

## New Course Proposal Checklist

Submission Date: 10/29/2021

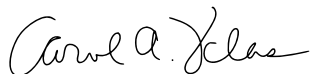
Department: Nursing

Course Title: NUR295 Nursing Leadership

Prepared by: Carol Velas

Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
X	Cover page that includes the department's endorsement	
X	A brief rationale for proposing a new course	
X	Course description for the catalogue	
X	Prerequisites	
X	Course Credit Units	
N/A	Modified catalog requirements showing new course placement in each major track and minor (if appropriate)	
X	Syllabus that follows the <a href="#">guidelines for syllabus</a> preparation	
X	Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
X	- other (specify) FALL AND SPRING	
	Resources application: Check the appropriate box:	
X	- staffing requirements (adjunct)	
X	- IT resources	
	- other resources such as equipment, space, lab resources	
NA	<b>Attached Letter /Email from Provost if resources are required</b>	
NA	Library resources : <b>Attached Letter/Email from the Library Director or Associate Library Director if resources are required</b>	
NUR295	<b>Requested Course number:</b> Final determination by the Registrar upon consultation with the Department Chair	



10/29/2021

Department Chair (signature)

Date



To: Academic Senate  
From: Department of Nursing-ABSN Program  
Subject: Proposal for new course  
Date: November 1, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

## **New course**

NUR295 Nursing Leadership is a 5-unit course with 3 units of theory and 2 unit of clinical (90hrs) placed in the fourth semester.

We are proposing this course so students, in their management of patient care and in beginning leadership positions, have knowledge and understanding of leading people. Students will take their knowledge and understanding of compassionate patient care and develop caring leadership skills to understand the diversity of the nursing workforce, challenges nurse have with the changing healthcare environment, Quadruple Aim, team dynamics as they begin to lead groups, conflict and conflict resolution, legal and ethical issues of employment, staffing models and challenges, recruiting and retaining staff, workplace violence, managing stress, and the budget process.

The clinical settings for this course will occur in Santa Barbara County at Santa Barbara Cottage Hospital and surrounding ambulatory settings to provide a rich leadership/modeling/mentoring experience.

The attached syllabus enumerates the Course Learning Outcomes including mapping to the Program Learning Outcomes. Assessment Technology Institute, our supplemental instruction is integrated throughout the curriculum with notations for your understanding.

The course will be offered two times per year in varying semesters as the two cohorts of nursing students enroll. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required Public Health curriculum for Public Health Certification by the Board of Registered Nursing and for the Bachelor of Science in Nursing Program. The sequence of this course in the curriculum is permanent in the fourth semester.

**Westmont catalog course description**

NUR295 Nursing Leadership will prepare the practicing nurse for experiences in leadership. Content is diverse and focuses on group dynamics, leadership theories, development of change, conflict and conflict resolution, the economy of healthcare and unit budgets, leading quality improvement initiatives, effective communication to subordinates, staff retention strategies, and policy development for a safe workplace.



# NUR295 Nursing Leadership

2022

## NUR295 Nursing Leadership

**5 units (Theory=3units, Clinical=2units)**

**Pre-requisites:** Acceptance into ABSN program

**Placement in curriculum:** BSN curriculum

**Time:** TBD

**Room:** TBD

**Course Faculty:** TBD

**Faculty office:** TBD

**Faculty email:** TBD

**Faculty phone:** TBD

**Faculty office hours:** TBD

### I. Important Information

This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings. The best way to be prepared for your lecture and clinical experience is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. For your clinical experience, come with excitement and understand you will continue to learn in the clinical setting and apply the concepts and skills you are learning in class. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

### Westmont catalogue course description

NUR295 Nursing Leadership will prepare the practicing nurse for experiences in leadership. Content is diverse and focuses on group dynamics, leadership theories, development of change, conflict and conflict resolution, the economy of healthcare and unit budgets, leading quality improvement initiatives, effective communication to subordinates, staff retention strategies, and policy development for a safe workplace.

### Instructor's further description

As the manager of patient care and the coordinator of care for individuals, groups, and populations your nursing toolkit must include the understanding of leading people. Leadership can be an innate characteristic but it can also be learned. This course will teach you the basics of leadership and nursing management. Some concepts will be familiar to you, please share your experiences to enrich our class discussions.

