APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of Nursing Date September 7, 2001

   Department/Division offering course  Nursing

2. Changes proposed:
   a) Present prefix & number  NUR 880  Proposed prefix & number  No Change
   b) Present Title  Leadership and Management in Nursing Care
      New Title  No Change
   c) If course title is changed and exceeds 24 characters (Including spaces), include a sensible title (not to exceed 24 characters) for use on transcripts:

   ________________________________
   ________________________________

   d) Present credits:  3  Proposed credits:  No Change
   e) Current lecture: laboratory ratio  3  Proposed:  No Change
   f) Effective Date of Change: (Semester & Year)  Intercession, 2001

3. To be Cross-listed as:  No

   Prefix and Number  Dorothy Brockopp

   Signature:  Department Chair

4. Proposed change in Bulletin description:
   a) Present description (including prerequisite(s):  No Change
   b) New description:  No Change
   c) Prerequisite(s) for course as changed:  ________________________________

5. What has prompted this proposal?
   Faculty will be able to utilize a more distributed learning approach to this course with in class instruction combined with technologically enhanced learning activities.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:  None

7. What other departments could be affected by the proposed change?
   None

8. Will changing this course change the degree requirements in one or more programs?*  Yes  No
   If yes, please attach an explanation of the change.*

9. Is this course currently included in the University Studies Program?  Yes  No
   If yes, please attach corresponding indicating concurrence of the University Studies Committee.

10. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.

   *NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.
11. Is this a minor change? Yes No
   (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to appropriate Council for normal processing.)

12. Within the Department, who should be consulted for further information on the proposed course change?

   Name: Kay Mueggenburg  
   Phone Extension: 3-8024

Signatures of Approval:

Dorothy Brockopp  
Department Chair  
10/11/01

Carolyn Williams  
Dean of the College  
10/13/01

__________________________________________  
Date of Notice to the Faculty

**Undergraduate Council  
Date

**Graduate Council  
Date

**Academic Council for the Medical Center  
Date

**Senate Council  
Date of Notice to University Senate

**If applicable, as provided by the Rules of the University Senate.

ACTION OTHER THAN APPROVAL

***************

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

a. change in number within the same hundred series;
b. editorial change in description which does not imply change in content or emphasis;
c. editorial change in title which does not imply change in content or emphasis;
d. change in prerequisite which does not imply change in content or emphasis;
e. cross-listing of courses under conditions set forth in item 3.0;
f. correction of typographical errors. [University Senate Rules, Section III – 3.1]
Questions to be Answered for the Medical Center Academic Council
Regarding Multi-Media or Distance Learning Courses

College of Nursing
Proposal for Converting NUR 880: Leadership and Management in Nursing Care (RN course section) to Distributed Learning Format
September 25, 2001

1. Describe the plan for administering and monitoring examinations for the multi-media course.

   Plan:
   One of the two examinations for the class will be administered in the traditional manner during in-class time. The final examination will be web-based. Students will be provided with passwords and a limited time frame in which to access the on-line examination. Students will also be presented with print copies of honor statements related to the examinations in their course syllabi. Honor statements will be repeated when students log on to the course examination and enter their passwords. They will be instructed that by completing the login procedure, they are agreeing with the honor statement.

   These procedures have been used successfully by the Biology Department in one of the web-based courses taught out of that department.

2. Describe the availability of related services such as laboratories, library service, research, and supplemental information.

   Availability:
   Students will be provided with instruction on how to access course information on the web during the first in-class session. They will also receive printed information in syllabi that will be mailed to them in hard copy format prior to the beginning of the course. Finally, the course web page will include supplemental instructional and trouble-shooting information.

   The College employs a Manager of Instructional Technology, who has been a team member in the development of each of these courses. She also works with the course groups once the courses have been initiated to provide ongoing problem-solving assistance. The College has several
distributed learning courses underway at this time and the MIT has successfully fielded questions and solved problems with students and faculty. The College has also employed a second part-time instructional design specialist to provide assistance to faculty and students. Students have extensive access to electronic journals and participate in an orientation to these resources by the Director of the Medical Center Library.

Students who do not have access to the computer equipment necessary to support the course may use computers located on-site at each campus (Lexington, Hazard, Morehead). The College employs one part-time faculty member in Hazard who is developing an electronic learning resource center in that site that will be used as a model for other outreach locations.

3. Describe the technical requirements for remote sites (ITV, computer hardware/software, special equipment).

<table>
<thead>
<tr>
<th>Technical Requirements:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ready computer access with high speed modem or network connection</td>
</tr>
<tr>
<td>• Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)</td>
</tr>
<tr>
<td>• Active e-mail account with attachment capabilities</td>
</tr>
<tr>
<td>• Microsoft Office or MS PowerPoint Viewer</td>
</tr>
</tbody>
</table>

All students in each of the College of Nursing distributed learning courses receive standard information in their printed syllabi, and on the course homepage, regarding the technical requirements for the course. In this way, the College can ensure that the requirements are similar across courses, making it easier for students to acquire and maintain the equipment needed during their programs of study. This also helps students become accustomed to one set of requirements and procedures.

