

SAM HOUSTON STATE UNIVERSITY  
School of Nursing  
RN to BSN Leadership and Management  
NURS 4060 30

**Course description:** NURS 4060-30 Leadership and Management.

This course focuses on the knowledge and skills related to the delivery of health services from a nursing management knowledge-base. It presents theories, concepts, and models of health care delivery. Students explore creative roles for managing and leading in nursing. They will gain theoretical knowledge and skills to understand organizations, understand leadership theories, and utilize critical thinking in making nursing management decisions. *This course is writing enhanced.*

**Semester/Year:** Spring 2018

**Class meeting times:** Online and optional face-to-face meetings per BB collaborate as needed.

**Class meeting place:** Online and Huntsville University Plaza, 1 Financial Plaza, Suite 230B, Huntsville, Texas 77340 by appointment.

**Faculty:**

Pam Slagle, MSN RN

Email : pfs004@shsu.edu

Office : by appointment

Phone : 817-475-4051 cell (No texting after 9 PM); 936-294-2563 office

Office Hours: Monday 1300 to 1500 and by appointment available by email/phone/text between 8am and 5pm M-F. Please allow 48 hours for email responses. Do not anticipate communications after hours or on weekends.

**Course Credit:** (2 Credits for didactic and 1 credit for clinical/lab)

**Prerequisite:** Enrollment in the RN-BSN program.

**Program Student Learning Outcomes:**

1. Integrate knowledge from liberal studies and nursing science to practice professional nursing, in a holistic caring manner
2. Development, implement and evaluate safe, quality patient care through collaboration with patients and members of the interprofessional health care delivery team in various health care settings
3. Demonstrate ethical accountability and legal responsibilities using cultural parameters and professional nursing standards of practice and care in order to provide care to individuals, families, groups, and populations.

4. Use therapeutic communication in formal and informal interaction with patients, families, groups, colleagues, and other members of the healthcare team in the delivery of nursing care.
5. Demonstrate professional leadership and management skills while implementing safety principles in the delivery of nursing care.
6. Base safe patient care upon evidence and clinical reasoning.
7. Act as an advocate for both sick and healthy clients across the lifespan and for the nursing profession, reflecting current and changing health care systems, health policies, and global health care factors.
8. Demonstrate accountability for lifelong learning and professional growth.
9. Demonstrate competency with technology and information management in the delivery of safe care, while maintaining confidentiality and protecting patient rights.
10. Collaborate with other professionals on the health care team to provide health promotion, disease, and injury prevention across the lifespan for individuals, families, groups and populations.

#### **Course Objectives:**

1. Examine health care delivery systems and their impact on health care delivery and professional nursing practice practices. **Outcome 5; TX DEC IIE, IIF, IVA**
2. Analyze selected management/leadership theories, concepts, and models for health care delivery. **Outcome 5; TX DEC IVG**
3. Explain the role of nursing in health care policy, economics, and finances over time. **Outcome 3, 5; TX DEC IA, IIIA**
4. Critique the critical thinking processes utilized in reaching nursing management decisions. **Outcome 5; TX DEC IVG**
5. Justify nursing management problem solving and decision-making activities based on research findings. **Outcome 5, 6; TX DEC IIA, IVG**

#### **Idea Objectives:**

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).
2. Learning to apply course material (to improve thinking, problem solving, and decisions).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Learning how to find, evaluate, and use resources to explore a topic in depth.
5. Developing ethical reasoning and/or ethical decision making.
6. Learning to analyze and critically evaluate ideas, arguments, and points of view.

**Instructional Strategies:**

Teaching/learning strategies will include assigned readings from the course textbook and articles from professional journals, viewing of PPT presentations, reviewing internet websites, posting to the discussion board, written assignments and/or quizzes, classroom discussion and group learning activities.

**Learning Activities:**

Discussions, letters, presentations, case studies or other activities as specified by the course coordinator.