### ABSN Program Mission

Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

### **AACN Baccalaureate Essentials (2018)**

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Following are the nine baccalaureate essentials used as the framework for the current curriculum. In 2021 the Essentials were revised and will be integrated into the curriculum over the next three years.

- I Liberal Education for Baccalaureate Generalist Nursing Practice
- II Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III Scholarship for Evidence-Based Practice
- IV Information Management and Application of Patient Care Technology
- V Healthcare Policy, Finance, and Regulatory Environments
- VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII Clinical Prevention and Population Health
- VIII Professionalism and Professional Values
- IX Baccalaureate Generalist Nursing Practice

### **AACN Essentials (revised 2021)**

The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

### **Domains for Nursing**

Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

#### **The Ten Domains:**

- Domain 1-Knowledge for Nursing Practice
- Domain 2-Person-centered Care
- Domain 3-Population Health
- Domain 4-Scholarship for Nursing Practice
- Domain 5-Quality and Safety
- Domain 6-Interprofessional Partnerships
- Domain 7-Systems-based Practice
- Domain 8-Information and Healthcare Technology
- Domain 9-Professionalism

Domain 10-Personal, Professionals, Leadership Development  
(The Essentials: Core Competencies for Professional Nursing Education, 2021)

**Program Learning Outcomes (PLO)**

1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

**Course Learning Outcomes (CLO)**

1. Differentiates between leading in nursing and nursing management.
2. Uses conflict responses to manage conflict situations in nursing.
3. Using evidence-based practice, discuss how to lead groups, task forces, and patient care conferences.
4. Identifies an area needing change on assigned unit. Plans a change project using a change theory.
5. Compares and contrasts leadership theories used for different nursing situations.
6. Constructs a productivity plan to keep staffing costs in alignment with budget.
7. Analyzes the reasons for nursing turnover and prioritizes resolutions to retain staff.
8. Differentiates duties that can be delegated to LVNs and unlicensed personnel.
9. Recognizes potential threats and threatening behaviors, including bullying. Create safe working environments by writing policies, practicing mock disturbances, and including annual competencies for ensuring a safe and healthy workplace.

**PLO and CLO Alignment Table**

Program Learning Outcomes	Course Learning Outcomes (Assessed)
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.	1. Differentiates between leading in nursing and nursing management.  5. Compares and contrasts leadership theories used for different nursing situations.  7. Analyzes the reasons for nursing turnover and prioritizes resolutions to retain staff.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform	2. Uses conflict responses to manage conflict situations in nursing.

clinical judgement for the provision of patient-centered, safe, quality care.	3. Using evidence-based practice, discuss how to lead groups, task forces, and patient care conferences. 4. Identifies an area needing change on assigned unit. Plans a change project using a change theory. 6. Constructs a productivity plan to keep staffing costs in alignment with budget. 8. Differentiates duties that can be delegated to LVNs and unlicensed personnel.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	N/A
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.	9. Recognizes potential threats and threatening behaviors, including bullying. Create safe working environments by writing policies, practicing mock disturbances, and including annual competencies for ensuring a safe and healthy workplace.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	N/A
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.	5. Compares and contrasts leadership theories used for different nursing situations.

### Required Textbooks

Title	Author	Publisher	ISBN#
Effective Leadership and Management in Nursing (9 <sup>th</sup> ed.)	Eleanor J. Sullivan	Pearson	9-780134153117
Psychology for Nursing & Healthcare Professional: Developing	Sue Barker	Sage	9-781473925069



Compassionate Care			
<b>Nursing Diagnosis</b> textbook of your choice (can be a bundled application on smart phone)			
<b>Nursing Drug</b> textbook of your choice (can be a bundled application on smart phone)			
Publication Manual of the American Psychological Association (7 <sup>th</sup> ed.)	American Psychological Association	American Psychological Association	978-143383216

### Supplemental Resources

ATI Supreme Essentials provides the visual and auditory learners with skill vignettes, review modules, online tutorials, dosage calculation and safe medication practice, computer adaptive NextGen and current NCLEX test item types, civility tutorials, and ATI Pulse (analytics engine that predicts students probability of passing the NCLEX). ATI also provides a host of practice and proctored NCLEX style exams as well as a Predictor exam to prepare for the NCLEX. ATI tools will be fully integrated into each nursing course.