4. If the course is or has been offered in a standard delivery mode, provide a brief statement that provides supporting evidence that the multi-media or off-campus course is enhanced or equivalent when compared to the standard delivery version of the course in the following four areas: 1) delivery time/schedule; 2) interaction (faculty-to-faculty; student-to-student); 3) evaluation; 4) other (explain). Please provide this information in table format (example below).
<table>
<thead>
<tr>
<th>Standard Format</th>
<th>Multi-Media Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery Time/Schedule</strong></td>
<td>Two days per week for 1 hour and fifteen minutes</td>
</tr>
<tr>
<td><strong>Interaction (faculty-to-faculty; student-to-student)</strong></td>
<td>Lecture, group, and computer activities</td>
</tr>
<tr>
<td></td>
<td>Lecture, seminar and group work during the weekly class meetings. Computer and</td>
</tr>
<tr>
<td></td>
<td>independent study activities during out-of-class time. Threaded discussions and</td>
</tr>
<tr>
<td></td>
<td>electronic mail interaction on a weekly basis. Instructor will also be available</td>
</tr>
<tr>
<td></td>
<td>to meet with students as needed on a personal basis.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>As described by the course description and objectives</td>
</tr>
<tr>
<td></td>
<td>Same — no change in course content, course description, or course objectives.</td>
</tr>
<tr>
<td></td>
<td>The only change is one of pedagogy.</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>Examinations, integrative literature review, critical analysis activities, scholarly</td>
</tr>
<tr>
<td></td>
<td>writing, presentation</td>
</tr>
<tr>
<td></td>
<td>Same</td>
</tr>
<tr>
<td><strong>Other (explain):</strong></td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

5. Provide an electronic syllabus for the course using multi-media or off-campus mode (syllabus should include: a. a statement of learning objectives and, b. a description of evaluation methods).

Syllabus attached

6. Provide an electronic copy of the syllabus, if the course is being or was taught using traditional delivery formats.

Syllabus attached

i:\aadata\council\OutlineforOffCampusCourses.doc
UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

NURSING 880

Leadership and Management in Nursing Care Delivery

Syllabus
Fall 2001

Faculty:
Kay Mueggenburg, RN, MS
Assistant Professor

Office # 539
kmueg2@uky.edu
office: 323-8024
home: 254-4671

Office Hours:
Wednesdays 9-9:30 and 11:30-12

THESE MATERIALS MAY NOT BE REPRODUCED WITHOUT WRITTEN PERMISSION OF OFFICE OF THE DEAN
Title: Leadership and Management in Nursing Care
NUR 880

Credit Hours: 3 credit hours

Placement: First semester senior standing in the College of Nursing

Prerequisite: HSM 241, NURS 873, or consent of instructor

Course Description:
This Course explores the theoretical foundations of nursing leadership and management in the health care arena. Roles of the case manager and change agent are emphasized.

Course Objectives:
1. Analyze leadership/management theory and principles in relation to current and emerging organizational systems.

2. Examine the professional nurse’s role in case management in a variety of settings.

3. Analyze nursing leadership activities that involve resource management.

4. Analyze ethical and legal issues affecting management of health care delivery.

Course Content:
1. Theoretical and historical foundations of leadership and management
   a. Classical organizational thought
   b. Human relations approach
   c. Social science approach
   d. Emergent nontraditional perspectives
II. Systems theory
   a. Open systems
   b. Closed systems
   c. Formal versus informal systems

III. Leader/leadership
   a. Definition
   b. Roles

IV. Manager/management
   a. Definition
   b. Roles

V. Skills and tools for effective leaders and managers
   a. Motivation
   b. Time management
   c. Stress management
   d. Critical thinking
   e. Communication
   f. Power
   g. Change
   h. Conflict resolution
   i. Problem solving and decision making

VI. Organizational culture
   a. Mission
   b. Vision
   c. Philosophy
   d. Strategic planning
   e. Formal and informal organizations

VII. Types of healthcare organizations
   a. Private
   b. For-profit
   c. Not-for-profit
   d. Governmental

VIII. Types of nursing care delivery systems
     a. Case management
     b. Team nursing
c. Total patient care
d. Primary nursing
e. Practice partnerships
f. Patient-centered care
g. Evidence-based practice

IX. Fiscal resources
a. Scheduling and staffing
b. Unit budgets
c. Risk management
   i. Safety
   ii. Critical paths

X. Human Resources
a. Resumes
b. Interviewing techniques
c. Hiring
d. Affirmative action
e. Supervision
f. Retention
   i. Socialization to the role
   ii. Mentoring
   g. Termination

XI. Types of Personnel
a. Standards of practice
   b. Delegation

XII. Collective Bargaining

**Teaching/Learning Methods:**
- Lecture and class discussions
- Independent and group projects
- Written assignments
- Web searches
- Videos
- Role Plays
- Presentations
Evaluation Methods

Midterm and final exams
Written assignments
In class presentation
Class participation
Attendance:
Attendance will be taken in class. It is considered professional behavior to notify your instructor to missing a class (phone or email). Content will be covered during class discussions that may not be included in the assigned readings. Assignments/points given during the specific class period cannot be made up. Written assignments are accepted only during class period that the topic is discussed.

