# Graduate Programs—COURSE CHANGE REQUEST

**Department:** Nursing  
**College:** Nursing

**Course Prefix and Number:** NGR 6725  
**Current Course Title:** Leadership in Nursing Administration

**Change Effective (List Term):** Spring 2013  
**Term/Change (Last/Next):**

**Change Title to:**
Leadership in Nursing Administration:
Advanced Nursing Situations

**Change Prefix From:**  
**Change Course No. From:**  
**Change Credits** From:  
**Change Grading From:**

**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.

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**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.**

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

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**Approved by:**

- **Department Chair:** [Signature]  
- **College Curriculum Chair:** [Signature]  
- **College Dean:** [Signature]  
- **UGPC Chair:** [Signature]  
- **Graduate College Dean:** [Signature]  
- **UFS President:** [Signature]  
- **Provost:** [Signature]

**Date:**  
- [Signature] 9/24/2013  
- 9/24/2013  
- [Signature] 9/24/2013  
- [Signature] 10/16/13

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1. **Syllabus** must be attached; see guidelines for requirements:

2. **Review Provost Memorandum:**
   - Definition of a Credit Hour

3. **Consent** from affected departments (attach if necessary)

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FAUchange—Revised September 2012
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)

NGR Syllabus Updated September 2013
2. Examine health care organizational cultures through 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%

NGR Syllabus Updated September 2013
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 Weblioaphy 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.

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<thead>
<tr>
<th>Score</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93-100</td>
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- 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:


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:

NGR Syllabus Updated September 2013
TOPICAL OUTLINE:

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<tr>
<th>MODULE</th>
<th>TOPICS</th>
<th>DATES OF MODULE</th>
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<td>One</td>
<td>Course Introduction</td>
<td>August 24th – September 8th</td>
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<td>The Contemporary Role of the Nurse Leader</td>
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<td>Nurse Leadership Competencies</td>
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<td>Two</td>
<td>Leadership Theories</td>
<td>September 9th – September 22nd</td>
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<td>Transformational Nursing Leadership</td>
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<td>Strengths-Based Nursing Leadership</td>
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<td>Emotional Intelligence in Nursing Leadership Today</td>
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<td>Leadership Development and Succession Planning</td>
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<td>Three</td>
<td>Issues and Challenges in Healthcare Today</td>
<td>September 23rd – October 6th</td>
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<td>Healthcare Ethics</td>
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<td>Patient Safety and Quality</td>
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<td>Value and Performance Metrics</td>
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<td>Application of Complexity and Chaos Theory to Healthcare</td>
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<td>Four</td>
<td>Caring-based Nursing Leadership</td>
<td>October 7th – October 13th</td>
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<td>Building Caring Environments</td>
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<td>Caring for Self</td>
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<td>Five</td>
<td>Nursing Leadership and Staff Retention</td>
<td>October 14th – October 20th</td>
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<td>Healthy Work Environments</td>
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<td>Collective Bargaining</td>
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<td>Nursing Care Delivery Systems</td>
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<td>Professional Practice Environments</td>
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<td>Building Staff Engagement</td>
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<td>Nursing Roles and Scope of Practice</td>
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<td>October 21&lt;sup&gt;st&lt;/sup&gt; – October 27&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Seven</td>
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<td>The Role of the Leader as Coach and Mentor</td>
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<td>Leading Teams</td>
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<td>Managing Conflict</td>
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<td>October 28&lt;sup&gt;th&lt;/sup&gt; – November 10&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Eight</td>
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<td>Healthcare Regulation</td>
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<td>JCAHO and ACHA</td>
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<td>November 11&lt;sup&gt;th&lt;/sup&gt; – November 17&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Nine</td>
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<td>Professional Regulation</td>
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<td>State Board of Nursing/Practice Act</td>
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<td>Disciplinary Actions</td>
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<td>Role of Professional Associations</td>
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<td>Nurse Leader Interview Findings</td>
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<td>November 18&lt;sup&gt;th&lt;/sup&gt; – November 24&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>Ten</td>
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<td>Key Issues in Nursing Today – Student Power Point Presentations</td>
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<td>November 24&lt;sup&gt;th&lt;/sup&gt; – December 7&lt;sup&gt;th&lt;/sup&gt;</td>
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**COURSE ASSIGNMENTS:**

Threaded Discussion Questions - Posted by required date.

Letter to the Editor – September 16<sup>th</sup>, 2013

Interview with a Nurse Executive - October 14<sup>th</sup>, 2013

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

Nursing Leadership Journal Article – December 7<sup>th</sup>, 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:


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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.

NGR Syllabus Updated September 2013
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 Ecollege 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:

NGR Syllabus Updated September 2013
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.
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.