### Suggested Resources

1. Articles
2. Position Papers
3. Healthcare Policies
4. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

### Assessment of CLOs

The assessments used in this course to measure your learning and meeting the content objectives and course learning outcomes will include class participation, assignments, and a group presentation (comprehensive assessment). **If student earns  $\leq 85\%$  on any course exam, student must build a 20-question quiz using ATI's Learning System quiz bank on missed content as remediation for course exam. This quiz will be due on next class day.**

Course Learning Outcomes	Instructional activity	Assessment
1. Differentiates between leading in nursing and nursing management. 2. Uses conflict responses to manage conflict situations in nursing. 3. Using evidence-based practice, discuss how to lead groups, task forces, and patient care conferences.	Lecture, class discussion, shared experiences, and scaffolding case studies	Assignments and group presentation

<p>4. Identifies an area needing change on assigned unit. Plans a change project using a change theory.</p> <p>5. Compares and contrasts leadership theories used for different nursing situations.</p>		
<p>6. Constructs a productivity plan to keep staffing costs in alignment with budget.</p> <p>7. Analyzes the reasons for nursing turnover and prioritizes resolutions to retain staff.</p> <p>8. Differentiates duties that can be delegated to LVNs and unlicensed personnel.</p> <p>9. Recognizes potential threats and threatening behaviors, including bullying. Create safe working environments by writing policies, practicing mock disturbances, and including annual competencies for ensuring a safe and healthy workplace.</p>	<p>Lecture, class discussion, group activity with staffing patterns and productivity, consequence of bullying discussion</p>	<p>Assignments and group presentation</p>

Class participation	= P/NC
Ethical Paper	= 100pts
Resume and Cover page	= 100pts
<u>Quality initiative (group)</u>	<u>= 200pts</u>
Total = 425pts	

**\*Student must pass theory and clinical course to graduate.**

**II. Course Policies**

**Grading**

Grade points per unit of credit are assigned on the following scale:

- A 4 grade points
- A- 3.7 grade points
- B+ 3.3 grade points
- B 3.0 grade points
- B- 2.7 grade points
- C+ 2.3 grade points
- C 2.0 grade points

C- 1.7 grade points  
 D+ 1.3 grade points  
 D 1.0 grade points  
 D- 0.7 grade points  
 P (At least D-) No grade points assigned. Not computed in the grade point average.  
 F 0 grade points  
 NC (F) No grade points assigned. Not computed in the grade point average. W No  
 grade points assigned. Not computed in grade point average.  
 WF No grade points assigned. Not computed in grade point average.  
 WP No grade points assigned. Not computed in grade point average.  
 WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).

Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

### **Office of Disability Services**

Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, [snoble@westmont.edu](mailto:snoble@westmont.edu)) or visit the website for more information:

<http://www.westmont.edu/offices/disability>

### **Dress Code**

Comfortable, non-binding clothing

### **Academic Integrity**

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with [the entire Westmont College Academic Integrity Policy](#). This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting, will not be tolerated and students will be removed followed by program suspension or termination.

### Technology in the Classroom

Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related resources (drug book, Tabers, calculation, etc). Recording lectures is also at the discretion of the faculty and permission must be granted.

### Emergencies

In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at <https://integready.app.box.com/AnticipatingInClass> and direct any questions or concerns to the Office of Institutional Resilience.

### III. Weekly course schedule

**\*Subject to change at any time, you will be notified of any changes**

Week	Content Objectives	Reading	Activities and assignments	Outcome Measurement
1	-Orientation to class, clinical, and syllabus	Ch. 1, 2, 3, 4, 10	<b>Complete Case Study</b> (10-1) pg. 159 and be ready to discuss in class.	Engagement in class discussion

