FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST[1]

UGPC APPROVAL _____
UFS APPROVAL _____
SCNS SUBMITTAL _____
CONFIRMED _____
BANNER POSTED _____
CATALOG _____

DEPARTMENT: NURSING	**COLLEGE: NURSING**
COURSE PREFIX AND NUMBER: NGR 6725	**CURRENT COURSE TITLE: LEADERSHIP IN NURSING ADMINISTRATION**
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	**TERMINATE COURSE (LIST FINAL ACTIVE TERM):**

CHANGE TITLE TO: LEADERSHIP IN NURSING ADMINISTRATION: ADVANCED NURSING SITUATIONS **CHANGE PREFIX FROM:**　　　　**TO:** **CHANGE COURSE NO. FROM:**　　**TO:** **CHANGE CREDITS[2] FROM:**　　**TO:** **CHANGE GRADING FROM:**　　**TO:** **CHANGE DESCRIPTION TO:** This course explores and focuses on the components of nursing leadership situations within the health care delivery system. Students are given the opportunity to examine the concepts of leadership, the behavior and culture of organizations and the impact of nursing leadership on the creation of caring environments in health care delivery systems.	**CHANGE PREREQUISITES/MINIMUM GRADES TO*:** **CHANGE COREQUISITES TO*:** **CHANGE REGISTRATION CONTROLS TO:** *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments.[3]

Faculty contact, email and complete phone number:
Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by:	**Date:**	
Department Chair: _Shirley Gordon_	9/24/13	1. **Syllabus** must be attached; see guidelines for requirements: *www.fau.edu/provost/files/course syllabus.2011.pdf*
College Curriculum Chair: _Purnell_	9/24/2013	
College Dean: _Kareen Edwards_	9/24/2013	2. Review **Provost Memorandum: Definition of a Credit Hour** *www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf*
UGPC Chair:	10/9/13	
Graduate College Dean:	10/16·13	
UFS President: _____	_____	3. **Consent** from affected departments (attach if necessary)
Provost: _____	_____	

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING

COURSE SYLLABUS
FALL 2013

COURSE NUMBER: NGR 6725

COURSE TITLE: Leadership in Nursing Administration: Advanced Nursing Situations

COURSE FORMAT: Live/Web Assisted, Online

CREDIT HOURS: 3 Credit Hours

COURSE SCHEDULE: Online/Web Assisted

PLACEMENT IN THE CURRICULUM: Concentration course in the Nursing Administration and Financial Leadership program

PREREQUISITES: Permission of Department

COREQUISITES: None

FACULTY: Rose O. Sherman, EdD, RN, NEA-BC, FAAN
Professor
Office – (561) 297-0055   CON 121
E-Mail Address – rsherman@fau.edu

OFFICE HOURS: Monday – Wednesday – Friday   10AM – 5PM (unless out of town) and by
Appointment

COURSE DESCRIPTION:
This course explores and focuses on the components of nursing leadership situations within the health care delivery system. Students are given the opportunity to examine the concepts of leadership, the behavior and culture of organizations and the impact of nursing leadership on the creation of caring environments in health care delivery systems.

COURSE OBJECTIVES:
The course objectives for NGR 6725 are as follows:

Becoming competent

1. Discuss the role, responsibilities and organizational alignment of the contemporary nursing leader. (Essential II, VII)
2. Describe the role of the nurse leader in promoting continuous learning and competency assessment as a value in the practice environment. (Essential II, IV, IX)
3. Demonstrate the ability to critically analyze the competing value orientations in complex health care organizations (payer systems, corporate and nonprofit governing bodies, clients, the profession of nursing and other healthcare professional disciplines) (Essential II, VI).

Becoming compassionate

1. Evaluate the impact of leadership style, collaborative abilities and emotional intelligence on nursing leadership success. (Essential II, III),

2. Examine health care organizational cultures though the lens of "caring" and responsible leadership(Essential II, III, VI)
3. Analyze the role of the Nurse Leader as an advocate for community health issues and programs (Essential II, VI, VIII)

Demonstrating comportment

- Analyze the role of the Nurse Leader as Chief Retention Officer for Nursing in the organization (Essential II, III, VI),
- Explore the role of Nurse Leader in building the image of nursing and providing institutional support for recruitment and retention to the discipline (Essential II, III, VI)
- Analyze strategies that can be used to effectively deal with conflict in the healthcare arena. (Essential I, II, III)

