

VIRGINIA COMMONWEALTH UNIVERSITY
School of Nursing

NURS 592: Elective Study – Leadership in Health Care and Nursing

PRE-REQUISITE: None – Registration consent of instructor.

CREDITS: 3 Credits

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COURSE DESCRIPTION:

The mission of the Nurse Leadership Institute (NLI) is to inspire, teach and empower nurse managers seeking to grow as leaders and become catalysts for change. This course explores the role of nursing leaders and their impact on the social, ethical and political issues affecting current and future nursing and health care delivery systems.

COURSE OBJECTIVES:

At the completion of the course, the student will demonstrate competency in the following areas:

Communication and relationship management

- Effective interpersonal relationships (e.g. integrity, trust, diplomacy, negotiation skills)
- Effective written, oral communication, and presentation skills
- Creating, participating in and leading teams
- Identifying stakeholder needs and expectations

Leadership

- Creating an organizational climate that supports positive patient outcomes and retention of good nurses
- Using data, measurement, analysis to evaluate needs and performance
- Understanding and implementing evidence-based practice
- Managing projects and resources
- Holding self and others accountable for goal attainment
- Promoting and managing change
- Assessing organizational perceptions of system effectiveness and departmental effectiveness

Professionalism

- Identify professional standards, codes of ethics, and legal implications important to the management of a nursing department
- Being active in professional societies and memberships
- Balancing professional and personal pursuits
- Effectively managing time and stress
- Mentoring, advising or coaching others

Knowledge of the healthcare environment

- Developing and implementing business plans
- Analyzing the legislative process in relation to state and federal health policy and the impact on patient safety and the nursing profession
- Understanding funding and payment mechanisms in the healthcare system
- Understanding global healthcare issues, trends and perspectives
- Understanding inter-relationships between access, quality, cost, resource allocation, accountability and community
- Understanding funding and payment mechanisms in the healthcare system
- Understanding global healthcare issues, trends and perspective

Business knowledge and skills

- Applying evidence-based practices for planning and implementing change
- Assessing organizational perceptions of system effectiveness and departmental effectiveness
- Using systems thinking to define problems, generate possible solutions and identify opportunities
- Promoting and applying problem-solving philosophies (e.g., CQI, TQM, QA, QM)
- Seeing information from a variety of sources (e.g., benchmarking, articles, colleagues, list serve, web) to stay current with market and industry trends
- Understanding staff perspective in organizational settings (e.g., frame of reference by discipline and role)
- Understanding workforce issues from an organizational perspective
- Using systems thinking to define problems, generate possible solutions and identify opportunities

CONTENT OUTLINE:

Retreat I:

- Leadership Development
- Management vs. Leadership
- Personal Communication
- Caring for Ourselves That We May Care for Others

Retreat II:

- Five Principles of Effective Leadership
- Project Management
- Your Role in Recruitment and Retention
- Change Theory
- Leading Through Change
- Nurse Leader's Role in Evidence-based Practice
- Evidence-based Practice Tools

Retreat III:

- Leadership Breakthroughs
- Applied Human Resources
- Interpersonal Communication
- Healthcare in the U.S.
- Nursing Regulations and the Role of the Virginia Board of Nursing
- Healthcare in Virginia
- Transforming Care at the Bedside (TCAB)
- Resource Management and Budgeting Concepts

Retreat IV:

- Professional Communication
- Leading Professional Meetings
- Professional Presentation
- Nurse Leader as Advocate
- Leadership Journey

Retreat V:

- Healthy Work Environment / Collaboration
- Diversity in the Workplace
- Communication – Practicing Difficult Discussions
- Self Care and Wellness

Retreat VI:

- Leadership and Communication: Public Relations and Public Speaking
- Change Project Oral Presentations

Retreat VII:

- Leadership and Communication: Project Presentations
- Time Management/Setting Priorities
- Resilient Leadership

METHODS OF EVALUATION:

	Due Date	Percentage of Grade
Change Project		
- Description / Problem Statement / Outcomes	11/10/10	50%
- Project Plan / Resources	12/10/10	
- Rough Draft of Final Paper	4/15/11	
- Final Paper	5/1/11	
- Presentation	5/18/11	
Leadership Breakthroughs	12/17/10 3/17/11	5% 5%
Discussion Board		
- K&P Discussion Topic #1	1/8/11	10%
• Response to others' postings	1/14/11	5%
- K&P Discussion Topic #2	1/22/11	10%
• Response to others' postings	1/28/11	5%
Resume / Professional Development Plan	3/7/11	5%
Retreat / Institute Participation	Ongoing	5%