**Evaluation Methods:**

Discussion boards (7 discussions)	40%
Case Studies (2 case studies)	10%
Quizzes/Exams	10%
Legislative Letter	10%
Career Map	10%
Development of PICOT for project	5%
Written Summary of clinical project	15%
Total	100%

**Department of Nursing Grading Scale:**

	Percentage	
A	89.5-100	Passing
B	79.5-89.4	
C	74.5-79.4	
D	69.5-74.4	Not Passing
F	69.4 and below	

**Calculation of Course Grade:**

- In order to progress in nursing, students are expected to pass all nursing courses with at least a “C”.
- All online and classroom assignments must be completed in order to pass the course.
- Failure for exam average or failure in the clinical portion will necessitate repeating the entire course, including clinical or lab.

**First Alert Program**

Students who are in academic jeopardy (e.g., demonstrate poor academic performance, poor clinical performance, have frequent or unexcused absences) will be referred to the First Alert team in Academic Support Services. First Alert is a referral system that enables Sam Houston State University faculty and staff to refer students whose in- or out-of-class performance demonstrates a need for academic support to the academic mentors at the SAM Center.

Additional information on the First Alert Program can be accessed from  
<http://www.shsu.edu/centers/sam-center/mentoring/firstalert>.

**Required Text(s):**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington DC: Author.

Tomey, A. (2009). *Nursing Management and Leadership* (8<sup>th</sup> ed.). St. Louis, MO: Mosby-Elsevier. ISBN: 978-0-323-05238-2

**Required Article(s): None**

**Course Calendar and Outline:**

Week	Date	Topic	Module	DUE DATES
1	1/17/2018	Syllabus information and agreement	1	1/20/2018
		PICOT		
		Finding Research Articles and guidelines		
		Discussion Boards - Communication		
2	1/24/2018	Chapter 1 Communications,	1	
		Chapter 2 Stress Management	1	
		Discussion Boards #1	1	Initial 1/27/18 by 11:59 PM
				Response 2/23/18 by 11:59 PM
3	1/31/2018	Chapter 3 Decision-Making Process & Tools	2	
		Chapter 4 Motivation and Morale		
		Discussion Board #2	2	Initial 2/3/18 by 11:59 PM
				Response 2/6/18 by 11:59PM
4	2/7/2018	Chapter 5 Power, Politics and Labor Regs.	3	
		Chapter 6 Conflict Management and Neg.		
		Case Study #1	3	2/10/2018
5	2/14/2018	Chapter 7 Theories of Leadership & Mgmt	3	
		Discussion Board #3		Initial 2/17/18 by 11:59PM
				Response 2/20/18 by 11:59PM
6	2/21/2018	Chapter 8 Strategic and Operational Plan	4	

		Chapter 9 Containment, Marketing		
		<b>EXAM #1 (Chapter 1-7)</b>		<b>DUE DATE 2/21/18</b>
7	2/28/2018	Chapter 10 Organizational concepts and structures	4	
		Legislative Letter Assignment		3/3/2018
8		Discussion Board #4	4	Initial 3/3/18 by 11:59PM
				Response 3/6/18 by 11:59PM
9	3/14/2018	Spring Break		
10	3/21/2018	Chapter 11 Organization culture	5	
		Case Study #2		3/24/2018
11	3/28/2018	Chapter 12 Selection and Development of Personnel	5	
		Chapter 13 Staffing and Scheduling		
12	4/4/2018	Chapter 14 Evaluation and Discipline of Personnel	5	
		Career Map Assignment		4/7/2018
13	4/11/2018	Discussion Board #5	5	Initial 4/14/18 by 11:59 PM
				Response 4/17/18 by 11:59 PM
		<b>EXAM #2 (Chapter 8-14)</b>		<b>DUE DATE 4/18/18</b>
14	4/18/2018	Chapter 15 Continuous Quality Improvement	6	
		Risk Management; Program Evaluation		
		Discussion Board #6		Initial 4/21/18 by 11:59PM
				Response 4/24/18 by 11:59PM
15	4/25/2018	Discussion Board #7	6	Initial 4/28/18 by 11:59 PM
				Response 5/1/18 by 11:59PM
		PowerPoint, Poster, and Presentation		<b>DUE DATE 4/28/2018</b>
15	5/2/2018	<b>Summary and Evaluation and FINAL EXAM</b>		<b>DUE DATE 5/2/2018</b>

### **Course Content Outline:**

Module 1 – Communications, Stress Management

Module 2 – Decision-Making Process and Tools; Motivation, Morale

Module 3 – Power, Politics, and Labor Regulation; Conflict Management and Negotiation; Theories of Leadership and Management Development

Module 4 – Strategic and Operational Planning; Financial Management, Cost Containment, Marketing; Organizational Concepts and Structures

Module 5 – Organizational Culture, Change and Innovation; Selection and Development of Personnel; Staffing and Scheduling; Evaluation and Discipline of Personnel

Module 6 – Continuous Quality Improvement; Risk Management; Program Evaluation

### **Assignment Instructions & Grading Rubrics/Evaluation**

Specific assignment instructions and grading rubrics are available in Blackboard.