You are expected to identify a peer who will take notes and collect handouts for you during any missed classes.

All exams must be taken at the scheduled time. Make-up exams will be shorter and more difficult that original exams. It is the student responsibility to schedule all make-up exams at instructor’s convenience.

Dropping the Class:
Please consult the UK schedule of classes for the following:
- last day to withdraw from a course
- last day to file for a repeat option
Remember that the add/drop procedure must be initiated and carried out formally. It is not sufficient to simply stop or start attending class. Please consult the Office of Student Services for assistance with this procedure.

Required Text:

Other:
Access to Internet to conduct web searches is required.

Written Papers:
All written papers must be types (12 pt /double spaced) with APA format.
Class Participation (active learning):
Reading assignments, web searches and written papers are to be completed to assist you in coming to class prepared to discuss the assigned topic. Topics will be assigned prior to the discussion. It is the student role to actively search for current and relevant materials to bring to the class discussions. It is the faculty role to facilitate the discussions.

Grading Criteria:

25 weekly written assignments/web searches 4 points each (100 points)
Group project 10 points (1 page handout)
Presentation/Role Play 10 points (30 min max!)

Midterm exam 40 points (20%)
Final Exam 40 points (20%)

Points possible: 200

CON Grading Scale:

A= 92-100 % 184-200 points
B= 84-91% 168-183
C= 76-83% 152-167
D= 68-75% 136-151
E= 67% and below 150 and below
COURSE DESCRIPTION:

The course explores the theoretical foundations of nursing leadership and management in the healthcare arena. Roles of the case manager and change agent are emphasized.

COURSE OBJECTIVES:

1. Analyze leadership/management theory and principles in relation to current and emerging organizational systems.

2. Examine the professional nurse’s role in case management in a variety of settings.

3. Analyze nursing leadership activities that involve resource management.

4. Analyze ethical and legal issues affecting management of health care delivery.
REQUIRED TEXTS:


Various chapters from the text will be assigned as required reading. Additional text information will be recommended for reading/review based on the students need for additional clarification related to course content. Other required readings, in addition to text information, will be assigned from the reference list (Required reading are noted in italics on reference list).

CLASS MEETING TIMES:

This course will use a distributed learning format. Using a block-scheduling plan, we will have 4 class meetings. The remainder of the course will be taught via a web-enhanced format and alternative and experiential learning assignments. The on-line portion of the course will be facilitated using a course web page. Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.

Only approximately 1/3 of the course will consist of traditional face-to-face class meetings. The class will meet for a four-hour block one day each week during the intersession.

Course content will be divided into four modules. One module will be focused on each week. Each week students will be assigned reading assignments and activities related to module content, and students will be expected to sequentially complete activities as outlined on the class schedule.

TEACHING/LEARNING METHODS:

Lecture/In class discussion
In class consultative group exercises
Required reading
Student presentations
Literature search and analysis
Management/Leadership applications activities
Self-directed learning activities
Individual paper/Writing assignments
880
Web-based modules/Assignments
Electronic threaded discussions
Interviews with experts

EVALUATION: Evaluation will be based on student achievement of the objectives as demonstrated by performance involving:

- Exam = 15%
- Cumulative Final Exam = 20%
- Class Participation/On-line Discussions = 10%
- Leadership and Management Healthcare Challenges Innovations Paper (15%) and Presentation (5%) = 20%
- Critical Analysis Activities (7 activities at 5 points each) = 35%

GRADING SCALE:
- 92-100 = A
- 84-91 = B
- 76-83 = C
- 68-75 = D
- < 67 = F
EXAM AND CUMULATIVE FINAL:
Examination questions may include multiple choice, short answer, and Leadership/Management application information.

CLASS PARTICIPATION/ON-LINE DISCUSSIONS:
Students are required to participate in class discussions both during class and through the bulletin board of the course web page.

(In Class Participation)---Thorough preparation for class and active class participation through sharing what one has read in preparation for class are critical components of class participation. Prior to class, students will be expected to complete specific LEARNING EXERCISES (from Marquis and Huston). These activities will be discussed in class, and students are expected to be able to offer thoughtful responses related to specific activities. Students also will work together in groups to complete various in-class activities.

Students also will be assigned to complete interviews with individuals in selected healthcare leadership positions, to include individuals at first, middle and upper management levels, and individuals in case management or quality management positions. Students will share information from these interviews with student colleagues.

