpb.edu account > My Surveys & Evaluations are on the first page after you login.

The survey is anonymous and you responses are confidential. Your feedback is critical to us and to your instructor as we strive to improve our offerings, and our support of you, the students.

Student Support Services

SERVICE	CONTACT
ADA Accommodation/Support	Testing Services & Academic Accommodations Department (432) 552-2630 http://www.utpb.edu/academics/undergraduate-success/TSAAD
Advising	UTPB E-Advisor at http://cas.utpb.edu/academic-advising-center/e-advisor/
Bookstore	(432) 552-0220 http://www.bkstr.com/texas-permianbasinstore/home
Email, Outlook 365, my.utpb.edu	Information Resources Service http://www.utpb.edu/services/ird
Financial Aid and Scholarship	(432) 552-2620 http://www.utpb.edu/campus-life/financial-aid
Library	(432) 552-2370 The J. Conrad Dunagan Library Online at http://library.utpb.edu/
Registrar	(432) 552-2635 http://www.utpb.edu/services/academic-affairs/office-of-the-registrar
Student Services	http://www.utpb.edu/campus-life/dean-of-students
Technical Support	Canvas 1-866-437-0867 https://guides.instructure.com/
Tutoring & Learning Resources	If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Schedule

DATE	Assignments/Activities/Topics	Due Date
Week 1	**Module 1** Holistic nursing concepts; Nursing Metaparadigm; Processes associated with development and evaluation of selected theories Introduction Discussion Question 1 Authentication Submission Discussion Question 2 Submit Preceptor Agreement	Wednesday, August 26 Friday, August 28 Friday, August 28 Sunday, August 30
Week 2	**Module 1 cont'd** Healing and Caring in Nursing; Theoretical Foundations Discussion Question 1 Discussion Question 2 Submit Review of Literature related to clinical decision support systems	Wednesday, September 2 Friday, September 4 Sunday, September 6
Week 3	**Module 2** Cultural concepts; Practice standards; Ethical and legal principles; Case law; Practice standards Discussion Question 1 Discussion Question 2	Wednesday, September 9 Friday, September 11
Week 4	**Module 3** Historical events and figures in nursing profession, i.e., Nightingale, Rogers, Orem, Roy, Newman, Watson Regulatory and legislative processes Role of health care Policy; Inter-professional standards and education Discussion Question 1 Discussion Question 2 Submit analysis of Workplace Issue	Wednesday, September 16 Friday, September 18 Sunday, September 20
Week 5	**Module 4** Concepts underlying culture of safety, person centered care Compare practice based theory and theory based practice Discussion Question 1 Discussion Question 2	Wednesday, September 23 Friday, September 25
Week 6	**Module 4 cont'd** Compare evidence based theory and theory based practice Discussion Question 1 Discussion Question 2 Submit Nurse Leader Interview Case Study	Wednesday, September 30 Friday, October 2 Sunday, October 4

Week 7	**Module 5** Health Care Reform and informatics concepts, Technology Discussion Question 1 Discussion Question 2	Wednesday, October 7 Friday, October 9
Week 8	**Module 5 cont'd** Health Care Reform and informatics concepts, Technology Review Analysis of Wheatley Video and Submit Summary Complete 90 Precepted Clinical Hours	Friday, October 16 Friday, October 16

University of Texas of the Permian Basin School of Nursing

NURS 4450 CLINICAL LEADERSHIP I

CLINICAL PERFORMANCE EVALUATION

Student:_____**Semester:**_____**Date:**_____ **Faculty:**

_____

S=Satisfactory NI=Needs Improvement U= Unsatisfactory *= Critical Behavior A = Absent   E =

Excused   NI= Needs improvement and may indicate need for Learning Contract (Form attached)

CB=Critical Behavior (requires completion of a critical incident

report) A or E = Absent or Excused at the discretion of the faculty

Behaviors evaluated as "Needs Improvement" or "Unsatisfactory" during any formative evaluation will require the student to successfully complete a Learning Contract or performance improvement plan in conjunction with   the student's clinical faculty. The student is required to complete a self-evaluation based on this form prior to the   formative and summative final evaluations by the faculty.

