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2021

NURS 480: Professionalism in Practice: Leadership and Management syllabus

Michael Aldridge

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Course Number/Section/ Semester: NURS 480-700 / Fall 2021

Course Title: Professionalism in Practice: Leadership and Management

Credits: 3

Pre-requisites: Successful completion of NURS 404, NURS 405, NURS 414, NURS 415, NURS 440, or NURS 382 and NURS 383, with a grade of C or better. Nursing Majors only.

Faculty member: Dr. Mike Aldridge, PhD, RN, CNE
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 I typically respond to emails within 24 hours, except on weekends

Office Hours: By appointment

Course Description: Emphasis is on the nurse as a leader/manager in society and the health care system with respect to current issues and trends.

Program/Course Objectives:

1. **Safely and competently demonstrate comprehensive patient-centered therapeutic interventions guided by the nursing process and evidenced-based standards of care to restore, maintain, and promote optimal health and/or quality of life in individuals, families, groups, communities, and populations.**

    1.1   Examine the impact of the Nurse Practice Act on nursing practice.
    1.2   Analyze the impact of current professional issues on quality patient care.
    1.3   Reflect on the responsibility and legal implications of delegation by the professional nurse.

2. **Demonstrate intellectual inquiry and analysis by integrating information, knowledge, research and other evidence from the humanities, arts, general sciences and nursing science in the design and provision of quality patient care.**

   2.1   Compare and contrast quality initiatives leading to improved outcomes.
   2.2   Examine how evidence-based resources are used to provide the structure for evaluating quality of care.
   2.3   Apply evidence to support improved patient care outcomes.
   2.4   Discuss organizational theory in relation to healthcare delivery.

3. **Employ effective communication strategies, techniques and technologies to provide a patient-centered, inter/intradisciplinary approach in the delivery of safe, ethical, and therapeutic care of individuals, families, groups, communities and populations.**

   3.1   Examine essential administrative and communication skills related to leadership and management.
   3.2   Apply principles of collaboration and conflict resolution to team building and group process.
   3.3   Enhance communication skills necessary to promote self as a professional nurse.
   3.4   Analyze health care technologies and how they impact patient care and nursing practice

4   **Practice nursing with respect and caring for all persons through awareness and integration of social, cultural and spiritual factors, patient preferences and social justice.**

   4.1   Reflect on historical aspects of nursing and the health care culture.
   4.2   Examine the influence of projected trends in health care culture on the future of nursing based on philosophical foundations.
   4.3   Analyze different levels of educational preparation in professional nursing and the relationship to differentiated practice and professional mobility.
   4.4   Integrate awareness of one's own culture, attitudes, and beliefs with the knowledge of culture of others and aggregates, and knowledge of the culture of professional nursing in providing culturally sensitive and appropriate care.
   4.5   Recognize the importance of the transition into the professional nursing culture.
   4.6   Evaluate commitment to civic engagement in professional nursing.

5. **Assume the roles of leader, manager and professional nurse through participation in measures to improve the quality of health care delivery outcomes within complex systems, promote the nursing discipline and demonstrate accountability for professional conduct.**

   5.1   Compare and contrast leadership theories/styles.
   5.2   Analyze organizational theories.
   5.3   Integrate leadership and organizational theories with the practical application of nursing.
   5.4   Examine the attributes necessary for successful role transition into professional nursing.
   5.5   Articulate the importance of the nursing profession in taking a leadership role to improve quality and safety in health care.
   5.6   Explore the role of the nurse as a care coordinator and as a member of a team developing care models

Outline of Course Content:

I.   Leadership Theories
            A. Organizational Theory
            B. Management Theory

II.   Professional Nursing Culture
            A. Leadership and Management Roles
            B. Professional Work Environment
            C. Leadership Issues in Acute Care Hospitals
            D. Patient-centered Care

III.   Collaboration
            A. Strategies Used in Leadership
            B. Partnering with the Consumer
            C. Conflict Management
            D. Interdisciplinary Communication and Interactions