Students are also encouraged to utilize the web to pursue additional learning resources about the topic of focus for the class/date. Further, students will be expected to utilize resources from the Sullivan and Decker text-specific, interactive online workbook to Effective Leadership and Management in Nursing (www.prenhall.com/sullivan_decker). This companion website includes key terms and definitions, review questions with automatic grading, and current event exercises with links to applicable websites.

(On-Line Discussions)---Questions or response scenarios will be placed on the bulletin board of the course web page each week. One student will be assigned to answer the question or respond to the scenario. All other students will be expected to read the question/scenario and the assigned student’s response, then respond with additional information that challenges the response, clarifies the response, or contributes additional content to the response. Students also may challenge comments of responding student colleagues. All students are expected to make a meaningful contribution to
the on-line discussion during each of these weeks by providing thoughtful comments.

LEADERSHIP AND MANAGEMENT HEALTHCARE CHALLENGES INNOVATION PAPER AND PRESENTATION:

PAPER (15%)

Students are to select a healthcare challenge topic from the list below (or student may select a topic of personal interest with permission of instructor) and write a 5-page paper on the topic following the described guidelines.

Topics:

1. RN Shortage
2. Ancillary (Support Staff Shortage)
3. Reduced Reimbursement as an Outcome of Increased Managed Care
4. High Employee Turnover
5. Changing Generation Values
6. Clinical Safety Concerns (i.e.; Medications errors, other clinical issues)
7. Time Management (Increasing Patient Acuity/Shrinking Resources)
8. Other as per student request with permission of instructor

Students are to obtain up-to-date information about the topic by completing a literature review, doing interviews with selected individuals, or completing web searches, to include obtaining information about existing problems in nursing related to the focus area. Students are to propose a unique solution to the problem, taking into consideration applicable leadership and management concepts and theoretical information (i.e.; change theory, leadership/management theory, cost/quality balance). Students are then to address how to implement the proposed solution at the hospital of choice, and to discuss how they will be able to measure the effectiveness of this new-implemented innovation. References should include at least two quantitative or qualitative research studies that relate to the topic of interest. Grading criteria for paper will be as noted:

Description of Problem 2 %
State of Knowledge about Problem 3 %
Innovative Solution 3 %
Implementation 3 %
Evaluation 2 %
APA format 1 %
Reference Page, with at least 2 researches based refs 1%

One percent of possible credit will be deducted from grade each day after due date that paper is late (10 minus 1% for each day late).

PRESENTATION (5%)

Students are to give a 15 to 20 minute presentation to student colleagues related to the healthcare challenge topic selected. For purposes of the presentation, the student will consider that they are a first line manager who is presenting their suggestions to the Nursing Executive Leadership Team. The student will dress for success and present for success (i.e.; sell their ideas to the leadership team).

Both the instructor and students will provide input into the student’s grade for the presentation. Student colleagues, who will be considered members of the Nursing Executive Team for the purpose of the presentation, will complete a presentation evaluation using an instrument provided by the instructor. See attached Healthcare Challenge Presentation Evaluation Instrument.

For each 5 minutes that presentation extends beyond 15 minutes, 1/2% will be deducted from 5 % possible credit. Student should use audiovisual material (i.e., overheads) for presentation to get full presentation credit.

LEADERSHIP AND MANAGEMENT CRITICAL ANALYSIS ACTIVITIES

Assignment 1. Inspirational Leaders
2. Art of Leadership
4. Organizational Communication
5. Organizational Change
6. Restructuring Activities
7. Collective Bargaining

Critical Analysis and Research Applications Activities are due on the date noted on the Syllabus for Nursing 880. Completed activities are to be turned into the instructor at the beginning of each class meeting (or activities may be
e-mailed prior to class meeting). For each day the assignment is late, one-half point will be deducted from the available points for this activity.

ATTENDANCE: Each class member's preparation and contribution is vital to the quality of both his/her own individual learning and that of the other class members. Therefore, attendance is required and will be included in the Class Participation Grade. Tardiness will also be considered in computation of the Class Participation Grade. University policies related to excused and unexcused absences are found in the University of Kentucky Student Rights and Responsibilities Handbook. Each of these features (attendance, promptness, preparation, and thoughtful, active discussion) will be considered in computation of the Class Participation Grade.

Remember, by missing even one of the class meetings, you will miss 25% of the class time and will lower your participation grade!

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES: If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with us to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

CHEATING AND PLAGIARISM: Academic integrity is a core value at the University of Kentucky and is strongly supported by faculty, staff, and students within the College of Nursing. Neither cheating nor plagiarism is acceptable in any form. Please refer to pages 87 and 88 of the Student Rights and Responsibilities Handbook (6/6/2000) for a detailed description of the University policies related to what constitutes cheating and plagiarism and how both are handled at the University. The College of Nursing adheres to these policies.