### **Online Discussion Requirements**

Online learners should recognize that the purpose of the weekly discussions via the Blackboard Discussion Board is to develop a scholarly and engaging discussion between students and faculty; thus, encouraging an active, online learning community. Student success in the course depends upon timely participation in the discussions coupled with completion of all assignments.

### **Weekly Discussion Board Requirements**

- On at least two separate days each week, students are required to participate in that week's discussions. Please keep in mind that the purpose of the discussion board is dialogue, not monologue, so this requirement is used to help ensure that you are interacting with the board as it evolves throughout the week.
- A minimum of 2-4 posts each week are required, depending on the number of discussion questions. These posts shall consist of a minimum of: **1) answers to one discussion questions, (herein considered MAIN or Initial POSTS), and 2) a total of THREE (3) responses to peers throughout the week.**
- ALL of your posts should reflect your synthesis and critical analysis of the readings (articles and text), combined with your experience, expertise, and perspective. Your opinions are important, but should always be supported by the literature, experience, or case study. Keep in mind that posts consisting of "I agree" or "That's interesting" do not fulfill the requirements of this class.
- The electronic week begins on Wednesday at 8:00 am Central Time (CT) and ends on Tuesday at 12:00 am CT.

- Your main posts should be on the discussion board each week on or before Saturday midnight. You will not receive full credit for participation if you post late.
- The remaining posts (responses to peer MAIN POSTS) must be posted by the end of the electronic week.
- If there is, a post from the Instructor marked “RESPOND” you must post a response to the question, case study, or problem presented. **This is in addition to your weekly posts.**
- Students are not able to “make-up” for not posting to the Discussion Board in any given week. If you need to be out of town or do not have internet access, you need to arrange to participate in the weekly discussion.
- All references shall be **in APA format for all main posts.** Responses should link to material from the required readings or assignments.
- Students may wish to prepare their weekly discussion posts in Microsoft word and then copy and paste the information into the Discussion Board. Blackboard “times out” after a certain amount of time, and work may be lost if this occurs.
- All discussion posts must reflect proper writing skills indicative of your educational background. Students shall use correct grammar, spelling, and punctuation.
- Refer to the 'Discussion Board Rubric' for grading criteria.

### **Discussion Boards**

*Students are expected to participate in the discussions. It is understood that students come from a wide variety of backgrounds and experiences. You are not graded with respect to your performance in comparison with colleagues. You are evaluated on your own level of progress throughout the course and the quality of your participation in class activities.*

### **Discussion Board Rubric**

Criteria	A (90-100) Outstanding	B (80-89) Proficient	C (75-79) Basic	D/F (0-74)  Below Expectations
<b>Critical Thinking</b>	<ul style="list-style-type: none"> <li>• rich in content</li> <li>• full of thought, insight &amp; analysis</li> </ul>	<ul style="list-style-type: none"> <li>• substantial information</li> <li>• thought, insight &amp; analysis has taken place</li> </ul>	<ul style="list-style-type: none"> <li>• generally competent</li> <li>• information is thin and commonplace</li> </ul>	<ul style="list-style-type: none"> <li>• rudimentary &amp; superficial</li> <li>• no analysis or insight is displayed</li> </ul>