IV.   Health Care Quality Improvement
            A. Quality Initiatives
            B. Outcome Measures
                    1. National Patient Safety Goals
                    2. Nursing Sensitive Quality Indicators
            C. Critical Thinking and Ethical Decision Making
            D. Risk Management
            E. Care Coordination

V.   Organizational Culture
            A. Staff Culture vs. Patient Culture
            B. Nursing Satisfaction

VI.   Professional Practice and the Law
            A. Nursing Practice Acts
            B. Delegation
                    1. Liability
                    2. Malpractice
                    3. Decision Making

VII.   Staffing Issues
            A. External and Internal Organizational Factors
            B. Continuity of Care
            C. Staff Satisfaction and Patient Outcomes

VIII.   Personal Power in Nursing

A. Power in Leadership
B. Personal Image as Power
C. Empowering Others

IX.   Professional Career Development
A. Philosophy of Leadership
B. Role Transition
C. Stress Management
D. Career Management

Course Requirements:

Professional Portfolio	**100 points**
Personal Leadership Philosophy Paper	**100 points**
Media Report	**100 points**
Culmination Engagement Reflection	**100 points**
Reflections / Discussion board assignments (8@10 points/each)	**80 points**
Class and Online Participation	**60 points**
ATI Practice Tests	**S/U**
ATI Proctored Test	**S/U**

Points Possible   **540 points**

The following are all requirements with due dates:

Assignment	Due date (by 11:59pm)
Professional portfolio (cover letter, resume)	Sunday 9/19 (11:59pm)
Participation in 1 Mock Interview	Done virtually with Career Readiness Staff – optional but highly encouraged
Culmination Engagement Reflection	Sun 10/10 (11:59pm)
Leadership philosophy paper	Sun 10/31 (11:59pm)
Media report	Sun 11/21 (11:59pm)
Class & Online Participation Narrative	Monday 12/6 (11:59pm)

Reflections* / Discussion boards**	
Reflection Unit 1*: Leadership Lessons from a Navy Submarine	Will be done in class on 8/25
Unit 2: Application Activity – You are a Unit Leader Today	Sun 9/5 (11:59pm)
Unit 6: Application Activity – The Nurse Practice Act and Delegation	Sun 9/12 (11:59pm)
Unit 7: Staffing a Unit Activity	Sun 9/19 (11:59pm)
Reflection Unit 3*: Patient Safety	Sun 9/26 (11:59pm)
Unit 4**: Risk Management	Sun 10/3 (11:59pm)
Unit 8**: Image in Nursing	Sun 10/17 (11:59pm)
Unit 9**: Take Away Message from Course	Sun 12/5 (11:59pm)

Reflections and application activities are private; only between you and the Professor / GA

Discussion Board postings are viewed by the whole class; responses are not needed, but please read through your peers' thoughts.

ATI Testing

Students are required to achieve the identified SON benchmark, Level II, on the following practice exams, RN Leadership Online Practice A & B. The practice exams should be taken as often as need be to achieve that score.

Students are required to take the RN Leadership Proctored exam. It is recommended that students achieve the designated SON benchmark, Level II. Students not achieving the benchmark score are encouraged to complete the remedial activities provided by ATI.

Required Texts/Resources

This course will use the following Open Educational Resource Textbook, available free of charge on our course's Canvas site:

Aldridge, M.D. (2021). *Leadership and management in professional nursing practice.*

Additional readings, videos, and website readings as assigned.

ATI Resources

Recommended Texts/Resources: none

Instructional Strategies

The instructional strategies selected for this course will be based on the course objectives, content and learning needs of the course students individually and as a group. These strategies will include (but are not limited to): discussions, reflections, case studies, lectures, videos, interactive groups work, and games. A mix of online and face to face methods are used.

Method of Evaluation: A grade of C or better is required to pass this course.
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F < 60%

Students must complete all course requirements in order to successfully pass this course.

Course Attendance: This is a hybrid course: some units are online, some are in class, and some have both an in-class and online component. *Attendance is required for the in-class portion of this course.*

Make up Work/Exams: There are no exams in this course.