MAKEUP EXAMINATIONS: No make-up examination will be given without an excused absence and a verbal request to make up the examination. If an examination is not taken, the grade will be zero. The instructor and student will negotiate the exact time for the make up examination. A make up examination must be completed within two weeks from the time the examination was given unless otherwise agreed upon by instructor and student.
CONTENT OUTLINE:

I. Theoretical and Historical Foundations of Leadership and Management
   a. Classical organizational thought
   b. Human relations approach
   c. Social science approach
   d. Emergent nontraditional perspectives

II. Systems Theory
    a. Open systems
    b. Closed systems
    c. Formal versus informal systems

III. Leadership
     a. Definition
     b. Roles

IV. Manager
    a. Definition
    b. Roles

V. Skills and tools for effective leaders and managers
   a. Motivation
   b. Time management
   c. Stress management
   d. Critical thinking
   e. Communication
   f. Power
   g. Change
   h. Problem solving and decision making

VI. Organizational Culture
    a. Mission
    b. Vision
    c. Philosophy
    d. Strategic Planning
    e. Formal and informal organizations
VII. Types of healthcare organizations
   a. Private
   b. For-profit
   c. Not-for-profit
   d. Government

VIII. Types of nursing care delivery systems
   a. Case management
   b. Team nursing
   c. Total patient care
   d. Primary nursing
   e. Practice partnerships
   f. Patient-centered care

IX. Fiscal resources
   a. Scheduling and staffing
   b. Unit budgets
   c. Risk management
      1. Safety
      2. Critical paths

X. Human Resources
   a. Resumes
   b. Interviewing techniques
   c. Hiring
   d. Affirmative action
   e. Supervision
   f. Retention (Socialization to the role; mentoring)
   g. Termination

XI. Types of Personnel
   a. Standards of Practice
   b. Delegation

XII. Collective bargaining
What does a distributed learning course mean?

First:

This means that some of the course materials are available to you on the web. In-class meetings are scheduled once each WEEK. This does not mean, however, that the course is not interactive. For example, you will participate in several on-line threaded discussions with other class members.

Computer Requirements: This web-based course requires the following computer hardware and software:
1. Ready computer access with a high speed modem or network connection
2. Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)
3. Active e-mail account with attachment capabilities

An account will be set up for you on the Blackboard server. Online course material will be available to you through your Blackboard account. The web address you will use to access your account is: __________________

You will need to login to gain access to your online course materials.

Your Blackboard Username is your last name followed by the first letter of your first name. For example, my name is Brenda Ghaelian. My Blackboard username is ghaelianb.

Your Blackboard Password is the letter u followed by the last seven digits of your social security number. For example, if my social security number was 123-45-6789. My password would be u3456789.

Your Username and Password will be mailed to you.

Second:

It is important to have a basic understanding of how to use the World Wide Web. If you are not comfortable with using the web, please complete the Internet Tutorial at [http://www2.widener.edu/Wolfgram-Memorial-Library/pyramid.htm](http://www2.widener.edu/Wolfgram-Memorial-Library/pyramid.htm)
The University of Kentucky has standardized on the Microsoft Office suite of products. If you email a paper to your instructor, the paper will have to be in Microsoft Word format or your instructor may not be able to open the document. You may need to be able to open Word documents and/or PowerPoint documents.

If you have any problems or questions, please contact Brenda Ghaelian by e-mail (brenda@pop.uky.edu) or the course instructor.

