

WEBSTER UNIVERSITY NURSING PROGRAM
NURN 4240 ~ NURSING LEADERSHIP AND MANAGEMENT
SPRING I, 2008

Faculty: Tandy Gabbert, MSN, RN, ONC
Tuesday, 5:30 pm – 9:30 pm

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Clinical: 16 hours TBA

COURSE DESCRIPTION

This course explores the theoretical basis of effective nursing management and leadership. Effective skills of nurse leaders/managers in practice settings are analyzed and discussed. Selected current issues and trends in management/leadership and nursing are integrated into the course content. Participation in a leadership/management situation with a nurse mentor allows the student the opportunity to analyze the application of leadership principles. *Prerequisites:* NURS 3400, 3410, and 3420

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Identify the utilization of systems theory in the practice of nursing leadership/management.
2. Utilize research findings in the discussion of nursing leadership/management.
3. Analyze the application of nursing and management/leadership theories in the practice setting.
4. Use critical thinking skills in the analysis of situations and problems within the scope of a nurse leader/manager's daily practice.
5. Analyze the effectiveness of leadership/management strategies in the practice setting.
6. Explore the effect of current issues and trends in management/leadership and nursing on the role of the manager/leader in the practice setting.
7. Analyze ethical issues in current nursing leadership/management practice.
8. Discuss the effect of legal and regulatory processes on nursing practice and health care.

TEXTBOOK

Marquis, B., & Huston, C. (2005). *Leadership roles and management functions in nursing: Theory and application* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

ESSENTIAL COURSE CONTENT

This course is designed to include the following areas which have been designated by the faculty as essential course content.

Systems theory
Change theory
Leadership & management theory and strategies
Nursing research
Nursing theories
Problem solving/decision making
Ethics
Communication
Power
Conflict
Negotiation
Delegation
Finances and healthcare
Legal and regulatory processes
Leadership skills and competencies
Mentoring

COURSE REQUIREMENTS

1. Classroom/Theoretical

1.1. Journal Groups

Each student will be responsible for reading 2 articles about Nursing Leadership/ Management. Students will present a summary of the article to the class and **lead a short discussion related to the topic.**

Each student will write a summary of the 2 articles. The summary (written in APA format) should include a summary of the article and your reasons for choosing the article. Length should be under 2 typed pages. (15 points) Possible choices of nursing journals are as follows:

Nursing Management
Nursing Economics
Journal of Nursing Administration
Nursing Leadership Forum

American Journal of Nursing
Holistic Nursing Practice
Nursing Connections
RN
Nursing 2006
Nursing Forum
Various specialty nursing journals (i.e. Journal of Critical Care Nursing, Journal of Maternal Child Nursing, Public Health Nursing)

1.2. Examination

Students will complete a 'take home' examination. The exam will be due at the fourth course meeting. Students will be expected to provide in depth, thoughtful responses to three questions (30 points)

1.3. Participation

The class is conducted in seminar fashion. Students are expected to come to each class prepared to contribute, discuss and analyze the assigned readings. (10 points)

Class attendance for all scheduled classes is an expectation. The final course grade will be lowered proportionally for absences, late arrivals and early departures.

Cell phones and pagers are to be in the OFF or VIBRATE mode during class. If you must be on call during class, please sit close to the door so disruption may be minimized when you leave to answer a page.

2. Students participate in a sixteen hours clinical experience with a nurse manager/ leader who serves as the student's mentor. The student and mentor arrange for three or four specific times for the experiences.

Clinical: Students must have ALL required information for clinical (license, TB, immunizations, drug screen, background check, BCLS or ACLS, and confidentiality statement [signed annually each school year]). Additionally, competency on Clinical Orientation Exam, if clinical is in a hospital in any capacity, must be on file in the nursing office before beginning any clinical. Failure to submit any of the documentation may result in withdrawal from the course or a grade of "F" for assignments.

2.1.1. The student must develop at least two personal learning objectives for the experience that are to be shared with the mentor during the first clinical period and with the instructor not later than the second class meeting.

2.1.2. The student is responsible for analysis of each of the following elements during the clinical:

- Overall leadership 'style' of leadership approach used by the mentor

- The mentor’s most commonly used approach to planned change
- The mentor’s skills in problem-solving and/or decision making
- The mentor’s skills in oral and written communication and in communication with individuals and small groups (if possible)
- Commonly used conflict resolution strategies
- Mentor’s use of power and most commonly used types of power
- The mentor’s negotiation skills and preferred approaches
- The type of organizational structure within which the mentor operates
- The mentor’s experiential and educational preparation for current position
- The mentor’s position within his/her organization

2.2. Clinical Analysis Paper. The analysis paper describes the clinical experience, the educational and experiential background of the mentor and analyzes each element listed above within the context of appropriate leadership/management theories. It is essential to provide support for your conclusions from the literature and from your clinical experiences for each element analyzed. Formal APA format must be utilized.