Becoming confident

- Evaluate current models of nursing care delivery and develop a process to critically analyze the strengths and weaknesses of new models that are proposed (Essential II, IV, IX)

- Evaluate the ANA standards for Nursing Administrative Practice and assess the status of implementation of those standards within the professional community. (Essential II, IV, IX)

Attending to conscience

1. Discuss the ethical dilemmas faced by Nursing Leaders today as they attempt to manage resources using a fiscally responsible yet caring approach.(Essential II, VI, VIII)
2. Develop an ethical framework that nursing leaders can use in making decisions in today's health care organizational culture. (Essential II, VI)
3. Describe the role of the nurse leader in advocating for cultural competence as a critical value in today's healthcare system. (Essential II, VI, VIII, IX)

Affirming Commitment

1. Analyze ways that nursing leaders can promote theory and evidence-based nursing practice in their clinical environments. (Essential II, IV)
2. Assess the potential value of obtaining magnet or pathways to excellence designation for nursing organizations today.(Essential II, III, IV, VII IX)
3. Explore the role and responsibilities of the Nurse Leader in analyzing the quality of nursing practice (Essential II, III
4. Create a personal philosophy of nursing leadership grounded in caring (Essential II
5. Examine the contributions that nursing leaders can make in assisting health care organizations to strategically plan for the future (Essential II, IV)
6.

TEACHING/LEARNING STRATEGIES:

Lecture, Readings, Assignments, Experiential Discovery, Threaded Discussions, Webliography Assignments

GRADING AND EVALUATION METHODS:

Each Assignment has specific guidelines posted on the course blackboard site.

Participation in Threaded Discussion & Posting of Web Sites (responses must be posted within required timeframe) - 20%

Interview with a Nurse Executive - 15%

Letter to the Editor in Response to a Nursing Issue - 15%

Nursing Leadership Journal Article - 30%

Power Point Presentation on a Nursing Leadership Issue - 20%

Criteria Used in Grading Written Work:

- APA format
- Quality of Professional Work (Research, Analysis & Creativity)
- Professional Writing Style (Grammar, Sentence Structure & Spelling)
- Quality of Resource Materials used to prepare work

Grading Policies:

- Modules are scheduled for either one or two weeks depending on content and should be completed on time

- Assignments need to be turned in by 9PM on the date due or grades will be reduced.

- Participation in threaded discussions and contributions to the Webliography are part of your grade.

- Feel free to e-mail me with any questions that you have about the course.

GRADING SCALE:

- Grade below C is not passing in the Graduate Program.
-

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
0-59	F

- Grades will be posted in the Online Grade-book. The Grade-book information is confidential and only the professor and the individual student are able to access that information. You can follow your course progress through the Grade-book, with each assignment grading criteria being a portion of 100. Final grades will be available on-line through OASIS at the end of the term and will also appear in your grade book.

REQUIRED TEXTS:

Marquis, B.L and Huston, C.J. (2012) *Leadership roles and management functions in nursing: Theory and application* (7th Edition). Hagerstown, MD: Lippincott Williams & Wilkins.

Porter-O'Grady, T. & Malloch, K. (2011) *Quantum leadership: A resource for healthcare innovations* (2nd Edition), Sudbury, MA: Jones and Bartlett Publishers.

Rath, T. & Conchie, B. (2008). *Strengths-Based Leadership.* New York: Gallup Press. (you must buy this book new because you will need the key access to take the leadership strengths assessment online)

RECOMMENDED TEXTS:

American Nurse Association. (2004). Scope and Standards for Nurse Administrators (2nd Edition). Washington, D.C.: Nurse Books. org.

Boykin, A. and Schoenhofer, S.O. (2001) Nursing as Caring. Boston: Jones and Bartlett.

Publication Manual of the APA 6th Edition (2010) American Psychological Association Publishers.

TOPICAL OUTLINE:

MODULE	TOPICS	DATES OF MODULE
One	Course Introduction The Contemporary Role of the Nurse Leader Nurse Leadership Competencies	August 24th – September 8th
Two	Leadership Theories Transformational Nursing Leadership Strengths-Based Nursing Leadership Emotional Intelligence in Nursing Leadership Today Leadership Development and Succession Planning	September 9th – September 22nd
Three	Issues and Challenges in Healthcare Today Healthcare Ethics Patient Safety and Quality Value and Performance Metrics Application of Complexity and Chaos Theory to Healthcare	September 23rd – October 6th
Four	Caring-based Nursing Leadership Building Caring Environments Caring for Self	October 7th – October 13th
Five	Nursing Leadership and Staff Retention Healthy Work Environments Collective Bargaining	October 14th – October 20th