Class Schedule

Class meetings will occur once each week, for four hours, and are highlighted by shading.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>First in class meeting Week 1</td>
<td>Module 1 Organizational Foundations</td>
<td>Introduction to Course and Student Colleagues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theoretical and Historical Foundations of Leadership and Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Systems Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership Versus Management</td>
</tr>
<tr>
<td></td>
<td>Readings</td>
<td>Marquis and Huston, Chapter 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sullivan and Decker, Chapter 2 &amp; 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Advice for the Chief (2001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership/Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Situational Leadership Theory</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M &amp; H LE 3.6; 7.4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Predicting Style Results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership and Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Activity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop tools for use with</td>
</tr>
<tr>
<td></td>
<td></td>
<td>outside of class healthcare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>leaders interviews and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>determine who will interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>various individuals (first line</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mgm, middle mgm, upper level</td>
</tr>
<tr>
<td></td>
<td></td>
<td>mgm, case manager, etc).</td>
</tr>
<tr>
<td></td>
<td>Organizational Culture</td>
<td>Readings</td>
</tr>
<tr>
<td>In Class Meeting Week 2</td>
<td>Module Two: Tools for Effective Leaders and Managers</td>
<td>Time Management</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kotter (1995)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lecture/Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Findings from Leadership Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conflict Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Power</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Group Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>M &amp; H LE 5.8, 8.6, 8.7, 13.6, 13.7, 13.9, 14.9, 14.10, 14.11, 16.5, 16.7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss Profile of Interpersonal Interactions</td>
</tr>
<tr>
<td>Topic</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Motivation &amp; Communication:</strong> Dealing with Team Conflict Activities</td>
<td>Discuss Conflict Styles Questionnaire and Review Conflict Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Power Related Activities</td>
<td></td>
</tr>
<tr>
<td><strong>Utilization of Tools for Leadership and Management</strong></td>
<td><strong>Readings</strong> As above for Week 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assignment Due</strong> Critical Analysis Assignment 3 due</td>
<td></td>
</tr>
<tr>
<td><strong>Communication within Organizations</strong></td>
<td><strong>Readings</strong> Bruhn &amp; Chesney, Organizational Moles (1998)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ribeiro &amp; Blakeley (1998)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>On-Line Discussion</strong> Complete on-line response</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Assignments Due</strong> Critical Analysis Assignment 4 due</td>
<td></td>
</tr>
<tr>
<td><strong>Change Management</strong></td>
<td><strong>Readings</strong> Sullivan &amp; Decker, Chapter 16</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bruhn &amp; Chesney, The Organizational Zoo (1998)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Davidhizar (1998)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>On-Line Discussion</strong> Complete on-line response</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Types of Nursing Care Delivery Systems</td>
<td>Reading Marquis &amp; Huston, Chapter 9 Gardner &amp; Cary, 1999 Skiba &amp; Cohen, 2000 On-Line Discussion Complete on-line response Assignment Critical Analysis Assignment 6 due</td>
</tr>
</tbody>
</table>
| Quality Management | **Readings**  
|  | Marquis & Huston, Chapter 18  
|  | Sullivan & Decker, Chapter 9  
|  | On-Line Discussion/Assignment  
|  | Due  
|  | *Complete on-line response*  
|  | **Assignment**  
|  | *Complete Felix the Flying Frog Activity*  
|  | *Complete Change: What is Our Future Activity (Turn activities into instructor at beginning of Class 4)*  

| Collective Bargaining | **Readings**  
|  | Marquis & Huston, Chapter 17  
|  | **Assignment**  
|  | Critical Analysis Assignment 7 due  

| In Class Meeting Week 4 | Module 4:  
|  | Human Resources Management  
|  | Delegation  
|  | Standards of Practice  
|  | **Readings**  
|  | Marquis & Huston, Chapters 19 & 21  
|  | Sullivan & Decker, Chapters 18 & 20  
|  | Dubnicki (1991)  
|  | Grayson (2001)  
|  | Zemke (2000)  
|  | **Lecture/Discussion**  
|  | **Student Presentations**  
|  | *Group Activities*  
|  | M & H LE 10.7, 11.7, 17.7, 17.8, 18.6, 18.7, 18.8, 19.8, 20.6, 20.7, 20.8  
|  | **Complete Career**  


| Final Exam | Complete Final Take Home Exam and Turn into Instructor by | Orientations Inventory Complete Differentiating Responsibility, Accountability, and Authority Activity Discussion Related to Final Examination |
References/Recommended Reading

Module One: Organizational Foundations

Course Text:

Marquis & Huston

Chapter 1 A New Approach to Leadership & Management

Chapter 3 The Planning Hierarchy & Strategic Planning

Chapter 7 Organizational Structure

Sullivan & Decker

Chapter 2 Organizational Theory of Design

Chapter 4 Leading & Managing

Other:


Module Two: Tools for Effective Leaders/Managers

Course Text:

Marquis & Huston

Chapter 2 Tools for Leadership & Management Problem Solving
Chapter 4 Planned Change
Chapter 5 Time Management
Chapter 8 Authority & Power in Organizations
Chapter 13 Creating a Motivating Climate
Chapter 14 Organizational, Interpersonal & Group Communication

Chapter 16 Managing Conflict

Sullivan & Decker

Chapter 10 Problem Solving
Chapter 11 Communication & Conflict
Chapter 13 Stress & Time Management
Chapter 16 Initiating & Managing Change


Course Text:

Marquis & Huston

Chapter 6 Fiscal Planning
Chapter 9 Organizing Patient Care
Chapter 12 Staffing Needs & Scheduling Policies
Chapter 17 Potential Constraints Affecting Directing: Unions & Employment Laws
Chapter 18 Quality Control

Sullivan & Decker

Chapter 7 Budgeting & Resource Allocation
Chapter 8 Effectiveness, Efficiency & Productivity
Chapter 9 Quality Management
Chapter 19 Allocating Staff Resources
Chapter 22 Collective Bargaining

Other:


**Module Four: Human Resources Management**

**Course Text:**

Marquis & Huston

  - Chapter 10 Preliminary Staffing Functions
  - Chapter 11 Meeting Staff Socialization & Educational Needs for Team Building
  - Chapter 12 Staffing Needs & Scheduling Policies
  - Chapter 19 Performance Appraisal
  - Chapter 20 Creating a Growth-Producing Work Environment
  - Chapter 21 Employees With Special Needs