GRADING SCALE: The following grading scale is used for this course:

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F below 60

COURSE REQUIREMENTS:

- Attend and participate in Nurse Leadership Institute retreats
- Monitor NLI extranet site weekly for updates
- Monitor e-mail for updates from NLI staff and faculty
- Complete assignments in a timely manner
- Communicate regularly with preceptor and nurse leadership advisor

REQUIRED TEXT:

Kouzes, J.M. & Posner, B. Z. (2007). *The leadership challenge*. San Francisco: Jossey-Bass Publishers.

Readings related to change project

ASSIGNMENTS:

Change Project Paper:

The goal of the paper is to present the research and application of best practices for the planning, implementation, and evaluation of a Change Project.

This Paper is *limited to 10 pages and must be presented according to the APA guidelines*.

The following elements should be included in the paper:

1. Briefly describe the need or problem with a description of key data elements that will change; the goal and potential outcome of the change.
2. Briefly describe the implementation plan and focus on the literature and how it supports the plan;
3. The reference list must be included but is not included in the page limit.

Outline for Change Project Paper:

- I. Title Page
- II. Introduction
- III. Description of Change Project
- IV. Project Goals and Objectives
- V. Plan
- VI. Implementation
- VII. Outcomes
- VIII. Summary
- IX. References
- X. Appendixes (if needed)

Change Project Paper Feedback Rubric

Component	Expectations	Feedback
PLANNING	Problem statement is clear, concise, and specific	
	Data to support problem identification are presented	
	Project goals are SMART (specific, measurable, attainable, realistic, time sensitive)	
	Both process and outcome objectives are described	
	Appropriate resources are cited	
	Evidence based practices to address the problem are identified	
	Implementation plan includes activities, person responsible, and time frames	
	Potential risks to project success have been identified and discussed	
IMPLEMENTATION	Activities and events of the change implementation are discussed	
	Unanticipated occurrences are identified and discussed	
EVALUATION	Effectiveness of implemented activities in meeting the expected outcomes is discussed	
	Any unanticipated outcomes are analyzed and explained	
	Any potential revisions to the project outlined	
FORMAT	Paper uses APA format appropriately	
	Correct use of grammar, spelling, punctuation throughout the paper	
	Appendices include relevant tools, forms	
REFERENCES	Bibliography listed in APA format	
	References are appropriate to topic	

Change Project Presentation Feedback Rubric

Component	Expectations	Feedback
ORGANIZATION	Presents information in logical, interesting sequence which audience can follow.	
VISUAL AIDS	Visual aids explain and reinforce the presentation.	
MECHANICS	Correct use of grammar, spelling, punctuation throughout the presentation.	
EYE CONTACT	Maintains eye contact with audience, seldom returning to notes.	
VERBAL TECHNIQUES	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	

COURSE POLICIES:

VCU Statement on Safety

What to know and do to be prepared for emergencies at VCU:

Sign up to receive VCU text messaging alerts (www.vcu.edu/alert/notify). Keep your information up-to-date.

Know the safe evacuation route from each of your classrooms. Emergency evacuation routes are posted in on-campus classrooms.

Listen for and follow instructions from VCU or other designated authorities.

Know where to go for additional emergency information (www.vcu.edu/alert).

Know the emergency phone number for the VCU Police (828-1234). Report suspicious activities and objects.

VCU Honor System

Virginia Commonwealth University recognizes that honesty, truth and integrity are values central to its mission as an institution of higher education. The Honor System is built on the idea that a person's honor is his/her most cherished

attribute. A foundation of honor is essential to a community devoted to learning. Within this community, respect and harmony must coexist. The Honor System is the policy of VCU that defines the highest standards of conduct in academic affairs.

The Honor System in its entirety can be reviewed on the Web at www.provost.vcu.edu/pdfs/Honor_system_policy.pdf or it can be found in the 2010-11 VCU Insider.

The Honor System must be upheld and enforced by each member of the Virginia Commonwealth University community. The fundamental attributes of our community are honor and integrity. We are privileged to operate with this Honor System.