<b>Connections</b>	<ul style="list-style-type: none"> <li>• clear connections to previous or current real-life situations</li> </ul>	<ul style="list-style-type: none"> <li>• new ideas or connections</li> <li>• lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>• limited, if any connections</li> <li>• vague generalities</li> </ul>	<ul style="list-style-type: none"> <li>• no connections are made</li> <li>• off topic</li> </ul>
<b>Uniqueness</b>	<ul style="list-style-type: none"> <li>• new ideas</li> <li>• new connections</li> <li>• made with depth and detail</li> </ul>	<ul style="list-style-type: none"> <li>• new ideas or connections</li> <li>• lack depth and/or detail</li> </ul>	<ul style="list-style-type: none"> <li>• few, if any new ideas or connections</li> <li>• rehash or summarize other posting</li> </ul>	<ul style="list-style-type: none"> <li>• no new ideas</li> <li>• "I agree/disagree with" statements</li> </ul>
<b>Timeliness</b>	<ul style="list-style-type: none"> <li>• all required postings early in discussion and throughout the discussion (<b>first posting by Sat. midnight, responses by due date</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• all required postings</li> <li>• some not in time for others to read &amp; respond (<b>first posting after Sat. midnight</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• all required postings</li> <li>• most at the last minute without allowing for response time</li> </ul>	<ul style="list-style-type: none"> <li>• some, or all, required postings missing</li> </ul>
<b>Writing Style</b>	<ul style="list-style-type: none"> <li>• few grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• several grammatical or stylistic errors</li> </ul>	<ul style="list-style-type: none"> <li>• obvious grammatical or stylistic errors</li> <li>• errors interfere with understanding content</li> </ul>	<ul style="list-style-type: none"> <li>• obvious grammatical or stylistic errors</li> <li>• makes understanding content impossible</li> </ul>
<b>Total points possible</b>	<p><b>15</b></p> <p><i>3 points per criteria</i></p>	<p><b>10</b></p> <p><i>2 points per criteria</i></p>	<p><b>5</b></p> <p><i>1 point per criteria</i></p>	<p><b>0</b></p> <p><i>0 points per criteria</i></p>

### Clinical Information

Please refer to the course calendar to see dates for clinical assignments. Completion of all clinical hours are to be submitted by due dates to account for the 45 hours of clinical time for satisfactory completion of this course. Rubrics for evaluation of activities are located in the syllabus as well as on Blackboard.

### Career Map Rubric

Students are expected to participate in discussions about case studies. It is understood that students come from a wide variety of backgrounds and experiences. You are not graded with respect to your performance in comparison with colleagues. You are evaluated on your own level of progress throughout the course and the quality of your participation in class activities.






Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
<b>Critical Thinking</b> ▼	<b>10 to 20 points</b> rich in content full of thought, insight & analysis	<b>7 to 9 points</b> substantial information thought, insight & analysis has taken place	<b>4 to 6 points</b> generally competent information is thin and commonplace	<b>0 to 3 points</b> rudimentary & superficial no analysis or insight is displayed
<b>Connections</b> ▼	<b>10 to 20 points</b> clear connections to described scenario and previous or current real-life situations	<b>7 to 9 points</b> new ideas or connections lack depth and/or detail	<b>4 to 6 points</b> limited, if any connections vague generalities	<b>0 to 3 points</b> no connections are made off topic
<b>Uniqueness</b> ▼	<b>10 to 20 points</b> new ideas new connections made with depth and detail	<b>7 to 9 points</b> new ideas or connections lack depth and/or detail	<b>4 to 6 points</b> few, if any new ideas or connections rehash or summarize other posting	<b>0 to 3 points</b> no new ideas "I agree/disagree with" statements
<b>Timeliness</b> ▼	<b>10 to 20 points</b> all required postings early in case study and throughout the case study (first posting by Sat. midnight, responses by due date)	<b>7 to 9 points</b> all required postings some not in time for others to read & respond (first posting after Sat. midnight)	<b>4 to 6 points</b> all required postings most at the last minute without allowing for response time	<b>0 to 3 points</b> some, or all, required postings missing
<b>Writing Style</b> ▼	<b>10 to 20 points</b>	<b>7 to 9 points</b>	<b>4 to 6 points</b> obvious grammatical or	<b>0 to 3 points</b> obvious grammatical or

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
	few grammatical or stylistic errors	several grammatical or stylistic errors	stylistic errors errors interfere with understanding content	stylistic errors makes understanding content impossible

### Case Studies Rubric

Students are expected to participate in discussions about case studies. It is understood that students come from a wide variety of backgrounds and experiences. You are not graded with respect to your performance in comparison with colleagues. You are evaluated on your own level of progress throughout the course and the quality of your participation in class activities.