Sullivan & Decker

  - Chapter 17 The Recruitment & Selection Process
Chapter 18 Allocating Staff Resources
Chapter 19 A Model of Job Performance
Chapter 20 Staff Development
Chapter 21 Managing Selected Personnel Problems

Other:


Web References

(www.prenhall.com/sullivan_decker)

Other as Applicable to Topic for Discussion
### Healthcare Challenge Paper Evaluation Form

**Student Name:** ________________________

<table>
<thead>
<tr>
<th>Section</th>
<th>Possible Points</th>
<th>Points Received</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description of Problem</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State of Knowledge about Problem</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Innovative Solution</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA format</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reference Information</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minus 1% for each day paper turned in late</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Score/Grade</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

---

\[36\]
Healthcare Challenge Presenter Evaluation Instrument

Student Name (Presenter): ________________________________

Scoring:  **10 points** (Excellent)  **8 points** (Average)  **6 points** (Unsatisfactory)

**Professional Behaviors**

1. Professional Attire; Professional manner and behaviors  10  8  6

2. Appropriate speaker characteristics (audible voice, good eye contact with audience, correct grammar and vocabulary, natural expressions and gestures, etc.)  10  8  6

**General Presentation Information**

3. Overheads/handouts, etc used for presentation (Overheads readable)  10  8  6

4. Presented in format as Manager to Executive Team  10  8  6

**Presentation Content**

5. Description of Problem  10  8  6

6. State of Knowledge about Problem (Lit Review, etc)  10  8  6
7. Innovative Solution (Unique, Creative idea) 10 8 6
5. Implementation 10 8 6
9. Evaluation 10 8 6
10. Allowed for Questions/Discussion 10 8 6

Total Points X 5% = % Grade Minus Time over =

Student Evaluator: 

Note: ½ % credit will be deducted for each 5 minutes that presentation exceeds 15 minutes (Note: This relates to presentation only – not questions and answers)

Presentation Grade: 

38
Communication skills are vital for good leaders and managers! This class will allow for you to practice your skills! All assignments are to be typed with citations (APA). Please double space and use a 12-point font. All papers should ONLY 1-2 pages in length. DO NOT exceed 2 pages as you may lose points. Thinking critically requires us to be clear and succinct. Assignments are accepted only on date the issue is discussed in class. Be prepared to engage in discussion about the assigned topics.