Your personal learning goals and a description of the way in which they were achieved must be included along with a short personal evaluation of the clinical experience as a learning tool for the student.

A time log which records the actual time spent with the mentor and signed by both the student and the mentor should be the last page of the paper. Analysis papers will be evaluated as follows:

Analysis of leadership/management elements, Integration of theory and experiences into the analysis	25 pts
APA Format	5 pts
References (at least 5)	5 pts
Personal goals and evaluation of experience	5 pts
Grammar, spelling, style	<u>5 pts</u>
Total	45 pts

EVALUATION

Participation	10 pts
Take-home examination	30 pts
Journal Abstracts	15 pts
Clinical Paper	45 pts

GRADING SCALE

A	93-100
B	86-92
C	85-78
D	70-77

Due dates for written work are identified on the Course Calendar and presentation dates will be assigned. Unless arranged prior to the due date, late work will not be accepted and will result in a grade of zero for that assignment. Approved extensions will have 1 point per each day late deducted from the final grade.

TEACHING/LEARNING ACTIVITIES

Seminar discussions of text and handouts, take-home examination, videos, clinical observation/activities and analysis paper, journal groups and reports; individual, small group and class exercises.

UNIT OBJECTIVES

UNIT 1: Theoretical Foundations of Leadership/Management in Nursing

At the end of this unit, the student will be able to:

1. Discuss applications of systems theory and holism within nursing management/ leadership settings.
2. Explore selected theories of leadership and their applications in various nursing service settings.
3. Differentiate between leadership and management.
4. Discuss the concept of power.
5. Compare and contrast various forms of power.
6. Discuss the utility of selected nursing theories in nursing leadership/management.
7. Identify personal management/leadership strengths and opportunities and relate components of self-management, including self health and self care.

Assigned readings: Marquis & Huston, Ch 3, 9, 11 and 13

UNIT 2: Planning, Decision Making and Change

At the end of this unit, the student will be able to:

1. Define decision making and problem solving in nursing leadership situations.
2. Identify different decision styles and situations in which varying styles are appropriate.
3. Discuss the development and use of organizational statements of mission and/or philosophy.
4. Define strategic planning.
5. Discuss selected theories of change.
6. Discuss application of change theory within nursing settings.

Assigned readings: Marquis & Huston, Ch 1, 2, 7 and 8

UNIT 3: Organizing and Staffing

At the end of this unit, the student will be able to:

1. Identify the characteristics of selected types of organizational structure.
2. Compare and contrast selected methods of organizing for the delivery of nursing to clients.
3. Define selected terms related to budgeting in health care organizations.
4. Discuss the purposes of selected types of budgets.
5. Discuss how staffing needs can be determined in varying types of nursing service settings.
6. Identify the essential elements in employee performance appraisals.
7. Discuss the effectiveness of disciplinary actions with 'problem' employees.
8. Clarify issues and the impact of legal and regulatory influences on organizing and staffing.

Assigned readings: Marquis & Huston, Ch 10, 12, 14, 17 and 25.

UNIT 4: Directing

At the end of this unit, the student will be able to:

1. Identify recruitment and retention responsibilities and strategies for nurse leaders
2. Discuss selected theories of staff motivation and their applications within nursing.
3. Analyze the effectiveness of selected types of written, visual and oral communication in varying nursing service situations.
4. Define selected strategies for conflict management in nursing service settings.
5. Cite examples of selected negotiation strategies commonly employed by nurse leaders.
6. Discuss strategies for appropriate delegation.

Assigned readings: Marquis & Huston, Ch 15, 16, 18, 19, 20, 21 and 24.

UNIT 5: Legal, Ethical and Social Issues in Nursing Leadership/Management

At the end of this unit, the student will be able to:

1. Discuss the impact of labor unions on nursing leadership/management.
2. Discuss current legislative initiatives in relation to their impact on nursing leadership/management.
3. Analyze selected issues within an ethical theoretical context.
4. Discuss, throughout the course, selected current trends and professional issues as they impact on nursing leadership roles and management functions.
5. Identify the role of regulatory activities, risk management and advocacy in nursing leadership/management.

Assigned readings: Marquis & Huston, Ch 4, 5, 6, 22 and 23.

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COURSE SCHEDULE

Class 1	1/15/08	Introduction to Course Begin Unit 1
Class 2	1/22/08	Complete Unit 1 Begin Unit 2 Personal Goals due First Abstracts presented *
Class 3	1/29/08	Finish Unit 2 Begin Unit 3 First Abstracts presented *
Class 4	2/5/08	Finish Unit 3 Exams due First Abstracts presented *
Class 5	2/12/08	Begin Unit 4 The <u>Art</u> of Nursing Mid-term project
Class 6	2/19/08	Finish Unit 4 Second Abstracts presented *
Class 7	2/26/08	Begin Unit 5 Clinical Analysis Papers due Second Abstracts presented *
Class 8	3/5/08	Finish Unit 5 Reports on clinical experience Second Abstracts presented *

*** Written abstracts are due the night they are presented.**