Statement on Military Short-Term Training or Deployment

Military students may receive orders for short-term training or deployment. These students are asked to inform and present their orders to their professor(s). For further information on policies and procedures contact Military Services at (804) 828-5993 or access the corresponding policies at www.pubapps.vcu.edu/bulletins/about/?Default.aspx?uid=10096&iid=30704 and www.pubapps.vcu.edu/BULLETINS/undergraduate/?uid=10096&iid=30773.

Statement on Americans with Disabilities Act

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 require Virginia Commonwealth University to provide an 'academic adjustment' and/or a 'reasonable accommodation' to any qualified individual with a physical or mental disability who self-identifies as having such. Students should contact the Disability Support Services office on the Monroe Park Campus (828-2253) or on the MCV Campus (828-9782) for appropriate academic adjustments or accommodations.

Academic Integrity

Academic Integrity is defined as not cheating and not plagiarizing; honesty. Plagiarism is the dishonest act of presenting the words or thoughts of another writer as if they were your own. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea, you must say that you are doing so. In every instance, you must also formally acknowledge the written source from which you took the material. *Reprinted from Writing: A College Handbook, James A. W Heffernan and John*

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If there is anything about plagiarism you do not understand, ask your professor.

Cultural Diversity

The School of Nursing values social, cultural and racial diversity and provides a climate that respects human dignity and supports creative thinking and collaboration. These values are reflected in our interactions with all members of the school's community as well as in our practice in the community, in our teaching and in our research and contribute to a diverse human environment that enriches us all.

Late Assignment/Paper Policy

Assignments are expected to be presented/submitted by the dates indicated on the syllabus. A 10% penalty (10 points) will be applied to all graded papers not submitted on time. An additional 10% penalty will be assessed for each subsequent week up to two weeks. Three weeks after the deadline, papers will be assessed as a zero (0). If deadline difficulties are anticipated due to extenuating circumstances, the student is responsible for negotiating a revised deadline well in advance of the due date. If emergency situations arise, the student is expected to relate the information to the professor as early as possible. Extenuating circumstances may negate these penalties and will be decided on a case-by-case basis. Work schedules are not sufficient reasons for negotiating revised deadlines.

RECOMMENDED READINGS:

- APA Style Essentials. (2010). OWL Purdue online writing lab. Retrieved January 10, 2010 from <http://owl.english.purdue.edu/owl/resource/560/01/>
- Buerhaus, P.I., Auerbach, D.I., Staiger, D.O. (2009). The recent surge in nurse employment: Causes and implications. *Health Affairs*, 2009:28(4).
- Carroll, T. (2005). Leadership skills and attributes of women and nurse executives. [Electronic version]. *Nursing Administration*, 29(2), 146-153.
- Dunham-Taylor, D & Pinczuk, J.Z. (2010) *Financial management for nurse managers: Merging the heart with the dollar* (2nd ed). Sudbury, MA.: Jones and Bartlett, LLC.
- Feldstein, P.J. (2007). *Health policy issues: An economic perspective* (4th ed). Chicago: Health Administration Press.
- Herrin, D. & Spears, P. (2007). Using nurse leader development to improve nurse retention and patient outcomes. [Electronic version]. *Nursing*

- Administration Quarterly*, 31(3), 231-243.
- Larkin, M. (2007). Shortage strategies: Retaining the experienced nurse. [Electronic version]. *Journal of Nursing Administration*, 37(4), 162-163.
- Laschinger, H., Purdy, N., & Almost, J. (2007). The impact of leader-member exchange quality, empowerment, and core self-evaluation on nurse manager's job satisfaction. [Electronic version]. *Journal of Nursing Administration*, 37(5), 221-229.
- Larkin, M. (2007). Shortage strategies: Retaining the experienced nurse. *Journal of Nursing Administration*, 37(4), 162-163.
- Manion, J. (2009). *The engaged workforce: Proven strategies to build a positive health care workplace*. Chicago: AHA Press.
- McVicar, A. (2003). Workplace stress in nursing: a literature review. [Electronic version]. *Journal of Advanced Nursing*, 44(6), 633-642.
- Rath, T. & Conchie, B. (2008). *Strengths based leadership: Great leaders, teams, and why people follow*. New York: Gallup Press.
- Sherman, R.O., & Bishop, M. (2007). Development of a leadership competency model. *Journal of Nursing Administration*, 37(2), 85-94.
- Wong, C.A. & Cummings, G.G. (2007). The relationship between nursing leadership and patient outcomes: a systematic review. [Electronic version]. *Journal of Nursing Management*, 15, 508-521.