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| **FLORIDA ATLANTIC UNIVERSITY CHRISTINE E. LYNN COLLEGE OF NURSING COURSE SYLLABUS SEMESTER: 2015 Spring** | |
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| **COURSE NUMBER:** | NUR4860C |
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| **COURSE TITLE:** | Professional Development in Nursing 3: Leader/Coordinator of Caring Environments |
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| **COURSE FORMAT:** | Live |
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| **CREDIT HOURS:** | 1 |
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| **COURSE SCHEDULE:** | Mondays from 1:00 to 2:50 P.M. |
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| **PREREQUISITES:** | NUR 4833C |
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| **COREQUISITES:** | None |
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| **FACULTY:** | Deborah Elkins, DNP, MBA, FNP-BC  Christine E. Lynn College of Nursing  delkins@fau.edu |
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| **OFFICE HOURS:** | Online office and per scheduled appointments after Monday classes |
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| **COURSE DESCRIPTION:** | Examines the role of the nurse as leader and manager in creating a caring, healing environment in a unique sociopolitical, cultural, economic and technological atmosphere. Analyzes professional, organizational, historical and social factors influencing healthcare delivery within an evolving healthcare system. Emphasizes building cultures of quality and safety in complex healthcare delivery systems based on organizational strengths, using multiple strategies within environmental turbulence and change and managing fiscal resources for cost effectiveness. Provides interprofessional collaborative practice opportunities. |
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| **COURSE OBJECTIVES:** | Upon completion of NUR4860C , the student will be able to: |
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|  | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Becoming competent**   |  |  |  | | --- | --- | --- | |  | 1. | Describe how health care is organized, financed and regulated, including the implications of business principles, such as patient and system cost factors. (Program Outcome 1-12; Essential V). | |  | 2. | Compare benefits and limitations of the major forms of reimbursement on the delivery of health care services. (Program Outcome 1-12; Essential V). | | | **Becoming compassionate**   |  |  |  | | --- | --- | --- | |  | 3. | Use an ethical framework to evaluate the impact of social policies on health care for vulnerable populations. (Program Outcome 1-12; Essential V, VII). | | | **Demonstrating comportment**   |  |  |  | | --- | --- | --- | |  | 4. | Apply the principles of interprofessional communication and collaboration to improve outcomes as a caring leader of an interprofessional team. (Program Outcome 1-12; Essential VI). | | | **Becoming confident**   |  |  |  | | --- | --- | --- | |  | 5. | Summarize the professionâ€™s role in healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. (Program Outcome 1-12; Essential V). | |  | 6. | Articulate issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas through a nursing perspective. (Program Outcome 1-12; Essential VIII). | | | **Attending to conscience**   |  |  |  | | --- | --- | --- | |  | 7. | Examine the impact of legislation and various regulatory agency processes on patient care quality, workplace safety, and the scope of nursing and other health professionalsâ€™ practice. (Program Outcome 1-12; Essential V). | | | **Affirming commitment**   |  |  |  | | --- | --- | --- | |  | 8. | Explore the health care environment as it relates to nursing roles, leadership and client outcomes. (Program Outcome 1-12; Essentials III, V, VIII). | | |
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| **TEACHING LEARNING STRATEGIES:** | |
| Examination of nursing situations; guided group activities; assigned readings for discussion; guest and peer presentations; group/team problem-solving activities/projects; evaluation of outcomes and developing recommendations; self-reflection and evaluation; writing assignments; continuing portfolio development. Blackboard will be used extensively for discussions, team building, and group work. | |
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| **GRADING AND EVALUATION METHODS:** | |
