

FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—COURSE CHANGE REQUEST¹

UUPC APPROVAL 10/4/13
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: **NURSING** COLLEGE: **NURSING**
 COURSE PREFIX AND NUMBER: **NUR 4860 L** CURRENT COURSE TITLE: **PROFESSIONAL DEVELOPMENT IN NURSING III: LEADER/COORDINATOR OF CARING ENVIRONMENTS**

CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): _____ TERMINATE COURSE (LIST FINAL ACTIVE TERM): _____

CHANGE TITLE TO: _____ CHANGE DESCRIPTION TO: _____

CHANGE PREFIX FROM: _____ TO: _____

CHANGE COURSE NO. FROM: **L** TO: **C**
 [ERROR IN PROCESSING SYLLABUS BY CON: LECTURE COMPONENT IS ALREADY INCLUDED IN COURSE FORMAT (LIVE) AND COURSE DESCRIPTION]

CHANGE CREDITS² FROM: _____ TO: _____

CHANGE GRADING FROM: _____ TO: _____

CHANGE WAC/GORDON RULE STATUS³
 ADD* _____ REMOVE _____

CHANGE GENERAL EDUCATION REQUIREMENTS⁴
 ADD* _____ REMOVE _____

CHANGE PREREQUISITES/MINIMUM GRADES TO*: _____

CHANGE COREQUISITES TO*: _____

CHANGE REGISTRATION CONTROLS TO: _____

*Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

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. _____

Please consult and list departments that might be affected by the change(s) and attach comments.⁵ _____

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

<p>Approved by:</p> <p>Department Chair: <u>Sharon L. Dornie</u></p> <p>College Curriculum Chair: <u>M. Purnell</u></p> <p>College Dean: <u>Karoth Edwards</u></p> <p>UUPC Chair: <u>J. E. W.</u></p> <p>Undergraduate Studies Dean: <u>Elizabeth</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>9-24-2013</u></p> <p><u>9/24/2013</u></p> <p><u>9/24/2013</u></p> <p><u>10/4/13</u></p> <p><u>10/7/13</u></p>	<ol style="list-style-type: none"> 1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCinfo 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. WAC approval (attach if necessary) 4. Gen. Ed. approval (attach if necessary) 5. Consent from affected departments (attach if necessary)
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**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Fall 2014**

COURSE NUMBER: NUR 4860 C

COURSE TITLE: Professional Development in Nursing III: Leader/Coordinator of Caring Environments

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 1 credit

COURSE SCHEDULE: Days of week, times, location, campus, room, CRN
e.g. Wednesdays 9-11:50AM, Boca (12549), NU 201

PLACEMENT IN CURRICULUM: Required course offered in senior year
Spring semester for Accelerated Option Students and
Fall semester for Traditional Program Students

PREREQUISITES: NUR 4833 (Professional Development II)

COREQUISITES: None

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

The role of the nurse as leader and manager in creating a caring, healing environment in a unique sociopolitical, cultural, economic, and technological atmosphere is examined. Professional, organizational, historical, and social factors influencing health care delivery within an evolving health care system are analyzed. Building cultures of quality and safety in complex health care delivery systems based on organizational strengths, using multiple strategies within environmental turbulence and change and managing fiscal resources for cost-effectiveness. Interprofessional collaborative practice opportunities are provided.

COURSE OBJECTIVES: The six subjectives based on Roach's (2002) work serve as themes that organize the course objectives. Upon completion of NUR 4860 C, the student will be able to create nursing responses to:

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. (SLO 14; Essential V).
- 2 Compare benefits and limitations of the major forms of reimbursement on the delivery of health care services. (SLO 13, 14; Essential V).

Becoming Compassionate

- 3 Use an ethical framework to evaluate the impact of social policies on health care for vulnerable populations. (SLO 6, 14, 15; 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. (SLO 10, 16, 17; Essential VI).

Becoming confident

- 5 Summarize the profession's role in healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. (SLO 14, 15, 18; Essential V).
- 6 Articulate issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas through a nursing perspective. (SLO 10, 14, 15; 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 professionals' practice. (SLO 13, 15, 19; Essential V).