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
<b>Critical Thinking</b> 	<b>10 to 20 points</b> rich in content full of thought, insight & analysis	<b>7 to 9 points</b> substantial information thought, insight & analysis has taken place	<b>4 to 6 points</b> generally competent information is thin and commonplace	<b>0 to 3 points</b> rudimentary & superficial no analysis or insight is displayed
<b>Connections</b> 	<b>10 to 20 points</b> clear connections to described scenario and previous or current real-life situations	<b>7 to 9 points</b> new ideas or connections lack depth and/or detail	<b>4 to 6 points</b> limited, if any connections vague generalities	<b>0 to 3 points</b> no connections are made off topic
<b>Uniqueness</b> 	<b>10 to 20 points</b> new ideas new connections made with depth and detail	<b>7 to 9 points</b> new ideas or connections lack depth and/or detail	<b>4 to 6 points</b> few, if any new ideas or connections rehash or	<b>0 to 3 points</b> no new ideas "I agree/disagree with" statements

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
			summarize other posting	
<b>Timeliness</b> ⌵	<b>10 to 20 points</b> all required postings early in case study and throughout the case study (first posting by Sat. midnight, responses by due date)	<b>7 to 9 points</b> all required postings some not in time for others to read & respond (first posting after Sat. midnight)	<b>4 to 6 points</b> all required postings most at the last minute without allowing for response time	<b>0 to 3 points</b> some, or all, required postings missing
<b>Writing Style</b> ⌵	<b>10 to 20 points</b> few grammatical or stylistic errors	<b>7 to 9 points</b> several grammatical or stylistic errors	<b>4 to 6 points</b> obvious grammatical or stylistic errors errors interfere with understanding content	<b>0 to 3 points</b> obvious grammatical or stylistic errors makes understanding content impossible

### Legislative Letter Rubric

Create a letter to a governmental representative. Submit this assignment as a Word document.

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
<b>Clearly identifies the issue and how it affects the local community</b> ⌵	<b>10 to 20 points</b> The issue and its effects on the local community is clearly and succinctly described.	<b>7 to 9 points</b> Issue is clearly identified, but not clear how selected issue affected the local community.	<b>4 to 6 points</b> Issue is basically identified, AND not clear how the issue selected affected the local community.	<b>0 to 3 points</b> No issue AND no description of how it affects the community.

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
<b>Identifies current nursing research related to a current healthcare concern in your area with citation in letter and APA reference on separate page</b> 	<b>10 to 20 points</b> Research is utilized in supporting the writers concern. Topic is specific to voters district	<b>7 to 9 points</b> Research is partially utilized in supporting the writer's concern or link is not completely clear	<b>4 to 6 points</b> Identified research is not clearly related to topic	<b>0 to 3 points</b> No nursing research identified.
<b>Identify yourself as a registered nurse and voter in the legislator's district</b> 	<b>10 to 20 points</b> Identifies self as RN and which district they represented; legislator represents the district	<b>7 to 9 points</b> Identifies self as RN OR notes which district they represented; legislator represents the district	<b>4 to 6 points</b> Does not identify self as RN AND omits which district they represented; legislator represents the district	<b>0 to 3 points</b> Did not identify self as RN AND did not choose the correct legislator for their district
<b>Request or solution is clear and within the power of the legislator</b> 	<b>10 to 20 points</b> Request/ solution is clear, viable & within the power of the selected legislator to grant.	<b>7 to 9 points</b> Request/ solution is clear & within the power of the selected legislator to grant; may not be viable.	<b>4 to 6 points</b> Request/ solution is clear but not within the selected legislator's power to grant.	<b>0 to 3 points</b> No specific request/ solution to the legislator is noted.
<b>Letter well written, no misspelling or grammar errors.</b>	<b>10 to 20 points</b> May be 1-2 minor errors; credentials	<b>7 to 9 points</b> May be 3-4 minor errors OR missing part of	<b>4 to 6 points</b> May be 3-4 errors AND missing part of credentials;	<b>0 to 3 points</b> Multiple grammar or spelling errors AND all