Instructions: This is a formative and summative clinical evaluation tool. Clinical activities occur in the practice/simulation laboratory setting as well as in clinical setting. Each week the preceptor and faculty should give feedback to the student on their performance status and any need to demonstrate desired behaviors and actions. In addition to rating the weekly performance, the p r e c e p t o r draft comments during both formative and summative evaluations. If possible, these notes should be made on the computer and must be shared with and signed off by the student. Initials of preceptor and student with date is required after each formative entry and   signature and date on the Final Summative Evaluation. The faculty is ultimately responsible for the student   evaluation with input from the preceptor and student.

Course Description:

Concepts and competencies in nursing leadership and management in a dynamic healthcare system are examined including: political and cultural influences on nursing leadership, comparison of traditional and transformational leadership characteristics, creation of a culture of safety/just culture in the work environment through interprofessional collaboration, and the application of evidence-base theories and practices. Nursing practice standards and clinical reasoning are employed in the application of clinical leadership skills, particularly in relation to health policy, management of systems, delegation, and conflict resolution. This web-based course integrates online, in-person, and clinical activities.

Outcome Objectives: The student will be able to:

1. Differentiate nurse leadership roles and management functions in a variety of clinical settings including client advocate role.
2. Integrate theory and research knowledge in the development, implementation, and evaluation of nursing leadership competencies.
3. Evaluate ethical and legal principles, role of regulatory processes and professional nursing standards as these influence clinical nursing leader and health care delivery.

4. Analyze ways in which health and social policy, economic resources, and cultural mores impact the role of nurse leader.
5. Critically appraise leadership related research and use of informatics for health care decision making.
6. Collaborate with interprofessional team to promote evidence based, holistic, cultural congruent care.
7. Apply critical reasoning/decision-making skills to leadership situations and scenarios.
8. Assume accountability for own professional development.

Competency 1

Patient-centered care based on nursing process:		
1. Demonstrate critical reasoning/decision-making skills regarding nursing process in leadership situations and scenarios.	Formative	
2. Demonstrate patient assessment and nursing care planning, and delegate aspects of care to staff based on patient need and staff competencies. 3. Evaluate nursing care provided by the staff.	Summative	

Competency 2

Exhibits teamwork/effective communication:		
1. Demonstrate nurse leadership roles in coordinating patient care in assigned clinical setting including patient advocate role. 2. Demonstrate management and leadership principles, values,	Formative	
ethics, and theories. 3. Communicate effectively and appropriately in leadership role with patients, staff, preceptor, and faculty.	Summative	

Competency 3

Incorporates holistic, culturally congruent evidence-based practice:		
1. Demonstrate leadership skills to assess staff competencies, supervise staff, and coordinate with other healthcare professionals to promote evidence based, holistic, cultural congruent patient care.	Formative	
2. Demonstrate proper delegation of holistic, culturally congruent evidence-based individualized nursing care.	Summative	

Competency 4

Promotes patient and staff safety through technical and professional skills:		
1. Demonstrate measures to ensure patient and staff safety. 2. Demonstrate principles of shared-governance applied to the assigned nursing team	Formative	
3. Compare and contrast transformational versus transactional leadership skills and attributes of nurses. 4. Demonstrate leadership skills and cultural humility attributes.	Summative	

Competency 5

Understands and utilized informatics:		
1. Apply research related to nurse leadership and management. 2. Demonstrate use of electronic access to secure EBP and other information for nursing practice and leadership. 3. Document nursing care provided orally, in writing and electronically. 3. Demonstrate skills in use of patient care technology.	Formative	
	Summative	

Professional Competencies

Professional Competency 1

Sample Syllabus