Late Assignments: *Unless prior arrangements are made with the professor, a 20% reduction will be assessed for work submitted past the stated due date. Work submitted more than one week past the due date may not be accepted. You must complete all assignments in order to receive credit for the course.*

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit https://native-land.ca/ or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: https://www.unco.edu/registrar/name-change.aspx

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system: www.unco.mywconline.com. You will need to create a new account if you've never visited the Writing Center before. We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230. We also have walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more here: www.unco.edu/disability-resource-center

Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on- campus food pantry. The Bear Pantry is located in University Center 2166A, and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may

affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

Campus Community and Climate

UNC SON supports the university's vision and mission for an inclusive and engaged campus environment:

Vision

Inspire and ignite a thriving campus community.

Mission

The Division of Campus Community and Climate
establishes community and nurtures a sense of belonging through
advocating, managing conflict, supporting, and educating.
"*To be excellent to each other*"
Campus Community and Climate Website: http://www.unco.edu/campus-community-climate/

Title IX Statement

The University of Northern Colorado is committed to providing a safe
learning environment for all students that is free of all forms of discrimination
and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation
involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this

information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

Equity and Inclusion Statement

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact Chief Diversity Officer, Dr. Tobias Guzman, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Student Code of Conduct

UNC policies and recommendations for academic conduct will be followed. For additional information, please see the Dean of Student's website: http://www.unco.edu/dean-of-students/pdf/Student-Code-of-Conduct.pdf

Academic Integrity Statement

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Community Standards and Conflict Resolution

The Office of Community Standards and Conflict Resolution develops and enforces standards of student conduct to promote a safe and respectful living and learning environment. In an effort to foster civility, empathy, and accountability, the student conduct process aims to serve as a learning experience that can result in growth and

personal understanding of one's responsibilities and privileges within both the university and the greater community.

To learn more, please visit: *https://www.unco.edu/dean-of-students/offices-resources/student-rights-responsibilities/*

Student Outreach and Support

The University of Northern Colorado Student Outreach and Support (SOS) office fosters student development, engagement, and success by assisting students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS Case Managers coordinate with referral sources; make appropriate referrals and provide follow-up to address unique needs of each student. SOS focuses on reducing the impact of an incident or behavior on the student, faculty, staff, and UNC community.

To learn more, please visit: *https://www.unco.edu/dean-of-students/offices-resources/student-outreach-support/*

School of Nursing Policies

The School of Nursing policies and guidelines will be followed. These can be found in the *School of Nursing Undergraduate Handbook for your program at* https://www.unco.edu/nhs/nursing/resources/current-student/student-handbooks.aspx

ASSIGNMENT DESCRIPTIONS:

General Assignment Instructions: All written assignments must be submitted through Assignment area on Canvas. Papers are expected to be written at a college level. If you need assistance, please contact The Writing Center which provides free individual attention. http://www.unco.edu/English/wcenter/

→**Mock Interview:** You are encouraged to participate in a virtual mock interview where you are interviewed by actual healthcare hiring managers and Career Readiness Center Staff. You will get feedback about how you do so that you are prepared for interviews in the future. This is an optional activity, but highly encouraged.

→**Culmination Engagement Reflection:** The goal of this assignment is for you to reflect on the many service learning / civic engagement experiences you have had during your time as a nursing student at UNC. We would also like you to consider the concept of social justice as a part of this reflection.

 Instructions – Compose a reflection that answers each of the following four questions:

1. Reflect on the service/civic engagement you have completed during your time in the nursing program:

>   1.   Briefly describe each experience (If you did not do one each semester that is ok).
>   2.   What meaning have you made from these experiences?
>   3.   What impact have the experiences had on your understanding of humans who are different from yourself?

2.   How was the concept of social justice present (or not) during these experiences?

>   1.   What personal strengths do you possess that will allow you to engage others based on a foundation of social justice? NOTE: This question is trying to get at what you consider to be your own strengths when working with people or situations where you may or may not see social justice happening. For example, if you were in a situation where a person was being treated poorly due their race or gender, what attributes or skills do you have that you could use in that situation?