| |  |  | | --- | --- | | Continuation of praxis portfolio |  | | Discussion Board threaded discussions |  | | Peace and Power reflections journal |  | | ATI |  | | Group Project – Virtual Unit:   * Development of virtual unit * Development of a peer evaluation * Design unit schedule * Demonstrate effective delegation * Demonstrate performance appraisal * Develop staff recruitment process * Demonstrate ability to manage a unit budget and resources   OR if in alternative project groups 1, 2 or 3 (RN-BSN only)   * Define relative role of BSN * Include how this program can use caring-based leader * Cost out the program for use * PowerPoint presentation of highlights of Virtual Unit |  | | |
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| **GRADING SCALE:** |  |
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|  | **GRADING SCALE:**   |  |  | | --- | --- | | A | 93-100 | | A- | 90-92 | | B+ | 87-89 | | B | 83-86 | | B- | 80-82 | | C+ | 77-79 | | C | 73-76\* | | C- | 70-72 | | D+ | 67-69 | | D | 63-66 | | D- | 60-62 | | F | Below 59 |   \* A grade of at least a “C” must be received in order to pass this class. |
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| **REQUIRED TEXTS:** | |
| American Nurses Association. (2001). Code of ethics for nurses with interpretative statements. Washington, D.C.: American Nurses Association.  Chinn, P. (2013). Peace and power: New directions for building community (8th ed.). MA: Jones & Bartlett Learning.  Grossman, S.C., & Valiga, T.M. (2013). The new leadership challenge: Creating the future of nursing (4th Ed.). Philadelphia, PA: F.A. Davis Company. ISBN: 9780803626065.  Williams, M.(2014). The velveteen rabbit. Random House Children's Books. ISBN-13: 9780385375665  **All required texts from NUR 4833C:**  Current edition of the Publication Manual of the American Psychological Association (APA) Manual  Institute of Medicine. (2011). The future of nursing: Leading change, advancing health.   Washington, DC: The National Academies Press.  ISBN 9780309158237  Parker, M. & Smith, M. (Eds.). (2010). Nursing theories and nursing practice (3rd ed.). Philadelphia: F.A. Davis, Co.  **Required texts from NUR 4824C:**  American Nurses Association. (2010). Nursing’s social policy statement: The essence of the profession. Washington, D.C.: American Nurses Association.  American Nurses Association. (2010). Nursing: Scope and standards of practice (2nd ed.). Washington D.C.: American Nurses Association. | |
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| **RECOMMENDED TEXTS:** | |
| Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). Nursing, caring, and complexity science. New York: Springer Publishing Company. | |
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| **TOPICAL OUTLINE:** | |
| A.     Course overview and history with a focus on Creating Nursing Teams and Healthcare Systems for Quality, Safety, and Excellence  B.     Creating caring, safe, and healthy work environments  1.      Types of leaders  a.       Leadership versus management  b.      Leadership & supervision  c.       Shared governance  d.      Visionary leadership  2.      Communication  C.     Leadership and Management in health care  1        Theories  2        Structures  3        Power and influence  4        Management styles  D.     Framework for Nursing Leadership and Management  1        Professionalism of Nursing, Leadership and Management Roles and Characteristics, Similarities and Differences in Nursing Practice  2        Theories of Management, Organizational Theory and Theories of Human Behavior Specifically Related to Leadership and Management.  3        Organizational Structure and Levels of Management in Health Care Settings  4        Total Quality Management and Best Practices in Nursing Care  5        Holistic Approach in Nursing Management  E.      Communication; conflict resolution; problem-solving  1        Interpersonal, inter-group  2        Conflict resolution/management  3        Giving and receiving feedback  4        Written, non-verbal  5        Team Building  F.      Functions of leaders/coordinators  1.      Organizing patient care  a.       Traditional Modes of Organizing Patient Care  b.      Disease Management  c.       Factors influencing staffing and assignments:  Acuity, skill mix, expertise  d.      Differentiated Nursing Practice  e.       Selecting the Optimum Mode of organizing Patient Care  2.      Staffing needs and scheduling policies  a.          Staffing and Scheduling Options  b.         Workload Measurement Tools  c.          