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
<b>Includes both the writer and legislator's complete address and credentials. ▼</b>	complete & correct; adhered to maximum 2 pages	credentials; adhered to maximum 2 pages	does not adhere to page limit of 2 pages	information for writer and legislator is incomplete; does not adhere to page limit of 2 pages

### PICOT Rubric Spring 2018

The purpose of this assignment is to demonstrate understanding of the Quality Improvement process in the clinical area you select. The project will increase the student's and nursing staff's knowledge in the chosen area and provide the unit staff with researched information about the topic. The student is required to discuss their potential quality improvement project with their preceptor but the faculty must approve the final project. After discussing various potential projects with the preceptor the student must discuss the project & PICOT with their clinical faculty prior to beginning any other part of the project. You must have faculty approval prior to beginning any portion of the quality improvement project.

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
<b>Population ▼</b>	<b>10 to 20 points</b> Population selected is appropriate for the intervention being evaluated	<b>7 to 9 points</b> 1 of 5 components of the PICOT may be incorrect or unclear	<b>4 to 6 points</b> Missing 1 PICOT component; minimal error with 1-2 others	<b>0 to 3 points</b> No population present in PICOT
<b>Intervention ▼</b>	<b>10 to 20 points</b> All needed detail about intervention is present in question	<b>7 to 9 points</b> Intervention is basically described in the question; minor detail missing	<b>4 to 6 points</b> Intervention missing needed information but is basically presented	<b>0 to 3 points</b> No intervention present in PICOT
<b>Comparison ▼</b>	<b>10 to 20 points</b>	<b>7 to 9 points</b>	<b>4 to 6 points</b>	<b>0 to 3 points</b>

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
	Clear description of the comparison item	Comparison or usual care basically correct and is described	Some aspects of comparison are not described or are not clear.	No comparison or usual care present in PICOT
<b>Outcome</b> ▼	<b>10 to 20 points</b> Outcome is clearly presented, specific and measurable	<b>7 to 9 points</b> Outcome presented and measurable; may lack specificity	<b>4 to 6 points</b> Outcome presented is partially measurable; lacks specificity	<b>0 to 3 points</b> No outcome present in PICOT
<b>Time Frame</b> ▼	<b>10 to 20 points</b> Time frame is realistic, and allows for the intervention to be evaluated	<b>7 to 9 points</b> Time frame is realistic; may not completely evaluate intervention	<b>4 to 6 points</b> Time frame not realistic OR cannot evaluate the intervention	<b>0 to 3 points</b> No time frame present in PICOT

### Project Summary Paper Rubric

This paper is a summary of your Quality Improvement process in the clinical area that you selected. (PICOT).

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
<b>Summary of issue/PICOT</b> ▼	<b>10 to 20 points</b> Clear summary of the problem or issue being addressed; 5 components correct	<b>7 to 9 points</b> Some discussion of problem or issue being addressed. 1 to 5 components may be incorrect or unclear.	<b>4 to 6 points</b> Basic summary of problem or issue; lacks detail. Missing 1 PICOT component; minimal error with others.	<b>0 to 3 points</b> No summary. No PICOT.

Criteria	Levels of Achievement			
	Proficient	Competent	Novice	Unacceptable
<b>Literature Review</b> 	<b>10 to 20 points</b> 4 peer reviewed research articles/ 1 guideline and 3 articles from 2011 or later reviewed.	<b>7 to 9 points</b> 4 peer reviewed research articles/ 1 guideline and 3 articles reviewed; 1 article 2010 or earlier.	<b>4 to 6 points</b> 1 article of the 4 is not peer reviewed research or a clinical practice guideline.	<b>0 to 3 points</b> Literature review is missing >2 articles.
<b>Pre and Post intervention data</b> 	<b>10 to 20 points</b> Pre and Post intervention data is presented clearly.	<b>7 to 9 points</b> Pre and Post data present; may not be clearly presented.	<b>4 to 6 points</b> Some pre or Post data may be missing.	<b>0 to 3 points</b> Pre and/or Post data completely missing
<b>Recommendations based on research</b> 	<b>10 to 20 points</b> Clearly based on research, guidelines and/or data changes.	<b>7 to 9 points</b> Research, guidelines or data are not clearly used in recommendations.	<b>4 to 6 points</b> 1 or 2 recommendations omit or ignore research and/or guidelines, dat.	<b>0 to 3 points</b> No use of research/guidelines or data.
<b>APA Format/grammar</b> 	<b>10 to 20 points</b> APA citations, references and format with 1-2 minimal errors, few grammatical errors.	<b>7 to 9 points</b> APA citations, references and format with 3 to 4 errors. Several grammatical errors.	<b>4 to 6 points</b> APA citations, references and format with 5-6 errors. Obvious grammatical errors; cannot easily understand content.	<b>0 to 3 points</b> No apparent use of APA publication style. Obvious grammatical errors; cannot understand content.