>   2.   What personal limitations do you have that may hinder your engagement with others?

 3. How do you see yourself serving or engaging the community in your future as a professional nurse?

 4. What is your level of commitment to using nursing for the benefit of community in the future?

 Suggested length: 4 to 6 typed, double-spaced pages. APA format required for formatting, but references are not expected nor required. Please use the numbers above (with headings) in your

reflection so we can clearly see how you answer each question. ***Turn in on Canvas per the due date in the syllabus.***

Grading – the following rubric will be used to grade your reflection:

Skill	Above Expectations: posts that meet these criteria earn 20 points for each category	Meets Expectations: posts that meet these criteria earn 15 points for each category	Below Expectations: posts that meet these criteria earn 10 points for each category	Unsatisfactory Below: posts that meet these criteria earn 0 points for each category
Question 1: Description of experiences/ meaning made/ impact on understanding others	Rich description of experiences; thorough discussion of meaning made from experiences; connections between experiences and understanding of others is clearly stated.	Adequate description of experiences; acceptable discussion of meaning made from experiences; connections between experiences and understanding of others is described.	Discussion of these questions is superficial and/or not clearly stated.	Question not addressed.
Question 2: Social Justice	Evidence that student has a clear concept of the meaning of social justice; examples of how social justice was or was not present are thoroughly described; personal strengths and limitations are clearly described and evaluated.	Evidence that student has an adequate concept of the meaning of social justice; examples of how social justice was or was not present are included; personal strengths and limitations are listed.	It is unclear that student has a concept of the meaning of social justice; examples of how social justice was or was not present are superficially discussed; personal strengths and limitations are superficially described.	Question not addressed.
Question 3: Future service	Rich reflection and evaluation of how student will incorporate service and engagement in the future.	Student describes how future service and engagement could look in the future.	Superficial discussion of how service and engagement could look in the future.	Question not addressed.
Question 4: Level of commitment to community	Rich reflection and evaluation of student's level of commitment to the community.	Clear description of level of commitment to the community	Vague description of the level of commitment to the community	Question not addressed.
Stylistics	Few grammatical or stylistic errors	Several grammatical or stylistic errors, do not interfere with content clarity	Obvious grammatical or stylistic errors; errors interfere with content	Obvious grammatical or stylistic errors makes understanding impossible

→Leadership Philosophy Paper: For this assignment you will submit a short (less than two pages double spaced) personal philosophy of leadership based on the information we have discussed this semester.

What Should the Philosophy Include? Please answer the following five questions in this paper:

1. Provide an overview of your personal values as a leader such as honesty, commitment, respect for others.

2. What are your priorities as you think about a leadership role?

3. What do you think you would (or do) expect from others when you are in a leadership role?

4. How will you evaluate them according to these expectations? - Describe specifics, including the sources of information you use to evaluate others. NOTE: Use Ch. 7 in the text as a basis for this section.

5. As a leader, what can those under your leadership expect from you?

APA format (no title page, abstract, or references are required) - so margins, spacing, etc. plus writing that is easy to follow and grammatically correct.

***Please use a separate heading and paragraph for each of the 5 sections listed above so that I can clearly see you answered the question fully and can award you the points you have earned.

RUBRIC:	
Provide an overview of your personal values such as honesty, commitment, and respect for others.	18.0 pts
What are your priorities as you think about a leadership role?	20.0 pts
What do you think you would (or do) expect from others when you are in a leadership role?	20.0 pts
How will you evaluate them according to these expectations?	20.0 pts
As a leader, what can those under your leadership expect from you?	20.0 pts
APA • Margins • 10-12 point font Reference page (if you have references. It is not a requirement of this paper).	2.0 pts

Total Points: 100.0

→Instructions and Rubric for Leadership Media Presentation

Instructions:

For this presentation, you may read any book, watch a film, or documentary, or attend a conference or workshop *that pertains to leadership*. If you have questions about what is appropriate, please ask your faculty member. A booklist has been provided for you (it is in the Unit 1 module), but you can choose one on your own.