	Performance Management	
Six	Nursing Care Delivery Systems Professional Practice Environments Building Staff Engagement Nursing Roles and Scope of Practice	October 21st – October 27th
Seven	The Role of the Leader as Coach and Mentor Leading Teams Facilitating Meetings Managing Conflict	October 28th – November 10th
Eight	Healthcare Regulation JCAHO and ACHA	November 11th – November 17th
Nine	Professional Regulation State Board of Nursing/Practice Act Disciplinary Actions Role of Professional Associations Nurse Leader Interview Findings	November 18th – November 24th
Ten	Key Issues in Nursing Today – Student Power Point Presentations	November 24th – December 7th

COURSE ASSIGNMENTS:

Threaded Discussion Questions - Posted by required date.

Letter to the Editor – September 16th, 2013

Interview with a Nurse Executive - October 14th, 2013

Power Point Presentation on a Nursing Leader Issue (From Sign Up List) – November 18th , 2013

Nursing Leadership Journal Article – December 7th, 2013

- Specific Guidelines will be posted for each assignment under Document Download in the course. All assignments must be placed in the drop box using Microsoft Office Word as your software application by 9PM on the due date.

COURSE SPECIFIC AND CARING LITERATURE:

Aiken, L., Clarke, S. Sloane, D., Lake, E. & Cheney, T. (2008). Effects of hospital care environment on patient care and nursing outcomes. *Journal of NursingAdministration, 38*(5), 223-229.

American Hospital Association (September, 2011b) *Hospitals and care systems of the future*. Retrieved from, www.Aha.org

Austin, W. (2007). The ethics of everyday practice. *Advances in Nursing Science,30*(1), 81-88.

Bellamy, G., Bolin, J., & Gamm, L. (2011) Rural healthy people 2010, 2020 and beyond: The need goes on. *Family &Community Health, 34*(2), 182-188

Boykin, A. (1990). Creating a caring environment: Moral obligations in the role of dean. In M. Leininger & J. Watson (Eds.), *The caring imperative in education* (pp. 247-254). New York: NLN Publications.

Boykin, A. & Schoenhofer (2001) Implications for practice and nursing service administration. In *Nurse as Caring: A model for transforming Practice* (pp. 23-39). Sudbury, MA: Jones   and Bartlett.

Boykin, A. & Schoenhofer, S. (2001). The role of nursing leadership in creating caring environments in health delivery systems. *Nursing Administration Quarterly, 25*(3), 1-7.

Brown, C. (2006). Promoting self-caring and healing in your workplace. *American Nurse Today,1*(3), 54-55.

Curtin, L.L. (2008). On meaning and spirit in leadership. *Nurse Leader, 6*(5) 3-36,   57.

Dyess, S.M., Boykin, A., Bulfin, M.J. (2012). Hearing the voice of nurses in practice: A process of practice environment transformation linked to caring theory. *Nursing Science Quarterly,*

Farley, T. & Cohen, D. (2005). *Prescription for a healthy nation: A new approach to improving our lives by fixing our everyday world*. Beacon Press.

Faron, S. & Poeltler, D. (2007). Growing our own: Inspiring growth and increasing retention through mentoring. *Nurses for Women's Health (AWHONN), 11*(2), 139-143.

Florida Center for Nursing (July, 2008). *Forecasting supply, demand and   shortage of RN's and LPN's in Florida, 2007-2020*. www.FLCenterForNursing.org

Lowe, J. & Archibald, C. (2009). Cultural diversity: The intention of nursing. *Nursing Forum,44*(1), 11-18.

MacPhee, M. (2007). Strategies and tools for managing change. *Journal of Nursing Administration, 37*(9), 405-413.

O'Connor, M. (2008). The dimensions of leadership: A foundation for caring competency. *Nursing Administration Quarterly, 32*(1), 21-26.

Pearce, C. (2007). Ten steps to managing time. *Nursing Management, 14*(1), 23.

Prestia, A. & Dyess S.M. (2012). Maximizing caring relationships between nursing assistants and patients: Care partners. *Journal of Nursing Administration.*

Reineck, C. (2007). Models of change. *Journal of Nursing Administration, 37*(9),388-391.

Rutledge, N. (2008). The 411 on HCAHPS. *Nursing Management, 39*(8), 29-32.

Sherman, R., Bishop, M., Eggenberger, T., & Karden, R. (2007). Development of a leadership competency model. *JONA, 37*(2), 85-94.