The relationship between nursing care hours, staffing mix, and quality of care  d.         Fiscal and Ethical Accountability for Staffing  e.          Developing Staffing and Scheduling Policies  3.      Delegation  a.          Delegating Effectively  b.         Common Delegation Errors  c.          Delegation as a Function of Professional Nursing  4.      Recruiting Staff  5.      Performance Appraisal  a.                Accuracy and Fairness in the Performance Appraisal  b.         Performance Appraisal Tools  c.       Performance Management  d.         Coaching: A Mechanism for Informal Performance Appraisal  6.      Managing Budgets and resources  G.     Quality improvement and QI group projects  H.     Sharping a Preferred Future for Nursing and Developing Self as a Leader for this Future throughout One’s Career | |
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| **BIBLIOGRAPHY:** |  |
| American Association of Colleges of Nursing. (2008). The essentials of Baccalaureate education for professional nursing. Washington, DC: Author.  <http://www.aacn.nche.edu/Education/essentials.htm>  Curley, M. & Hickey, P. (2006).  The Nightingale metrics.  American Journal of Nursing, 106 (10), 1-5.  Hickey, P., Brostoff, M., Wilkie, A., Rauscher, N., Roberson, D., & Blum, R. (2008). Implementation of a standardized communication process for clinicians and patient care staff at Children’s Hospital Boston.  First Do No Harm, Patient Care Assessment Division, Board of Registration in Medicine, March 2008, 1-2. Retrieved from [www.massmedboard.org](http://www.massmedboard.org/)  Hickey, P., Gauvreau, K ., Connor, J., Sporing, E., & Jenkins, K. (2010). The relationship of nurse staffing, skill mix, and Magnet recognition to institutional volume and mortality for congenital heart surgery. Journal of Nursing Administration, 40 (5), 226-232.  Huston, C. (2008). Preparing nurse leaders for 2020. Journal of Nursing Management 16, 905–911.  Jennings, B. M., Scalzi, C. C., Rodgers, J. D., & Keane, A. (2007).  Differentiating nursing leadership and  management competencies. Nursing Outlook 55, 169-175.  Johns, C. (2004). Becoming a transformational leader through reflection. Reflections on Nursing Leadership, 30(2), 24-26.  Quality and Safety Education for Nursing (QSEN). See Annotated Bibliography on Six QSEN competencies at [**http://www.qsen.org**](http://www.qsen.org/)  Smith, M.C., Turkel, M.C. & Wolf, Z.R. (2013). Caring in Nursing Classics: An Essential Resource. New York: Springer Publishing Company. | |
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| **COURSE SPECIFIC LITERATURE:** | |
| **Essential Literature on Caring**  Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming* *practice.* Mississauga, Ontario: Jones & Bartlett.   Buber, M. (1970). *I and thou*. New York: Scribner  Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science.*  New York: Springer Publishing Company  Johns, C. (2013). Becoming a reflective practitioner (4th ed). Hoboken, N.J.: Wiley- Blackwell. ISBN: 978-0470674260  Leininger, M. & McFarlane, M.R. (2002). *Transcultural nursing: Concepts, theories,*        *research,* *and practice.* New York: McGraw-Hill, Medical Publishing Division.   Locsin, R.C. (2005). *Technological competency as caring in nursing: A model for*        *practice.* Indianapolis, Indiana, USA: Sigma Theta Tau International Honor        Society of Nursing.  Mayeroff, M. (1971). On caring. New York: HarperCollins.  Paterson, J. & Zderad, L.T. (1988). Humanistic nursing. New York: National League  for Nursing.  Roach, M.S. (1984). *Caring: The human mode of being: Implications for nursing.*        Toronto: Faculty of Nursing, University of Toronto.  Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions.*        Ottawa: Canadian Hospital Association.   Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An*  *essential resource.* New York: Springer Publishing Company.  Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences.*        New York: Springer Publishing Company.  Watson, J. (2008). *The philosophy and science of caring*. Revised edition. Boulder: University Press of Colorado. | |

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| **COURSE POLICIES & GUIDELINES** | |