Submit a PowerPoint presentation through the link in canvas. There should be 8-10 slides, and slides should include:

- Title, author and year of the media you choose
- Briefly describe why you choose this media
- Present a synopsis of the key points
- What leadership theory is reflected?
- How does this experience relate to what you have learned in class? (Does it reinforce what you have learned, or does it contradict it?)
- Description of how you could apply key points of this project to your professional nursing practice.
- Describe your biggest aha moment (What is your take away message?)
- Would you recommend this to a friend? Why or why not?

==**Please include all information on the actual slide, not in a separate Speaker Notes section. The Speaker Notes section of your slides is not visible in Canvas when your slides pull up for grading.**==

Rubric:

Description of why you choose this media	5
Synopsis of key points	25
Description of the leadership theory reflected	10
Description of how this relates to what you have learned in class	10
Description of how you will apply the key points as a nurse	20
Description of your biggest take away message	20
Description of your recommendation	5
Correct APA citation	5
Total points	100 points

→Class and Online Participation Narrative

Describe your participation in the course, both in our Zoom class and online.

In Zoom class: Physical presence, being on time, engagement and contributions to discussion

Online: Page views, watching videos, reviewing content for each unit (instructor will verify this information using analytical resources in Canvas). Since this is a hybrid course, the expectation is that you are engaged with online material as well as in the physical classroom.

GRADING: Everyone starts with 60 points. The instructor may lower the number at points earned for unexcused absences in the Zoom class, chronic tardiness, or a lack of engagement in the physical or online environment.

→Please see Canvas for directions for individual discussion and reflection questions in noted modules.

Nursing 480 Assignment Grid and Unit Objectives

Please note: The units are not in numerical order in this course in order to do certain units together via Zoom. The order is; Unit1, Unit 2, Unit 6, Unit 7, Unit 3, Unit 4, Unit 5, Unit 8, Unit 9.

N480 Units	Topic	Assignments	Unit Objectives
Week 1 **Starts** **Monday** **8/23** **Live class (required): Wed 8/25, 0900-1250, Centerra Center** **Unit 1**	Leadership Theories Introduction to the course and course syllabus. **Indicate if you are interested in doing a mock interview**	Reading Assignment: Chapter 1 in text Reflection Unit 1: Leadership Lessons from a Navy Submarine **(Will be done in class on 8/25)**	• Describe key modern leadership theories and how different theories explain leadership. • Explain how different theories explain management. • Compare and contrast leadership and management roles and responsibilities. • Examine personal leadership and management expectations and how they influence personal practice • Identify strategies for developing both leadership and management traits and behaviors • Describe skills of effective leaders • Examine the components of successful team leadership
Week 2 **Starts** **Monday** **8/30** **Online** **Unit 2**	Leadership Issues in Acute Care Hospitals -Patient Centered Care (Joint Commission/Magnet Status)	Reading Assignment: See Canvas **Unit 2 Application activity: You are a Unit Leader Today (Due by 9/5, 11:59pm)**	• 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. • Examine the leadership challenges in dealing with generational differences. • Describe major changes that are occurring in hospitals and how nursing leaders influence these changes. • Describe the Magnet Recognition Program, its history, its process, and the impact it has had on nursing. • Discuss why each of the forces of magnetism would be important to new graduates as well as to any nurse considering a job change. • Reflect upon whether Magnet status is a positive force for nursing

| Week 3

Starts Monday 9/6

Live class (required): Wed 9/8, 0900-1250, Centerra Center

Unit 6 | Guest Speaker from Career Readiness Center: Cover letters, resumes, and interviewing tips for nursing jobs (0900-1130)

Process for mock interviews will also be discussed

Nurse Practice Acts and Delegation (1130-1250 – Aldridge) | Reading Assignment: Chapter 2 in text

Unit 6 Application Activity: Nurse Practice Act and Delegation (Due by 9/12 at 11:59pm) | • 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.
• Use informatics systems to obtain information concerning interstate practice regulations |
| Week 4