Sherman, R. & Pross, E. (2010). Growing our future nurse leaders to build and sustain healthy work environments at the unit level. Online Journal of Issues in Nursing, 15(1), Manuscript 1.

Sherman, R.O. (2010). Lessons in Innovation: Role transition experiences of Clinical Nurse Leaders Journal of Nursing Administration, 40(12), 7-15. Data Based

Stanley, D. (2006). Role conflict: leaders and managers. *Nursing Management-UK, 13*(5), 31-37.

Stickler, J. (2006). Emotional intelligence: A critical leadership quality for the nurse executive. *AWHONN, 10*(5), 422-425.

Vestal, K. (2008). Nursing and the art of the workaround. *Nurse Leader,* 6(4), 8-9.

Vestal, K. (2009). Procrastination: Frustrating or fatal? *Nurse Leader,* 7(2), 8-9.

Watson, J. (2006). Caring theory as an ethical guide to administrative and clinical practices. *Nursing Administration Quarterly, 30*(1), 48-55.

Williamson, G. (2007). Providing leadership in a culturally diverse workplace. *AAOHN, 55*(8), 329-335.

RECOMMENDED JOURNALS:

Hospitals and Health Services Administration

Hospitals and Health Networks

Journal of Health Care Quality

Journal of Health Politics, Policy and Law

Journal of Nursing Administration

Journal of Nursing Quality Care

Modern Healthcare

Nursing Economics

Nursing Management

Nursing Leader (new official journal of AONE)

Politics and Policy & Nursing

Quarterly Journal of Nursing Administration

Other Recommended Journals and Newspapers:

AONE Voice (American Organization of Nurse Executives Monthly Publication)

American Nurse (ANA Newspaper Publication)

Florida Nurse (FNA Newspaper Publication)

Fast Company Magazine (new business magazine)

Forbes Magazine

Fortune Magazine

New York Times

Palm Beach Post

Sun Sentinel

Wall Street Journal

Washington Post

COURSE POLICIES
A supportive environment for learning is a caring environment in which all aspects of person are respected, nurtured, and celebrated. The course is a commitment of active and thoughtful participation in which each one of us is both teacher and learner. Each class will be held in the context of a caring community that will be nurtured by each of us throughout the semester. Creative, reflective dialogue is best facilitated by treating each other in a caring manner and by supporting each other to grow from each experience.

Additional course policies include the following:

1. All course requirements and objectives, including all threaded discussions, exams, and papers, must be met in order to obtain a passing grade.

2. The student is responsible to complete all assigned readings (PPT, articles, textbooks and discussion board post) on a weekly basis.

3. Work that is turned in late by the student will be marked down accordingly.

4. If you are ill or must be absent from course discussions, the faculty must be notified and the circumstances discussed before the absence is granted.

5. The student's FAU email address must be used in all communication with the faculty. There is an email function in E college that you can use. Forwarding FAU email to outside providers such as AOL, Bellsouth may delay delivery of these messages. We encourage you to check your FAU email account on a regular basis, at least twice a week. FAU has no responsibility or liability with messages being forwarded to outside email addresses (this includes delayed delivery or bounced email messages). You are responsible for checking both your FAU email and announcements on the course home page regularly – at least 2 times a week – so that you don't miss important updates and messages in announcements.

6. You are responsible for completing the Blackboard orientation and tutorials so that you are using the platform correctly

7. Familiarize yourself with the library proxy server which you can access via your home computer (www.fau.edu/library) and a FAU OWL card. Through this server, you can access electronic journals and download almost any article you want. Please be sure you have an OWL card and know how to access the library and search for electronic journals or search for articles via CINHAL or OVID or other databases.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

b). The Christine E. Lynn College of Nursing Graduate Handbook located at:
http://nursing.fau.edu/GraduateHandbook

c). Florida Atlantic University's Academic Policies and Regulations
http://www.fau.edu/academic/registrar/catalogRevs/academics.php
and
http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY:
The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:
In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in: Boca Raton – SU 133 (561-297-3880),
Davie – LA-203 (954-236-1222), and Jupiter – SR 117 (561-799-8585), and follow all OSD procedures.

INCOMPLETE POLICY:
The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally
receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities.

Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason
the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:
In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established
grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL
The Christine E. Lynn College of Nursing may use students' course related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

FAU
FLORIDA ATLANTIC UNIVERSITY

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guide the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

Revised April, 2012.