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/22/01</td>
<td>Student info form</td>
<td>Student info form</td>
</tr>
<tr>
<td>8/27/01</td>
<td>Read Chapters 1 &amp; 2 <strong>Theory and history of Leadership and management</strong></td>
<td>Think of all the bosses you have had. Which ones were the “best”? What made them better than others? 2-3 paragraphs (1)</td>
</tr>
<tr>
<td>8/29</td>
<td>Page 118-119 <strong>Systems Theory</strong></td>
<td>Search “systems theory” 2-3 paragraphs Is your school an open or closed system? Explain (2)</td>
</tr>
<tr>
<td>9/3</td>
<td>Labor Day – No Class</td>
<td></td>
</tr>
<tr>
<td>9/5/01</td>
<td>Ch 1 &amp; 2 <strong>Leader</strong></td>
<td>Search: Roles and tasks of Leaders. Make a list 2-3 paragraphs: what type of leader do you aspire to be? Why? (authoritarian, democratic, participative, laissez-faire, transactional, transformational) Be able to explain each type in class. (3)</td>
</tr>
<tr>
<td>9/10/01</td>
<td>View reserved videos <strong>Manager</strong></td>
<td>Search: Roles and tasks of a manager. Contrast these roles and tasks with those of a leader as discussed last class (4)</td>
</tr>
<tr>
<td>9/12/01</td>
<td><strong>Motivation Time Management</strong></td>
<td>Search: intrinsic and extrinsic motivation. Explain: do you think salary is intrinsic or extrinsic? What motivates you? (5) Search: time management List steps of time management. Are you monochromatic or polychronic in your style of time management</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Details</td>
</tr>
<tr>
<td>------------</td>
<td>--------------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Critical Thinking</td>
<td>Search: critical thinking. Why do leaders and managers need to understand what it is and how to facilitate it?</td>
</tr>
<tr>
<td>9/19/01</td>
<td>Communication Power</td>
<td>Search: communication. Explain the communication process. Explain these types of communication channels: upward, downward, diagonal, grapevine. Give an example of when you might use each type. (7)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Search: Power (types of power). As a new professional nurse, how will it build your power base?</td>
</tr>
<tr>
<td>9/24/01</td>
<td>Change</td>
<td>Search: Change Theory (Lewin). Using the theory, give an example of a change that you think should be implemented either in the school or where you work. (8)</td>
</tr>
<tr>
<td>9/26/01</td>
<td>Conflict resolution</td>
<td>Search: Conflict. List the 5 stages of conflict process. When managing a conflict why should a “win-win” outcome be the goal? (9)</td>
</tr>
<tr>
<td></td>
<td>Problem Solving</td>
<td>List steps of problem solving process.</td>
</tr>
<tr>
<td></td>
<td>Decision Making</td>
<td>Identify a poor decision that you recently made because of faulty data gathering.</td>
</tr>
<tr>
<td>10/1/01</td>
<td>Mission</td>
<td>Search: mission, vision, philosophy. Compare and contrast each. (10)</td>
</tr>
<tr>
<td></td>
<td>Vision</td>
<td>Bring in the mission, vision and philosophy of your clinical agency. Are they consistent with what you read?</td>
</tr>
<tr>
<td></td>
<td>Philosophy</td>
<td></td>
</tr>
<tr>
<td>10/3/01</td>
<td>Strategic Planning</td>
<td>Search: Strategic Planning. List the steps. Interview a nurse manager about his/her role in</td>
</tr>
<tr>
<td></td>
<td>Formal and informal organizations</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>10/8/01</td>
<td>Review for Midterm</td>
<td>Bring questions</td>
</tr>
<tr>
<td>10/10/01</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>10/15/01</td>
<td>Discuss midterm</td>
<td>Search: Health care organizations. Bring your results (some interpretation please)</td>
</tr>
<tr>
<td>10/17/01</td>
<td>Case Management</td>
<td>Interview a nurse who does case management as part of his/her professional role. Define the term and describe what the nurse does and what is the goal of the case management.</td>
</tr>
<tr>
<td>10/22/01</td>
<td>(APHA)</td>
<td>Group project: - Team nursing - Total patient care - Primary nursing - Practice partnerships - Patient-centered care - Evidence-based practice As a group: define, give pros and cons of type of delivery system. Try to interview a nurse who works with this model. Verbal report – 1 page handout.</td>
</tr>
<tr>
<td>10/24/01</td>
<td></td>
<td>3 groups report</td>
</tr>
<tr>
<td>10/29/01</td>
<td></td>
<td>3 groups report</td>
</tr>
<tr>
<td>10/31/01</td>
<td>Happy Halloween</td>
<td>Interview a nurse manager. Explain how they do staffing and scheduling for their unit. Ask the strengths and weaknesses of this system. Ask (and bring) any formulas for scheduling that they might use.</td>
</tr>
<tr>
<td>11/5/01</td>
<td>Risk Management</td>
<td>Search: Risk management What is it? Why is it so important to health care? Interview a nurse manager about risk management in their department. Give at least 5 specific examples of risk management for that unit.</td>
</tr>
<tr>
<td>11/7/01</td>
<td>Resume Writing</td>
<td>Search: resumes Update and submit your most current resume. If you are hiring someone, what is the value of a resume? How will you evaluate resumes</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignment</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>11/12/01</td>
<td>Human Resources</td>
<td>Interview a HR person. Ask the process of posting and hiring a new nurse in your organization. How does HR interface with nurse managers?</td>
</tr>
<tr>
<td>11/14/01</td>
<td>Interviewing</td>
<td>Search: Interviewing techniques. List 5-6 questions you will ask when you interview a nurse you hope to hire. List 5-6 questions you legally CANNOT ask.</td>
</tr>
<tr>
<td>11/19/01</td>
<td>Affirmative Action</td>
<td>Search: Affirmative Action. What is it? Why do we have it? Interview an HR person or a nurse about how Affirmative Action is followed in your organization. Search: Discrimination (age, race, gender, sexual orientation) Try to find examples of cases in nursing.</td>
</tr>
<tr>
<td>11/21/01</td>
<td>Supervision</td>
<td>Search: Employee Evaluation Sketch a 6-month evaluation format for a newly employed RN. What should be included in the process? How do you know what to evaluate? Is this a legal process? Why or why not?</td>
</tr>
<tr>
<td>11/26/01</td>
<td>Retention</td>
<td>Search: Mentoring and Socialization to the role. Contrast and compare the terms. Give examples of how you hoped to be mentored and socialized in your new RN position.</td>
</tr>
<tr>
<td>11/28/01</td>
<td>Termination</td>
<td>Search: termination Interview a HR person. Tell us what procedure a supervisor must follow to terminate an employee in that organization. Ask for any “tips” for a new supervisor.</td>
</tr>
<tr>
<td>12/3/01</td>
<td>Delegation</td>
<td>Search: Delegation in nursing issues. Try to find legal issues where inappropriate delegation resulted in a law suit (why did it happen?) As a team leader how do you know what you can and cannot delegate? What criteria should guide your decision?</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>12/5/01</td>
<td>Collective Bargaining</td>
<td>Search: Collective bargaining and nurses. Ask an employee nurse his/her views of nurses joining unions. Tell us where they work and insight as to why they hold these beliefs. Then, please include your opinion your rationale of nurses engaging in collective bargaining. (25)</td>
</tr>
<tr>
<td>12/11/01</td>
<td>Final Exam</td>
<td>Tuesday, 1:00 pm 501C (scantron and short answers)</td>
</tr>
</tbody>
</table>