

WEBSTER UNIVERSITY  
NURSING LEADERSHIP AND MANAGEMENT  
NURN 4240; FALL II, 2010

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

Phone: Daytime: (816) 691-5261  
Off-hours: (913) 432-6932 (home)  
(913) 205-8879 (cell)  
Webster office (816) 926-4272

Email: [gabberta@webster.edu](mailto:gabberta@webster.edu) For submissions of coursework  
[tandy.gabbert@nkch.org](mailto:tandy.gabbert@nkch.org) Immediate attention only (daytime)  
[tgabbert1@kc.rr.com](mailto:tgabbert1@kc.rr.com) Home email

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.

LEARNING OUTCOMES

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. (2009). *Leadership roles and management functions in*

*nursing: Theory and application* (6<sup>th</sup> 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** for one article and **participate in a class forum discussion** for the other article.

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. (20 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 2008 or 2009

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 (25 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 (current Missouri RN license, current PPD test and immunization records, criminal background check, Family Care Safety Registry results letter, drug screening results, BCLS or ACLS, and CNE/KCANE Confidentiality Agreement [signed annually after August 1] and Clinical Orientation Manual Exam [completed annually after August 1] on file in the nursing office before course registration. 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
Journal Abstracts	20 pts
Take Home essay	25 pts
Clinical Paper	45 pts

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

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, in-class writings, 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 2

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, 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, 24, 25

UNIT 4: Directing

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

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

Assigned readings: Marquis & Huston, Ch 11, 15, 16, 18, 19, 20, 21

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

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COURSE SCHEDULE

Class 1	1/12/10	Introduction to Course Theoretical Foundations of Leadership & Management in Nursing (Unit 1) Reading: Chapter 2 <b>Mentor information due Week 1 or Week 2</b>
Class 2	1/19/10	Planning, Decision Making, and Change (Unit 2) Reading: Chapters 1, 7, 8 <b>Personal Goals for Clinical Observation due</b> <b>First Abstracts presented *</b>
Class 3	1/26/10	Organizing and Staffing (Unit 3) Reading: Chapters 10, 12, 14 <b>First Abstracts presented *</b>
Class 4	2/2/10	Organizing and Staffing (Finish Unit 3) Reading: Chapters 17, 24, 25 <b>Essay assignment due</b> <b>First Abstracts presented *</b>
Class 5	2/9/10	Directing (Unit 4) Reading: Chapters 11, 15, 16 <b>The <u>Art</u> of Nursing group project</b>
Class 6	2/16/10	Directing (Finish Unit 4) Reading: Chapters 18, 19, 20, 21 <b>Second Abstracts due, class forum</b> <b>Topic: A Healthy Work Environment</b>
Class 7	2/23/10	Legal, Ethical and Social Issues in Nursing Leadership/ Management (Unit 5) Reading: Chapters 4, 5, 6, 22 <b>Continue class forum discussion</b>
Class 8	3/2/10	The Future as a Nursing Leader Reading: Chapters 3, 9, 13, 23

**Clinical Analysis Papers due**  
(submit electronically to [gabberta@webster.edu](mailto:gabberta@webster.edu)  
or through Connections)

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