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| Students are reminded that the College of Nursing Professional Statement and University Policies related to academic integrity applies to all tests, written assignment, verbal communications and other course activities.  All policies in the college and university catalogues apply to this course.   1. Students are expected to follow the College of Nursing Philosophy (<http://nursing.fau.edu/index.php?main=1&nav=635>) and the College of Nursing Professional Statement (<http://nursing.fau.edu/index.php?main=3&nav=830>) [also found at the end of this document]. 2. All course requirements and objectives must be met in order to obtain a passing grade. 3. As the course is taught online via Blackboard, the student is expected to become familiar with Blackboard and have the necessary and appropriate computer technology before the course begins. 4. **Attendance:** The student is expected to participate in each unit within the time schedule for each unit. Participation in the course is evaluated via active group participation in threaded discussions and assignments, participation in collaborate and time spent in the course. Each group depends upon its members to co-create the teaching/learning environment. Once a discussion board thread is closed, d**iscussions cannot be made up.** 5. Students agree that by taking this course all required papers may be subject to submission for textual similarity review for detection of plagiarism. All submitted papers may be included as source documents in the reference database solely for the purpose of detecting plagiarism of such papers. 6. **Assignments:** All assignments are to be submitted via the assignment function on Blackboard and are due by 11:59 p.m. on the date specified on the course schedule or assignment rubric. For every day late, the grade is reduced by 5 points. After 5 days, the work will not be accepted and a grade of ‘0’ will be recorded.  Reminder: each assignment must earn at least a 73% C in order to receive an S and pass the course. **All assignments must be created originally for this course. Papers developed in other courses will not be accepted. Students who present a “recycled” assignment as an original work will receive a grade of zero on the assignment and be charged with violation of Academic Integrity, Policy 4.001.** 7. Regularly scheduled collaborate sessions: The faculty will lead a discussion and answer questions on a regularly scheduled date via collaborate in Blackboard. Although this is not mandatory, students are encouraged to participate. All collaborate sessions are recorded. 8. **Online Office**: Students are to post their questions re: the course in general or specific assignments in the online office instead of sending individual e-mails to the faculty. If there is a private issue that the student needs to share with the faculty, then e-mail or call. 9. Email will be answered within 24 hours with the exception of the following:    1. Between Friday 4:00 p.m. and Monday 9:00 a.m.    2. During holidays and/or when the university is not in session. 10. **Web and e-mail etiquette:** Communication via the internet and e-mail is more difficult than face-to-face or verbal communication. Please follow these guidelines:     1. Always provide a greeting and an appropriate sign-off with your signature (or typed name). For example, a greeting might be ‘Good morning, John (fellow classmate)’ or ‘Hello, Dr. Elkins’. An appropriate sign-off might be ‘take care, Sharon’ or ‘thank you, Bill’.     2. Do not put message in all capital letters or use bolded letters.     3. Do not provide a knee-jerk response. In other words, read and re-read your e-mail whether you’ve initiated the e-mail or you’re responding to an e-mail before pushing that send button.     4. It’s a good idea to compose your initial e-mail or response to an e-mail in a word document first – then you can check for grammar, spelling, tone, etc.     5. If you send an e-mail late in the evening or before the crack of dawn, please do not expect the recipient to immediately respond to you. Under ‘options’ you will see ‘delayed delivery’. This is a very handy function in that while you compose your e-mail at midnight you can set it to be delivered at 8:00 a.m. 11. All students must have an FAU e-mail address and regular access to a computer. All communication to students is through their FAU email address. You are responsible for checking your FAU email at least three times/week throughout the semester. If you forward emails from your FAU address to another account, you may miss important information.  You may obtain an FAU email account at: <http://accounts.fau.edu/> or by going to a computer lab on campus. The faculty will not respond to email from a non-FAU email address. 