

WEBSTER UNIVERSITY
NURS 4240
NURSING LEADERSHIP AND MANAGEMENT

Summer 2008

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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. L., & Huston, C. J. (2008). *Leadership roles and management functions in nursing:*

Theory and application (6th ed.). Philadelphia: Lippincott.

ESSENTIAL COURSE CONTENT:

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

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

COURSE REQUIREMENTS:

Class:

1. Participation:
This course will be taught using seminar and workshop strategies. Students are expected to come to each class prepared to question and analyze the assigned topics and readings.
2. Topics/ questions
Hot topics: The student may take responsibility for leading a class discussion about a nursing leadership/management issue. The student is responsible for finding an article, editorial or other information about the issue and distributing it to the class the week before the discussion, so all students can be prepared.

Questions: Questions about leadership/management in nursing will be posed during the first class session. Students may choose one of these questions, design their own learning project designed to find answers to the question, and carry out the project.
Students choosing this option will consult with the instructor prior to initiation of the project.

3. Examination

Students will complete a "take home" examination. This will be distributed the fourth week of class and is due at the seventh class meeting. Students will be expected to provide in-depth, thoughtful responses to the questions.

4. Each student will write a summary of 2 articles related to issues in nursing leadership/management. The summary (written in APA format) should include a summary of the article and the reason it was chosen. Length should be under 2 typed pages. Possible choices of nursing journals are:

- Nursing Management
- Nursing Economics
- Journal of Nursing Administration
- Nursing Leadership Forum
- American Journal of Nursing
- Holistic Nursing Practice
- Nursing Connections
- RN
- Nursing 2002
- Nursing Form
- Various specialty nursing journals

TEACHING/LEARNING ACTIVITIES:

Discussion, mini-lectures, learning exercises, hot topics discussions, learning projects panel, readings, audio visuals, exam, guest instruction, preparation of a resume`, and clinical activities.

EVALUATION:

Participation	5 points
Hot topic/Question	10 points
Articles	20 points
Examination	25 points
Clinical project	35 points
Development of Resume`	5 points

GRADING SCALE:

A	95-100	A-	93-94		
B+	91-92	B	87-90	B-	85-86
C+	83-84	C	77-82		
D	70-76				
F	69 and below				

CLINICAL:

Students participate in a sixteen-hour clinical experience with an assigned nurse manager/leader who serves as the student's mentor. The student and the mentor arrange the three to four specific times for the experience.

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.

The student is responsible for analysis of certain factors which are specified below. In addition, the student must develop at least two personal learning objectives for the experience which are to be shared with the mentor during the first clinical time period and with the instructor not later than the third class meeting.

Elements which must be analyzed during the clinical include:

- Overall leadership "style" or leadership approach used by the mentor.
- The mentor's skills in problem-solving and/or decision making.
- The mentor's most commonly used approach to planned change.
- 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 the organization.

The 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 but an abstract and running heads are not required.

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 experience as a learning tool for the student.

Scoring

Analysis of leadership/management elements Integration of theory and experiences into the analysis	10 pts.
APA format	5 pts.
Currency and appropriate references	5 pts.
Personal goals and evaluation of experience	10 pts.
Grammar/spelling/style	5pts.

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 utility of selected theories in management/leadership.

Assigned Readings:

Chpt 1,2,3

articles as assigned and posted in Connections®

UNIT 2: ROLES AND FUNCTIONS IN PLANNING

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

1. Define strategic planning.
2. Define decision making and problem solving.
3. Discuss the development and use of organizational statements of mission and/or philosophy.
4. Discuss selected theories of change.

Assigned readings:
Chpt 7,8,9,10,11
articles as assigned and posted in Connections®

UNIT 3: ROLES AND FUNCTIONS IN ORGANIZING

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. Discuss how staffing needs can be determined in varying type of nursing service settings.

Assigned readings
Chpt 12,13,14
selected articles as assigned and posted in Connections®

UNIT 4: ROLES AND FUNCTIONS IN STAFFING

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

1. Discuss the steps of staffing responsibilities.
2. Evaluate the relationship between recruitment and retention.
3. Discuss role development.
4. Discuss the impact of standards of productivity on staffing.
5. Evaluate staff development as it relates to adult education.
6. Discuss the integration of leadership roles and management functions.

Chpt 15,16,17
Selected readings as assigned and posted in Connections®

UNIT 5: ROLES AND FUNCTIONS IN DIRECTING

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

1. Discuss motivational theory.
2. Evaluate strategies needed to create a climate of motivation.

3. Discuss institutional communication.
4. Discuss the leader/managers role in conflict management.
5. Understand union development in the United States.
6. Discuss professional nursing and collective bargaining.

Assigned readings

Chpt. 18, 19, 20, 21

articles as assigned and posted in Connections®

UNIT 6: ROLES AND FUNCTIONS IN CONTROLLING

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

1. Discuss quality control.
2. Discuss the integration of leadership roles and management functions and quality.
3. Identify the key components of a performance appraisal.
4. Discuss the leader's role in constructive discipline.
5. Discuss performance deficiency coaching.
6. Discuss the impact of special needs employees on the leader.

Assigned reading

Chpt. 23, 24, 25

articles as assigned and posted in Connections®

UNIT 7: PROFESSIONAL AND SOCIAL ISSUES IN LEADERSHIP AND MANAGEMENT

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

1. Discuss the ethical dilemmas in decision making.
2. Analyze the ethical framework for decision making.
3. Discuss the nurse's role in legislation and law making.
4. Understand the legal responsibilities of the manager.

5. Discuss the resources needed by the emerging nurse leader.
6. Integrate the resources and skills needed for effective leadership.

Assigned reading

Chpt. 4,5,6,11

articles as assigned and posted in Connections®

UNIT 8: 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.

Assigned Reading:

Chpt 22

Articles as assigned and posted in Connections®

ASSIGNMENTS:

Week 1 Orientation to class

Unit 1

Week 2

Unit 2

Week 3

Unit 3

Week 4

Unit 4

Week 5

Unit 5

Student projects presentations

Week 6

Unit 6

Group Work—In-Class Project

Week 7

Unit 7

Continue student projects presentations

Mentor projects due

Resume` due

Week 8

Unit 8

Class wrap up

Continue student projects presentations

Final due