NURS 4451
Clinical Leadership II

Fall 2020

Syllabus

Basic Information

Instructor Name: Michael Hall, DNP, RN, CNML
OFFICE: Virtual
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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:

Synthesis of clinical reasoning and creative application of evidence for nursing leadership essential in promoting intra and inter-professional collaboration in dynamic healthcare organizations and systems; Students will employ quality improvement science, and evidence-based-resources for programmatic design, implementation and evaluation. This course is web-enhanced.

Measurable Learning Outcomes:

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

1. Analyze core competencies and qualities of nurse leaders in a variety of health care organizations and systems.
2. Define the principles of shared- and self-governance applied to nursing
3. Integrate selected theories and evidence to address current patient-safety and leadership challenges in the emerging health care environment.
4. Demonstrate leadership skills needed to assess staff competencies, supervise staff, and coordinate with other healthcare professionals to promote evidence based, holistic, cultural congruent care.
5. Apply critical reasoning/ethical decision-making skills to leadership situations and scenarios.
6. Appraise the culture of an organization or health care system and its receptivity to change
7. Use quality improvement strategies to design an ethical and culturally sensitive action plan to address patient safety and other systems problems.
8. Assume accountability for own professional development.

Prerequisites:
 NURS 4450; NURS 4151 and prerequisites for those courses

Materials

Required Materials:

Texts

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

Yoder-Wise, P. (2015). *Leading and managing in nursing,* Sixth Edition. St. Louis: Elsevier Saunders. ISBN-978-0-323-18577-6

Zerwekh, J. & Garneau, A. J. (2012). *Nursing today: Transition and trends,* 8th 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.

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.

Institute of Medicine. (2004). Keeping patient safe, transforming the work environment of nurses. National Academies Press. www.nap.gov.

Institute of Medicine. (2010). Future of nursing: Leading change, advancing health. National Academies of Press. www.nap.gov

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

Important Academic Dates

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

Course Overview

Class Preparation:

Review assigned texts and articles. Most of the course learning activities will use reflective dialogue and integrative learning approaches to discuss and interpret the application of theory and evidence in clinical leadership roles. Class dialogues are not considered substitutes for assigned readings and online learning activities.

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.

Readings: Reading related to course and module objectives are indicated in each module

Assignments:

Review of Patient Safety Research Literature   **20%**

> In this assignment you will review research literature related to patient safety initiatives and compare your analysis to a safety initiative in your work setting, evaluate the application of the workplace safety initiative and identify ways in which the review of literature can be used to improve the implementation of the initiative.

Analysis of Workplace Governance Models   **20%**

> In this assignment you will identify the governance models used in your workplace and compare it to national nursing organizations models of governance. Identify your role in the governance model.

Evaluate implementation of electronic health record and error reporting   25%

Students will identify the electronic health record used in the workplace and evaluate its implementation, impact on workflow, and contribution to error reporting.

Presentation of Quality Improvement Action Plan   15%

Students will make an online presentation of the quality improvement action plan developed in the clinical course. This presentation will demonstrate the student's ability to design and communicate a formal presentation to the class.

Discussion Questions   20**%** (* 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.

Students will identify clinical goals with selected preceptor and course faculty. 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 will develop and implement a Self-Care and Leadership Development Plan during this course. Students are responsible to document clinical learning experiences and insights in a Clinical Reflective Journal and at the end of the semester appraise the journal for learning and to identify future clinical leadership goals.

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 evaluate 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. 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 to facility assigned. The preceptor will evaluate 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 grade.

Grading:

Course Activity	Points	Percentage of Total Grade
Review of Patient Safety Research Literature	100	20%
Analysis of Workplace Governance Models	100	20%
Evaluate implementation of electronic health record and error reporting	100	25%
Presentation of Quality Improvement Action Plan	100	15%
Discussion Questions	400	20%
Clinical Experiences	P/F	P/F
Total	**800**	**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:

Teaching Strategies:

This course is taught by lecture, role-playing, debates, and breakout groups in class and nursing practice and leadership skills demonstrations in selected clinical facilities. Students may work individually or in groups to complete selected course assignments. Online discussions provide for synthesis and application of evidence-based content with critical reasoning and analysis. Online discussions via discussion board or online seminars may be held at least 3 times during the semester.

Scholarly projects that demonstrate student's ability to write professionally, make public presentations, and represent the University in public settings are included in this course. The clinical portion of the course is a precepted clinical leadership experience where student is assigned to a registered nurse preceptor to practice supervised leadership skills in a variety of assigned clinical settings.

Communication Plan:

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 (daytime please) between Monday and Friday. 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
4. For time sensitive questions you may call or text me at 432-212-2001.

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:**
   There will be no make-up work UNLESS prior arrangements have been made.

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

   If you have an emergency and are unable to complete an assignment on time, you must contact the instructor prior to the due date. 5 points will be deducted from the assignment for each day the assignment is late, unless negotiated with the instructor.

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. **ADA Statement**
   Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

   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

Students 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

Microsoft Software Privacy Policy: Information at https://privacy.microsoft.com/en-us/privacystatement/

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. This course satisfies student authentication by:

> Synchronous or asynchronous video activities using an approved photo ID*. This course satisfies this method of student authentication by having students present an approved photo ID during online course orientation via a web cam.

*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.

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.

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/how-to-submit-a-service-request
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/studentactivities/student-senate/committees/student-affairs
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). Student Success Center: http://www.utpb.edu/academics/undergraduate-success/success-center

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
Week 1	**Module 1: Introductions; Importance of Interprofessional Collaboration** Discussion Question 1; Introduction; Authentication Submission
Week 2	**Module 1 cont'd: Clinical Goals in Nursing Leadership** Submit Clinical Goals; Preceptor Agreement; Discussion Question 2 **Review of Patient Safety Research Literature**
Week 3	**Module 2 cont'd: Workplace Governance Models** Discussion Question 3 **Analysis of Workplace Governance Models** (Carry out Clinical Learning Activities to achieve Clinical Goals)
Week 4	**Module 2 cont'd: Shared Governance vs Self Governance** Discussion Question 4 (Carry out Clinical Learning Activities to achieve Clinical Goals)
Week 5	**Module 3: Informatics and Health Information Technology** Discussion Question 5 **Evaluate implementation of electronic health record and error reporting** (Carry out Clinical Learning Activities to achieve Clinical Goals)
Week 6	**Module 3, cont'd: Quality Improvement** Discussion Question 6 (Carry out Clinical Learning Activities to achieve Clinical Goals)
Week 7	**Module 4: Research and Quality Improvement** Discussion Question 7 **Quality Improvement Action Plan PPT** (Carry out Clinical Learning Activities to achieve Clinical Goals)
Week 8	**Module 4 cont'd: Clinical Experiences** Discussion Question 8 Clinical Experiences **Complete clinical learning activities, submit clinical log and evaluation** **Complete course evaluations**