12. **Use of Electronic and Personal Communication Devices in the classroom.** In order to enhance and maintain a productive atmosphere for education personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions. Students who are in violation of this may be asked to leave the class and not earn the points for that day. 13. In addition to being a portal for assignments, Blackboard will be utilized as a form of communication. Course announcements will be posted on Blackboard rather than through email. It is the student’s responsibility to regularly check the board for class updates/clarifications. If the faculty needs to contact an individual student concerning a course issue, an email may be sent via the FAU email system; otherwise, communication will occur through Blackboard.   All course requirements and objectives must be met in order to earn a passing grade. | |

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| COLLEGE OF NURSING POLICIES |
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| 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 Undergraduate Handbook located at: <http://nursing.fau.edu/undergraduatehandbook>   c). Florida Atlantic University Academic Policies and Regulations <http://www.fau.edu/academic/registrar/FAUcatalog/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), in Davie - LA 240 (954-236-1657), in Jupiter - SR 110 (561-799-8585) and follow all OSD procedures. http://osd.fau.edu/   **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 â€œFâ€ 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 â€œIâ€ (incomplete). This must be changed to a grade other than â€œIâ€ 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 studentâ€™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 studentâ€™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 Universityâ€™s established grievance procedure regarding alleged discrimination. USE OF STUDENT COURSE MATERIAL The Christine E. Lynn College of Nursing may use studentsâ€™ 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. |

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| **COURSE SCHEDULE** | |
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| **SPRING 2015 SCHEDULE AND COURSE ASSIGNMENTS:**   |  |  |  |  | | --- | --- | --- | --- | | Week | Unit | Assignments | Critical Dates | | Week 1: 1/5/15 | A.     Course overview and history with a focus on creating nursing teams and healthcare systems for quality, safety, and excellence; beginning Creating caring, safe, and healthy work environments | Read Chinn chapter 6; Grossman & Valiga chapter 10;  Discussion board:   1. Group members are to rotate starting the ‘checking in’. 2. Respond to Chinn, p. 50, first bullet 3. Respond to G & V – how do you define ‘excellence’ and what goes into something being called ‘excellent’? | Initial posting due 1/10/15, 11:59 p.m.; 2nd due by 1/13 11:59 p.m. | | Week 2: 1/12/15 | B.     Creating caring, safe, and healthy work environments | Read:  Johns, C. (2004). Becoming a transformational leader through reflection. Reflections on Nursing Leadership, 30(2), 24-26.  Chinn chapters 1, 2, 3;  Discussion Board:   1. How can Johns’ article help with Peace & Power reflections journal and developing your role as a servant and complexity leader? 2. Chinn p. 7 – bullets 2; p. 14 – bullets 1, 2; p. 21 – bullets 2, 3 (**refer to the group you belong to in this course**) 3. Groups to choose and develop their virtual unit   a.       Decide what type of facility (not-for-profit/profit, etc. Refer to ppp on healthcare delivery).  b.      Inpatient  c.       Number of patients  d.      Philosophy and caring theory of nursing  e.       National professional standards  Reflections journal (Chinn, last bullet at end of chapters 1, 2, 3. | Initial posting due 1/17 by 11:59 p.m.;  2nd due 1/20, 11:59 p.m. | | Week 3: 1/19    **NOTE: NO CLASS on 1/19-MLK, Jr. Holiday** | Creating caring, safe, and healthy work environments | **NOTE: NO CLASS on 1/19---MLK, Jr. Holiday**  Read:  Chinn chapters 4, 5;  Discussion board: p. 30 bullets 2, 3; p. 42 bullets 1, 3  G & V chapter 1; The Velveteen Rabbit; <http://www.youtube.com/watch?v=M_m054tLKvs>  Discussion board: p. 16: critical thinking exercise #4; ‘if’ p. 17; self-assessment p. 18-23  How does the story of Velveteen Rabbit relate to the IOM key messages and what you’ve read and reflected upon in Peace and Power through chapters 4 and 5?  Reflections journal chapter 4, chapter 5 | Initial posting 1/24; 2nd due 1/27 | | Week 4: 1/27 | C.     