	<p><b>Understanding Nursing Management and Organizations, and Communication</b></p> <p>1. Explain changes to healthcare over the past decade, including those resulting from implementation of the Affordable Care Act; demands to reduce errors and improve patient safety; and evolving medical and communication technology.</p> <p>2. Describe traditional and emerging structures in healthcare organizations.</p> <p>3. Compare three evolving models of care and explain why care delivery systems will continue to evolve.</p> <p>4. Differentiate between leaders and managers.</p> <p>5. Describe how difference in gender, generation, culture, and organization can affect communication.</p>			
2	<p><b>Understanding Nursing Management and Organizations, and Communication</b></p> <p>1. Identify the changes and challenges that nurses face now and in the future.</p> <p>2. Discuss how an organizations environment and culture affect workplace conditions.</p> <p>3. Describe the patient care delivery system at your place of work or clinical site. How well do they work? Can you suggest a better model?</p> <p>4. Explore how followership is essential to leadership.</p> <p>5. Evaluate what principles must be followed for collaborative communication to take place.</p>	Ch. 1, 2, 3, 4, 10	<p><b>Discuss the Quadruple Aim</b> and how it impacts nursing.</p> <p>2. What are some ways nurses can take advantage of emerging technologies in healthcare and information systems? Think Big</p>	
3	<p><b>Initiating and managing change, Quality, Power, Team dynamics, and Handling Conflict</b></p> <p>1. Compare and contrast different change theories.</p> <p>2. Differentiate among change strategies.</p> <p>3. Explain how nurses are involved in reduction risks.</p> <p>4. Delineate efforts to improve the quality of healthcare.</p> <p>5. Differentiate between power and leadership.</p>	Ch. 5, 6, 8, 12, 13,14	<p>1. Identify one core metric in the clinical setting that interests you and be prepared to answer these questions;</p> <p>a. Why does it interest you?</p> <p>b. Is there a policy in place for the metric?</p> <p>c. What role does the nurse play in</p>	<p>Students engaged in class discussion</p> <p>Begin to consider the quality improvement project for your group presentation.</p> <p>Group composition</p>

	6. Incorporate time management strategies into meeting activities.		this quality initiative? d. What has the outcome been since the initiative started? Beginning % of error, % of error change.	
4	<p><b>Initiating and managing change, Quality, Power, Team dynamics, and Handling Conflict</b></p> <p>1. Describe the appropriate use of power. 2. Explain the norms and roles in groups and teams. 3. Discuss why the nurse manager's leadership skills are essential to team performance. 4. Describe the conflict process. 5. Evaluate approaches that can be used to manage conflict. 6. Critique time-wasters and how to manage them. 7. Incorporate time management strategies into meeting activities.</p>	Ch. 5, 6, 8, 12, 13,14	1. Complete "Leading at the bedside" on pg. 217 and be ready to discuss in class.	Students engaged in class discussion
5	<p><b>Understanding Legal and Ethical Issues, Critical thinking, Staffing, Performance evaluation</b></p> <p>1. Differentiate between law and ethics. 2. Analyze the ethical principles of autonomy, beneficence, nonmaleficence, and distributive justice and how it is applied to populations of people today. 3. Compare and contrast individual and collective decision-making processes in various situations and settings. 4. Evaluate stumbling blocks to making decisions and solving problems. 5. Describe the factors that influence job performance.</p>	Ch. 7, 9, 18, 19, 20, 21		Ethical paper due
6	<p><b>Understanding Legal and Ethical Issues, Critical thinking, Staffing, Performance evaluation</b></p> <p>1. Anticipate and address the challenges of performance review. 2. Define feedback and keys to successful feedback.</p>	Ch. 7, 9, 18, 19, 20, 21		Students engaged in class discussion