## Course Policies/Expectations

### *Expectations for Success in this Course*

- Read the lesson and the required assigned material. All the content you need for this class, including links to discussions and assignments, is available under “Course Content”. All of the assignments/discussions are listed in the lessons under Course Content. Most due dates are in the syllabus/class schedule but in particular, occasions, the class faculty may announce the due date.
- Participate fully in the course. Your ideas, comments and feedback expressed in your assignments and shared with faculty and classmates are important and valued.
- Check Blackboard during the week to check for updates, read announcements, work on assignments, and check clinical site updates.
- Manage your time wisely in order to **complete your assignments on or before deadlines.**
- Seek assistance immediately if you are having trouble. Follow the chain of command – peer, classroom faculty, course coordinator, level coordinator, Director, and Dean.
- At the end of the course, all students are asked to complete evaluations of the course, faculty and clinical sites.

***Course Conduct and Civility:*** The instructor will conduct this course in an atmosphere of mutual respect. The instructor encourages active participation in class/online discussions. We may have strongly differing opinions on the various topics of discussions. The conflict of ideas is encouraged and welcome. The orderly questioning of the ideas of others, including the instructor, is similarly welcome. However, the instructor will exercise their responsibility to manage the discussions so that ideas and arguments can proceed in an orderly fashion. You should expect that if your conduct during discussions seriously disrupts the atmosphere of mutual respect, you will not be permitted to participate further.

***Faculty/Student Communication:*** Course faculty often communicate important course updates using the SHSU email system. Students are expected to check their SHSU email account daily and reply, as appropriate, to faculty. Students are not to text faculty unless the faculty member has communicated this as an acceptable means of communication. When allowed, students must include their name in the text message. In addition, students are to abide by texting guidelines set forth by the faculty member (i.e.: no phone calls/texts after 9pm or on the weekend). Refer to the *Faculty/Student Communication Policy* in the Student Handbook for further guidance.

***Group Assignments:*** Group dynamics and the group process are important learning outcomes for the Department of Nursing graduates. Many opportunities for learning these skills are integrated into the curriculum. Characteristics of successful groups are:

1. Members identify goals and objectives.
2. Members set deadlines for completion of tasks.



3. Members distribute equitable assignments and complete them in a timely fashion.
4. Members report back at scheduled meeting times.
5. If problems arise in a group, members attempt to resolve the problems internally.
6. If unable to resolve group dynamic problems, consult course faculty for direction in problem resolution (SHSU Dept. of Nursing, 2012, p. 20).

Points will be deducted for students not demonstrating professionalism, collegiality, unequal contribution to the group assignment, or unequal participation in presentation of assignments. If students exhibit any of these behaviors, their grade for the project will automatically be reduced one letter grade.

**Late Work:** All assignments will be assigned a due date which is considered the last day it will be accepted. Any assignment submitted after a given deadline and time will generally receive a “0”. There may be circumstances in which the instructor may allow a student to hand in an assignment and still receive up to full credit. This remains at the discretion of the instructor.

### **Department of Nursing Policies**

**Syllabus modifications:** The standards and requirements set forth in the syllabus may be modified at any time by the course instructor. Notice of such changes will be posted in course announcements or communicated by written or email notice. This syllabus does not constitute a contract, expressed or implied, between any student or faculty member and the SHSU Department of Nursing.

**Absence Policy:** Participation in weekly online activities is an important part of the student learning experience in the Sam Houston State University (SHSU) School of Nursing (SON). Non-participation or late participation in online activities is obstructive to this process and will be considered an absence. Presence at class, clinical rotations, and other scheduled course activities are required for satisfactory completion of the course. There are two kinds of absences recognized by SHSU SON: an absence given with prior notice and a no-call/no-show absence. An *absence given with prior notice* is one in which the professor or clinical instructor was directly spoken with by phone call or in person before the scheduled class/clinical start time. A *no-call/no-show absence* is an absence in which the student does not attend the class or clinical rotation and has not directly spoken with the instructor/professor before the scheduled class/clinical start time.