Leadership and Management in Health Care | Discussion Board: G & V chapters 2 Unitary Transformative Paradigm and your caring theory of nursing; how does chapter 2 support what we discussed  5 footprints p. 104    Group to choose a caring theory(ies) of nursing from NUR 4833C to guide praxis. Type of virtual unit, Unit Philosophy, theory of caring, and national practice standards; what is the purpose of your unit? Who are your patients? Who is the IPE team? | Initial posting 1/31 and 2nd due 2/3 | | Week 5: 2/2 |  | Expanding upon shared governance – leader & follower; visionary leadership   G & V continue with chapter 3 reflecting upon self-assessments:  Discussion Board: What is your view on followership? What is the relationship between leadership and followership, empowerment/power in shared governance? (incorporate what you learned about yourself last semester with Barrett’s tool and mindfulness tool)  Chinn chapter 7 – what do you think about rotating leadership and responsibility? How does this relate to what we’re reading and discussing in G & V re:  leadership, followership, empowerment/power in shared governance?  Personal reflections journal – Are you comfortable with new ways of doing things or when things are done differently between or among members? How does this impact you in being a leader at the point of care? | Initial posting 2/7; 2nd due 2/10 | | Week 6: 2/9 | D.     Framework for Nursing Leadership and Management | G & V chapter 4:  How does this chapter relate to and/or support the IOM, QSEN, and best practices in Nursing care?  Build upon the leadership paper you wrote in NUR 4833C and connect with this chapter –  Discussion Board:  As a group, divide up this chapter’s learning objectives among group members and each makes initial posting on that one learning objective (still responding to two group mates on other learning objectives):   * Identify characteristics of transformational and transactional leaders. (i.e. 2 group members) * Compare and contrast the leader-follower relationship in a transformational environment and a transactional environment. (2 group members) * Explain how transformational leadership generates growth in an individual, an organization, and a group. (2 group members) * Describe how the four components of principle-centered leadership can assist an individual’s personal and professional leadership ability to grow. (2 group members) * Explain how leadership ability is enhanced by emotional competence. (2 group members)   Virtual Unit: Framework for Leadership for virtual unit (servant/complexity; shared governance; followership)    Personal Reflections Journal - Do you like the status quo? Describe how you could reinvent yourself personally and professionally.  How would you describe the image you convey to your classmates, faculty, family? | Initial posting 2/14; 2nd posting by 2/17. | | Week 7: 2/16 | E.      Communication; conflict resolution; problem-solving | Discussion Board: G & V chapter 7: Ponder how Lewin’s change theory may not be congruent with chaos, complexity and the transformative unitary paradigm.  Chinn chapter 9: we’ve learned the art of checking-in, now it’s time to learn closing. From now on, practice the art of closing in discussion board forums  Chinn chapter 10: after reading this chapter, reflect and share – how well do I deal with conflict?  How open to and accepting of diversity and others’ values am I?  Do I gossip? Am I bully? Am I rude and disrespectful to others regardless of the setting or situation?  Personal reflections journal – p. 92 Chinn – select an affirmation from the suggested list in this chapter. For one day, keep repeating this affirmation over and over. At the end of the day, reflect on how you felt as you repeated it throughout the day. Did you sense any difference in how you approached the day, or how you felt throughout the day? How might this relate to Johns’ reflective practice? | Initial posting 2/21, 2nd posting by 2/24 | | Week 8: 2/23 | F.      Functions of leaders/coordinators | Organizing patient care  1.       Models of nursing care: define and differentiate                                                     i.      total patient care                                                   ii.      functional or task                                                  iii.      team                                                 iv.      patient allocation                                                   v.      primary  2.       models of patient care – designed around disease management vs. nursing care  3.       