	<p>3. Apply guidelines for progressive discipline.</p> <p>4. Describe how nursing turnover affects an organization and other staff.</p> <p>5. Examine what organizations can do to improve retention of nurses.</p>			
<b>7</b>	<p><b>Envisioning your future</b></p> <p>1. Describe how the budgeting process works.</p> <p>2. Explain the nurse manager's role with the operational and capital budget.</p> <p>3. Describe how staff affects budgetary performance.</p> <p>4. Compare and contrast different approaches to composing a budget.</p> <p>5. Recognize the impact of emotional labor and how coping and resilience can be developed.</p>	<p>Barker: Ch. 9</p> <p>Ch. 27, 28</p>	<p>Writing a cover page, resume, and nursing philosophy</p> <p>Small group discussion: Activity 9.2 Critical thinking, pg. 195</p>	<p>Students will undergo a group interview with the Program Director and Faculty. Interview appointments coming soon.</p>
<b>8</b>	<p><b>Recruiting and retaining staff, staffing shortages</b></p> <p>1. Identify the important elements of the recruitment and selection process.</p> <p>2. Examine the legal issues involved in hiring.</p> <p>3. Compare and contrast different interview techniques especially during a pandemic.</p>	Ch. 16, 17		<p>Students engaged in class discussion</p> <p>Cover page and resume due for feedback</p> <p>Work on nursing philosophy</p>
<b>9</b>	<p><b>Recruiting and retaining staff, staffing shortages</b></p> <p>1. Determine staffing needs using evidence-based tools.</p> <p>2. Evaluate how to supplement staff when needed.</p> <p>3. Plan workforce full-time equivalents (FTEs).</p>	Ch. 16, 17	<p>Calculate staffing needs for a 31 bed oncology unit where 12 patients will need chemo on the next morning shift. Consider different care models to provide the safest and most cost-effective care. Be ready to discuss in class.</p>	
<b>10</b>	<p><b>Workplace violence, Preparing for Emergencies, and managing stress</b></p> <p>1. Identify harassing behaviors, including bullying, incivility, and horizontal violence.</p> <p>2. Describe strategies to manage staff with problem behaviors.</p> <p>3. Discuss examples of disasters that require preparation.</p>	<p>Barker: Ch. 10</p> <p>Ch. 22, 23, 24</p>	<p><b>Small group exercise:</b> Activity 10.3, Critical thinking, pg. 221</p> <p>ATI Civility Mentor Module:</p>	<p>Nursing philosophy reflection due</p>

	4. Summarize components involved in workplace violence. 5. Evaluate current strategies for workplace violence. 6. Identify the key components of a culture of compassionate care. 7. Evaluate the skills you need to maintain your compassionate care.		Foundations of Professionalism and Civility	
11	<b>Managing stress</b> 1. Explain why stress is necessary. 2. Discuss the organizational, interpersonal, and individual factors that cause stress. 3. Examine how individuals and organizations can manage stress.	Ch. 26	What type of self-care stress reducers do you use in your daily life? Be ready to discuss in class.	
12	<b>The Budget Process</b> 1. Describe how the budgeting process works. 2. Explain the nurse manager's role with the operational and capital budget. 3. Describe how staff affects budgetary performance. 4. Compare and contrast different approaches to composing a budget.	Ch. 15	Do you see tasks or functions in your clinical site that you believe are redundant, unnecessary, or repetitive or that could be completed by a lesser-paid employee? Be prepared to discuss this in class.	Students engaged in class discussion
13	<b>Group presentations</b>			
14	<b>Group presentations</b>			
15	<b>Group presentations</b>			

### Assignments:

1. **Ethics Paper:** Write a 3-page paper (excluding cover page and reference page) that discusses the sacrifice or favoring of the ethical principles of autonomy, beneficence, nonmaleficence, and distributive justice when considering the problem of access to care for underinsured or uninsured populations. See grading rubric.

2. **Group project:** You will be assigned to a group with three other students. During your first meeting, select a leader and define team rules.

The purpose of this assignment is to identify an area in the hospital setting that needs improvement. It should be related to making the quality of patient care better, but can also be related to the unit budget, nurse retention, or workplace violence or specific patient care concerns.

Once the area of need is identified, explain how you came about this and what the outcome goal will be. What is the value of making the change?

Next, develop a policy to change the area of need and explain how you will implement the change. Who will be involved in the change and how will you get them to "buy-in" to the change? How long do you anticipate it will take?



What resources might you need to implement the change and where will you get them? Is there a contingency budget in the unit budget for things like this? If not, what other sources of money is available?

Graph your data to show either improvement or regression in the quality improvement project. Discuss with your group why the project was successful or unsuccessful.

Present your project in a 12 slide PowerPoint with each member of your group presenting one part of the project.

**3. Resume, cover page and philosophy on nursing reflection:**

Part of your interview process will be to compose a resume of your education, work experience, skills, certifications, and references. You will turn this in and gain feedback on the construction and contents. Remember, you will have a group interview so you want your resume to stand out.