See [\*Absence from Scheduled Examinations Policy in the Student Handbook for guidelines regarding absence from exams.\*](#)

In order to progress in the SHSU nursing program, students are expected to pass all nursing courses with at least a “C”.

*Students are expected to abide by and will be held accountable to all policies within the RN-BSN [Nursing Student Handbook](#). Please refer to this handbook for further information with regard to the following policies.*

## **University Policies**

### **Procedures and Process for Accommodations**

*SSD affords students with disabilities the opportunity to reach their full potential by:*

- Providing academic adjustments and auxiliary aids and services
- Promoting independence and self-advocacy
- Making referrals to support services on campus and in the community

*SSD seeks to foster a supportive and inclusive environment for students with disabilities by:*

- Building and maintaining partnerships with faculty and staff
- Promoting disability awareness on campus
- Providing consultation services and outreach programming on student disability issues for the SHSU community

**Academic Honesty/Plagiarism:** The University expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

The use of unauthorized material, communication with fellow students during an examination, use of unauthorized technology during an exam, attempting to benefit from the work of another student and similar behavior that defeats the intent of an examination or other class work is unacceptable to the University. Cheating on examinations, plagiarism, improper acknowledgment of sources in essays and the use of a single essay or paper in more than one course without permission, and falsification of records or documentation are considered serious offenses and shall be grounds for disciplinary action. Students will receive a zero on the test or assignment in question and will be reported to the Chair of the Nursing Department and to the Dean of the College of Sciences. For more information, please refer to SHSU Academic Policy Statement #810213, *Procedures in Cases of Academic Dishonesty*.

*Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.*

<http://www.shsu.edu/dotAsset/728eec25-f780-4dcf-932c-03d68cade002.pdf>

Allegations of **student misconduct**, as defined in paragraph 5.2, Chapter VI of the *Rules and Regulations*, Board of Regents, The Texas State University System, and Sam Houston State University *Student Guidelines*, published by the Dean of Students' Office, will be referred to the Dean of Students' Office for necessary action.

Dean of Students: <http://www.shsu.edu/dept/dean-of-students/>.

### **Student Absences on Religious Holy Days (AP 861001)**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

<http://www.shsu.edu/dotAsset/0953c7d0-7c04-4b29-a3fc-3bf0738e87d8.pdf>

### **Academic Grievance Procedures for Students (AP 900823)**

Academic grievances include disputes over course grades, unauthorized class absences/tardiness, suspension for academic deficiency, instructor's alleged unprofessional conduct related to academic matters, graduate comprehensive and oral exams, theses and dissertations, and withdrawal or suspension of privileges related to degree-required clinical rotation, internships, or other clinical service delivery in professional degree programs.

If the dispute is determined to be based upon professional judgment, the aggrieved student is entitled to have, as appropriate and in turn, the department/school chair, College Academic Review Panel, academic dean, Dean of Graduate Studies (for graduate student issues), and Provost and Vice President for Academic Affairs form an opinion about the dispute and so advise the individual(s) involved.

<http://www.shsu.edu/dotAsset/0bb1346f-b8d6-4486-9290-dba24123d0d8.pdf>

*Students are expected to abide by and will be held accountable to all SHSU policies contained with the SHSU Student Guidelines available at <http://www.shsu.edu/students/guide/>. Please refer to this handbook for further information in regards to the following policies.*

#### FERPA

Disruptive conduct under Dean of Students-General Conduct And Campus Regulations  
Withdrawal/resignation

### **STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then we encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how we can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy related to rights and responsibilities, see: <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>

#### Family Educational Rights and Privacy Act (FERPA)

Disruptive conduct

Withdrawal/resignation

### Syllabus Acknowledgement Form

I \_\_\_\_\_ acknowledge I have read the syllabus for NURS 4060 30 RN to BSN Leadership and Management. By signing this form, I agree to abide by the parameters set out in the syllabus.

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Student signature

Date