Identify factors influencing staffing and assignments: acuity, skill mix, expertise  Discussion Board:   * How would differentiated nursing practice enhance any of these models of nursing care? * Which of these models of nursing care (if any) fit within the unitary transformative paradigm, complexity science and your unit’s caring theory of practice? * Which of these models of nursing care support interprofessional collaborative practice?     Everyone Read:  Fernandez, R., Johnson, M., Tran, D.T., & Miranda, C. (2012). Models of care in nursing: A systematic review. Int J Evid Based Healthc, 10, 324-337. doi:10.1111/j.1744-1609.2012.00287.x  McCrae, N. (2012). Whither nursing models? The value of nursing theory in the context of evidence-based practice and multidisciplinary health care. Journal of Advanced Nursing, 68(1), 222-229.  Duffield, C., Roche, M., Diers, D., Catling-Paull, C., & Blay, N. (2010). Staffing, skill mix and the model of care. Journal of Clinical Nursing, 19, 2242–2251.  doi: 10.1111/j.1365-2702.2010.03225.x | Initial post by 2/28, 2nd post 3/9 | | Week 9: 3/9 |  | Staffing needs and scheduling policies   1. Staffing and scheduling options 2. Workload measurement tools 3. The relationship between nursing care hours, staffing mix, and quality of care 4. Fiscal and ethical accountability for staffing 5. Developing staffing and scheduling policies   Go to the ‘Bibliography’ listed in the course syllabus and group chooses articles that address this topic; also share any articles you may have come across in your other courses and what you may have read in ATI materials  Guest lecturer; reading  - TBA  Discussion Board and Assignment:  Staffing and scheduling for two weeks for your virtual unit – assignment due 3/24    SPRING BREAK MARCH 2 to MARCH 8 | Discussion board (not graded):  3/14-3/17;  Assignment due 3/24 | | Week 10: 3/16 |  | Delegation   1. Delegating effectively 2. Common delegation errors 3. Delegation as a function of professional nursing   Group: With your staff mix on your virtual unit, what can/will you be delegating and to whom?  Go to the ‘Bibliography’ listed in the course syllabus and group chooses articles that address this topic; also share any articles you may have come across in your other courses, what we used in NUR 4833C and what you may have read in ATI materials  G & V chapter 6:  Discussion board: graded – In studying/reflecting upon leadership/followership and now delegation, how might gender play a role in all of this? Have you observed any differences between male/female nurses/students in how each communicates with other nurses, patients, physicians, and others in general?  Might gender differences play a role in how delegation is carried out? | Initial post 3/21; 2nd post 3/24 | | Week 11: 3/23 |  | Recruiting and retaining staff: sharing ideas and developing plan for your virtual unit   1. Given your philosophy and purpose of your unit, what is your plan to recruit staff to your unit? 2. Retain staff?   Discussion Board: not graded | Postings 3/28-3/31 (not graded). | | Week 12: 3/30 |  | Performance appraisal   1. Accuracy and fairness in the performance appraisal 2. Performance appraisal tools 3. Performance management 4. Coaching: a mechanisms for informal performance appraisal 5. Team building/camaraderie   Discussion board – not graded  Peer evaluation tool for virtual unit - assignment due 4/10 | Discussion Board not graded: 3/30-4/5  Peer evaluation tool for virtual unit - assignment due 4/10 | | Week 13: 4/6 |  | Managing budgets and resources | Discussion Board not graded: 4/6-4/12 | | Week 14: 4/13 |  | Quality improvement and QI group projects  Identify Potential QI project for your unit that impacts fiscal responsibility (demonstrates how Nursing impacts quality of care and practice). Be specific (gentle note: consider what you’re using in Evidence-Based practice this semester). This is part of your virtual unit  Discussion board: not graded | Discussion Board not graded: 4/13-4/19 | | Weeks 15: 4/20 |  | Group presentations (in class). | Group Presentation and PowerPoint due 4/20 | | |

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| CHRISTINE E. LYNN COLLEGE OF NURSING |
| **STATEMENT OF PHILOSOPHY** |
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| 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 patters 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 guides 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.' |

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