**One page papers (100pts)**

**Ethics Paper**

Write a 5-page paper (excluding cover page and reference page) that discusses the sacrifice of the ethical principles of autonomy, beneficence, nonmaleficence, and distributive justice when considering the problem of access to care for underinsured or uninsured populations. Uses evidence-based resources to understand this healthcare concern across the nation.

Criteria	Levels of achievement				Assigned points
	25 points	20 points	15 points	10 points	
Describe the healthcare problem of access to care and the health disparities related to populations that are either underinsured or uninsured	Comprehensive discussion about the health disparities occurring in populations that have either no insurance or limited insurance including barriers and challenges to care.	Well written discussion including most of the elements of the criteria so reader can draw on data to guide the paper.	Basic discussion of access to care leaving several areas out, including why this occurs, who it impacts and why.	Basic discussion of the challenges of access to care with no relevant information to draw from for writing the paper.	/25
Identifies evidence-based information for why	Provides comprehensive discussion of why access to	Describes the basics of why access to care is	Provides a brief definition access to care,	Mentions access to care, however no connection	/25

access to care is pivotal to decreasing the risk of illness for underinsured or uninsured populations.	care is so important.	important, however, omits the barriers and challenges some populations have.	however omits the importance or barriers and challenges some population have.	to criterial of the paper.	
Identifies ethical principles that are sacrificed when there are barriers and challenges to access to care for under or uninsured populations.	Provides a comprehensive discussion on the four main ethical principles that are sacrificed when populations of people do not have access to care.	Identifies two or more ethical principles that are sacrificed when populations of people do not have access to care.	Basic information given about ethical principles, however there is a lack of congruence with criteria.	Basic information about ethics in healthcare, no identification of ethical principles sacrificed.	/25
APA format (Introduction, body, conclusion, correct running head and cover page, uses headers for organization, proper grammar and spelling). Resources used: within 5 years, scholarly peer reviewed journals	APA correctly used throughout paper. Citations and references are formatted correctly, resources are within 5 years, and from peer reviewed journals.	Generally acceptable but some minor mistakes. 50% citations and references are formatted correctly, resources are within 5 years and from peer reviewed journals.	Multiple mistakes in APA format. 50% citations and references are formatted correctly, resources, however not within 5 years or from peer reviewed journals.	APA format is not used correctly or at all. Citations and references are formatted incorrectly, many resources are outdated and not from peer reviewed journals.	/25

**Total points** \_\_\_\_\_

## Clinical syllabus

Faculty: TBD  
Clinical Site: TBD  
Faculty: TBD  
Phone: TBD  
Email: TBD  
Office hours: TBD

### Clinical objectives:

1. Discusses the impact nursing leadership has on quality care in healthcare settings.
2. Evaluates the different leadership styles associated with various situations on a busy medical/surgical floor.
3. Practices conflict resolution strategies to de-escalate situations where conflict occurs.
4. Analyze the budget process to recognize the knowledge needed by nursing leaders.
5. Justify the need for continuous quality improvement and specific initiatives for specific patient populations.
6. Recognize staff behaviors that lead to workplace violence and incivility. Develop a “no tolerance” policy for these behaviors.
7. Manage personal and work related stress by developing a self-care routine.

This course has 90 hours of clinical preceptorship that is spent in the acute or ambulatory setting with a nurse leader (preceptor). The purpose of this clinical

experience is that you observe the routine work of nurse leaders as well as conflicts and emergent situations that may materialize during the normal work day. Please attend administrative meetings with your preceptor, staffing meetings, clinical huddles, and medical staff meetings.

Assessment of clinical will include logged hours (must have 90 hrs), reflection papers of different meetings attended, projects you have assisted the nurse leader with, productivity worksheet, paper on nursing retention strategies, and other work assigned by nurse leader Preceptor.

## Clinical Log

Name \_\_\_\_\_

Week/Date	# of hours (cumulative total)	Activity
1		
2		
3		
4		
5		
6		
7		
8		

9		
10		
11		
12		
13		
14		
15		Celebratory Lunch in Santa Barbara
16	Clinical Evaluations	

Nurse Leader Name \_\_\_\_\_  
 Nurse Leader Signature \_\_\_\_\_ Date \_\_\_\_\_