Starts Monday 9/13

ONLINE

Unit 7 | Staffing Issues | Reading Assignment: On Canvas

Unit 7, Staffing a Unit Activity: Complete online by 9/19, 11:59 pm

DUE 9/19 (11:59pm): Professional Portfolio (Cover letter and resume) | • Evaluate key external and internal organizational factors that affect staffing plans.
• Analyze the advantages and disadvantages of ratio-based and acuity-based staffing systems.
• Examine personal scheduling needs for continuity of care and positive patient outcomes and the 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 productivity. |

Week 5 Starts Mon 9/20 Unit 3	Partnering with the Consumer Communication -Teamstepps Conflict Collaboration	Reading Assignment: Chapter 3 in text ==Unit 3 Patient Safety Reflection assignment in Canvas under assignments – complete by 9/26, 11:59pm==	• Describe key aspects related to collaboration. • Identify and describe barriers to achieving effective collaboration. • Discuss the impact communication has on nursing staff and interdisciplinary interactions • Examine how a service-oriented philosophy affects the quality of the nurse-consumer relationship. • Discuss the facilitating factors and major barriers to effective nurse-nurse and nurse-physician collaboration • Discuss the core components of team performance (leadership, situation monitoring, mutual support, and communication)
Week 6 Starts Mon 9/27 Unit 4 ONLINE	Health Care Quality Improvement Critical Thinking and Ethical Decision Making	Reading Assignment: Chapters 4 in text ==Unit 4 Risk Management Discussion Board assignment in Canvas – complete by 10/3, 11:59pm==	• Understand what principles are incorporated within the ideas of total quality management and continuous quality improvement • Delineate how the principles of quality management apply to health care • Describe the nurse's role in risk management • Define the steps for initiating an incident report • Describe how to handle consumer complaints • Apply quality management principles to clinical situations • Understand the definitions of critical thinking, reflective thinking and decision making • Describe the critical thinking models available • Demonstrate use of quality measures to improve practice
Week 7 Starts Mon 10/4 Unit 5 ==Live class (required): Wed 10/6, 0900-1250, Centerra Center==	Organizational Culture (Unit 5) -Staff Culture and Patient Culture ==Proctored Leadership ATI Exam will be given during class today.==	Reading assignment: Chapter 5 in text ==Culmination Engagement Reflection due by Sunday 10/10, 11:59pm==	• Define organizational culture • Describe how organizational culture can affect patient care • Discuss the importance of culture to the organization • Compare and contrast staff culture and patient culture • Identify the advantages to having a diverse staff • Discuss implications of a diverse patient population for the staff and organization

Week 8	Personal Power in Nursing	Reading Assignment: Chapter 6 in text	• Examine the concept of power and how it is used in the professional environment
Starts Monday 10/11 Unit 8 Online	-Personal Image Empowering Others	**Unit 8, Image in Nursing, Discussion Board – complete by 10/17, 11:59pm**	• Describe how image can be used as a source of power • Examine the influence of the media on nursing's professional image • Choose appropriate strategies for exercising power to influence change in healthcare • Describe how using personal power advances professional goals
Weeks 9 – 12	Professional Career Development	Reading Assignment: Chapters 7 & 8 in text	• Define self-management • Explore causes of personal and professional stressors in nursing
Starts Monday 10/18 Unit 9 Complete Unit 9 & remaining course assignments Online	-Philosophy of Leadership -Role Transition -Stress Management -Professional Mentoring -Career Management	**Personal Philosophy of Leadership (See Guidelines under Assignments) – due by Sun 10/31, by 11:59pm** **Media Report (See Guidelines under Assignments) – due by Sun 11/21, by 11:59pm** **Unit 9 Discussion Board – Take Away Message from the Course – Due by Sun 12/5, by 11:59pm** **Participation Narrative – Due by Mon 12/6 (11:59pm)**	• Analyze selected strategies for decreasing 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 • Differentiate among career styles and how they influence career options • Analyze person-position fit • Evaluate the relevance of, and develop, cover letters, curricula vitae, and resumes in facilitating interviews. • Analyze specific examples of role transitions as a staff nurse and a manager • Describe the phases of role transition • Compare and contrast strategies to facilitate a successful role transition