Affirming commitment

- 8 Explore the health care environment as it relates to nursing roles, leadership and client outcomes. (SLO 16, 19; Essentials III, V, VIII).

TEACHING LEARNING STRATEGIES:

Examination of nursing situations, interdisciplinary seminars, interprofessional team SAGE mentor project, guided group discussions, assigned readings, guest and peer presentations, audiovisual support, role playing, group problem-solving activities, independent study, writing assignments, Blackboard enhancement and enrichment activities.

GRADING AND EVALUATION METHODS:

Class/seminar/SAGE attendance
Develop a peer evaluation
Design a unit schedule
Receive a peer evaluation
ATI Examination

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of satisfactory signifies that the work is of C quality or better and meets expectations. An unsatisfactory grade indicates that the work is below C quality and no credit will be given for the work undertaken. A grade below C is not passing in the Undergraduate program.

REQUIRED TEXTS:

Marquis & Huston. (2012). Leadership roles and management functions in nursing. (7th ed). Wolters Kluwer: Lippincott Williams & Wilkins. ISBN 9781608316854
Masters, K. (2013). Role Development in Professional Nursing Practice (3rd. Ed.). Burlington, MA: Jones & Bartlett.

RECOMMENDED TEXTS:

LaChance, L. A., Kumagai, C. K., & Bartz, B. (2006). *Prioritization, delegation, & assignment: Practice exercises for medical-surgical nursing*. Philadelphia: Mosby/Elsevier Health Science.
(Recommended as additional NCLEX study guide)

TOPICAL OUTLINE:

- A. Course overview and history with a focus on Creating Nursing Teams and Healthcare Systems for Quality, Safety, and Excellence
- B. 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
- C Leadership and Management in health care
 - 1 Theories
 - 2 Structures
 - 3 Power and influence
 - 4 Management styles
- D Functions of leaders/coordinators
 - 1. Recruiting Staff
 - 2. Managing Budgets and resources

3. 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
4. Delegation
 - a. Delegating Effectively
 - b. Common Delegation Errors
 - c. Delegation as a Function of Professional Nursing
5. 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
6. 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
- E Quality improvement and QI group projects
- F 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
- G 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

COURSE ASSIGNMENTS:

- | | |
|---------------------------------|-----|
| • Class/seminar/SAGE attendance | 25% |
| • Develop a peer evaluation | 20% |
| • Design a unit schedule | 30% |
| • Receive a peer evaluation | 20% |
| • ATI Examination | 5% |

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>

American Nurses Association. (2001). *Code of ethics for nurses with interpretive statements*. Silver Springs, MD: Author.

American Nurses Association. (2004). *Nursing scope & standards of practice*. Silver Springs, MD: Author.

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

Hickey, P., Gauvreau, K., Connor, J., Spring, 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.

Quality and Safety Education for Nursing (QSEN). See Annotated Bibliography on Six QSEN competencies at <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.

COURSE POLICIES AND GUIDELINES

1. Attendance: Attendance/class activities points will be awarded each week. In order to earn the full amount of points, the student must be on-time, stay for the entire class, and fully participate in all in-class activities. Points are awarded at the discretion of the instructor. If you are unable to attend class, please notify the instructor. A student who misses a class is responsible for content presented during an absence.

2. Assignments: Written assignments are due by midnight on the date specified on the course schedule. Three points per day for one week will be deducted from all work that is submitted after the announced due date. No assignments will be accepted after one week from due date. If the student is unable to submit work on the designated date, arrangements must be made with the course instructor BEFORE the due date to avoid the late penalty.

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.

3. 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.

4. Email: FAU email is recognized as the only email system that may be used for course correspondence. It is the responsibility of each student to periodically check their FAU email as important class information may be sent via this route.

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 periodically 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.

COLLEGE OF NURSING 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 Undergraduate Handbook located at:

[http://nursing.fau.edu/index.php?
main=3&nav=526](http://nursing.fau.edu/index.php?main=3&nav=526)

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), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), 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 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 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.

April 2012