COURSE TITLE: Leadership & Management
TERM: XXXX
PREREQUISITES: All Pre-nursing courses and all 300 level nursing courses; (Students must have a C or better in these courses)
INSTRUCTOR: TBA
OFFICE: XXX
OFFICE HRS: XXX
MEETING TIME: (XXX)
LOCATION: NELSON XXX

COURSE DESCRIPTION:
This course will introduce students to the analysis of nursing leadership and management from a systems perspective. An organizational structure is developed that shows how the nursing fits within the larger structures. Various leadership behaviors are examined and compared to those of a nurse leader in the healthcare setting. The course will promote professionalism and role development. Interdisciplinary roles will be emphasized. This is a capstone course.

REQUIRED TEXT/MATERIALS:


Required Websites:
1. 2010 National Patient Safety Goals:
   http://www.jointcommission.org/patientsafety/nationalpatientsafetygoals/

2. QSEN Competencies
   http://www.qsen.org/competencies.php

PROGRAM STUDENT LEARNING OUTCOMES:

The nursing program student learning objectives (NURSLO) are:

1. Caring – Students will demonstrate caring attitudes and behaviors as they carry out the work of professional nursing with the understanding of human development, the goal of preserving dignity, and aspirations of promoting health and wellness for individuals, patients, and themselves.
2. **Knowledge** – Students will apply knowledge synthesized from nursing science to evidence-based nursing care delivery.

3. **Effective thinking** – Our students will use a variety of thinking methods such as, critical thinking, conceptual thinking, implementation thinking, and innovative thinking, to make decisions, solve problems, evaluate information, create new processes, and plan strategies.

4. **Communication** – Students will demonstrate effective communication skills in therapeutic interactions, inter-professional information sharing, and scholarly dissemination.

5. **Technological Aptitude** – Students will competently use technology to access information necessary for identifying trends used in decision making, promoting quality improvement, and preserving safety, to provide patient care, collaborate with inter-professional teams, and to continuously advance the nursing profession.

6. **Lifelong learning** – Students will continue to advance their education to maintain knowledge and nursing skills necessary to provide quality patient care by engaging into systematic inquiry, investigation, and new knowledge generation.

7. **Cultural Competence** - Students will demonstrate willingness to learn about other cultures and use the information to collaborate with patients to provide nursing care that meets individuals’ cultural and religious needs.

8. **Leadership** – Students will apply knowledge of leadership theory and demonstrate leadership behaviors that complement particular situations.

9. **Ethics** – Students will apply ethical standards of nursing in all situations with respect for the law, the profession, patients, and themselves.

**COURSE STUDENT LEARNING OUTCOMES:**

By the end of the course, you will be able to:

1. Explain several leadership theories and their implication to nursing. (NURSLO 8)
2. Describe change theory and its role in the nursing process. (NURSLO 1, 2, 3)
3. Understand and exhibit delegation skills (NURSLO 2, 3, 8)
4. Demonstrate professional written and oral communication skills (NURSLO 4, 5, 8)
5. Synthesis safety-focused change projects that demonstrate translation of research evidence into nursing practice. (NURSLO 1, 2, 3, 4, 5, 8, 9)

**CORE CURRICULUM STUDENT LEARNING OUTCOMES:**

1. Core SLO 1: Listen and effectively, communicate ideas through written, spoken and visual means. (communication)
2. Core SLO 2: Think critically via classifying, analyzing, comparing, contrasting, hypothesizing, synthesizing, extrapolating and evaluating ideas. (Critical thinking)
3. Core SLO 3: Apply information literacy/research skills to assist their systematic process of critical thought; articulating the problem; gather information from multiple sources and venues; evaluating the accuracy/thoroughness/timeliness of the collected data, and determining when/if the problem has been satisfactorily resolved. (Information Literacy/Research)
4. Core SLO 6: Apply and evaluate quantitative reasoning through the
disciplines of mathematics, computational science, laboratory science, science, selected social sciences and other likeminded approaches that require precision of thought. (Quantification)

TOPICS

Leadership styles
Leadership theory
Change theory
Delegation
Magnet hospitals
Models of nursing practice
Reality Shock
Organizational structures and behaviors
Prioritization
Career planning
Building the nursing profession
Legal issues
Ethical issues
Safety

DIDACTIC EVALUATION

Examinations
Quizzes
Case studies
Paper
Poster Presentations
Discussion Boards
Lecture/Discussion (Participation)
Logs
ATI

CALCULATION OF FINAL GRADES:

100-94 = A  76-79 = C+
90-93 = A-  75-77 = C
86-89 = B+  70-74 = C-
83-85 = B   65-69 = D+
80-82 = B-  58-64 = D
Below 58 = F

ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.
STUDENTS WITH DISABILITIES STATEMENT:
Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:
Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and they must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is, therefore, expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.