

**UNIVERSITY OF MASSACHUSETTS DARTMOUTH**  
**COLLEGE OF NURSING**  
**RN-BS Online Program**  
**Fall 2017**

<b><u>Course Number/Title:</u></b>	NUR 409: Leadership in Nursing
<b><u>Credits:</u></b>	Three (3) credits – Theory – Online
<b><u>Placement in Curriculum:</u></b>	RN students only; senior year OR with permission of faculty
<b><u>Pre-requisites:</u></b>	NUR 214 and 300 level courses
<b><u>Co-Requisites:</u></b>	None
<b><u>Faculty:</u></b>	Ouida P. Dowd, MSN, RN, ACNS-BC, CCRN Office: Dion 308      508-910-6444 Office hours: Monday 10 am-noon, Wednesday 12-2 pm, or by appointment Online virtual office hours: Monday 7-8 pm or by appointment E-mail: <a href="mailto:ouida.dowd@umassd.edu">ouida.dowd@umassd.edu</a>

**Add/Drop Deadline:** The last day to add or drop courses is **September 12, 2017**.

**Withdrawal date:** The last day to withdraw from courses is **November 16, 2017**.

**Course Overview:**

Theories and concepts associated with leadership and organizational skills are discussed as they pertain to the role of the professional nurse in the healthcare environment. Knowledge and skills associated with functioning as a leader of care as well as a member of the healthcare team are identified, including strategies to enhance personal and professional effectiveness. Contemporary health care issues are discussed related to quality and patient safety and the role of the nurse as leader in effecting improved patient outcomes individually and in teams. Course development was guided by the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).

**Learning Outcomes:**

**Course-specific Outcomes:**

The student:

1. Integrates standards of ethical, legal, and moral conduct in developing the professional nurse role.
2. Analyzes the social, political, and economic forces that drive innovation in the health care delivery system and shape health care policy.
3. Considers inter-professional leadership and advocacy that promotes communication and collaboration to achieve quality patient care outcomes.
4. Evaluates the standards, organizational structures, and legal and ethical parameters that guide professional nursing practice.
5. Appraises aggregate data from quality indicators and core measures to evaluate effectiveness of nursing care.

**University Studies Learning Outcomes:**

Cluster 5 requires students to apply the knowledge, skills and capacities gained throughout the UMD

experience and to reflect on the interaction of these and their own professional and personal development. Students are given the opportunity to integrate their learning and produce an original expression of knowledge or understanding. Students will also demonstrate mastery of both written and oral communication.

Upon completion of the capstone study, the learner will:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).
2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.
3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.
4. Communicate effectively, both orally and in writing, the results of the project or experience.

**Required textbook:**

Yoder-Wise, P. S. (2015). *Leading and Managing in Nursing*. St Louis: Mosby. ISBN: 9780323185776  
 Either the 5<sup>th</sup> or 6<sup>th</sup> edition book is acceptable.

**Strongly recommended books:**

American Nurses Association. (2010). *Nursing: Scope and Standards of Practice*. (2<sup>nd</sup> ed.). Silver Spring, MD: Author. ISBN: 9781558102828

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: Author. ISBN: 9781433805615

**Books** are available through the Campus store or any vendor of student’s choice

Additional readings are posted on the course site.

**Teaching Practices, Learning Methods, and Evaluation:**

Teaching and learning are ongoing, dynamic processes. Core content will be presented to students using a variety of formats to promote learning:

- Narrated lecture presentations of key issues and topics
- Web links and videos
- Assigned readings, critical thinking exercises, and case study scenarios
- Discussion participation and reflection on knowledge, concepts, and topics
- Written discussion assignments, group work, and a health care leadership capstone project

Students can expect to spend a minimum of 9 hours/week on course work.

Grading follows the University of Massachusetts Dartmouth grading system and the College of Nursing Academic grading policies (found in the online Student Handbooks). In accordance with the College of Nursing policy, the minimum passing grade for this course is 73%.

The student’s grade will be based on:

Methods of Evaluation	% of Final Grade	Course Outcomes Met
Reflective Discussion Assignments	60%	1, 2, 3, 4, 5
Leadership Capstone Project, Presentation, and Paper	40%	1, 2, 3, 4, 5

Please see the detailed overview of assignments further below and in the **Assignment Guidelines** folder on the myCourses NUR 409 site. All written work in the College of Nursing is presented in American Psychological Association (APA) format. APA resources and tips for professional writing are posted on the course site. Students needing assistance with writing are advised to contact the Writing Center early. Students also have access to E-tutor services via myCourses.

### **Teaching-Learning Responsibilities of Faculty:**

1. To guide the learner through assignments and discussions.
2. To construct assignments that foster critical thinking and support professional development.
3. To provide written guidelines for assessment of learner performance and timely feedback of discussions and assignments.
4. Faculty will be available for teleconference via virtual office hours weekly throughout the semester as indicated by designated times in the virtual office chat room or by appointment with students when necessary. Students may message faculty at any time or talk with faculty on line during office hours.
5. ***How to contact faculty:***  
**Course-related questions** should be posted in the Course Q&A Discussion on the course site as this allows everyone in the class to benefit from your question. If you have a **personal concern** that you would like to keep private, please message faculty through Zimbra or myCourses. Faculty check messages daily Monday through Friday so you can expect a reply within approximately 24 hours Monday through Friday.

### **Responsibilities of the Student:**

1. To demonstrate commitment to the exploration of ideas and issues related to course content.
2. To be self-directed and communicate learning needs, questions, or concerns.
3. To take accountability for reviewing course content and discussions on a regular basis, weekly or more often, throughout the semester.
4. To take responsibility to contact faculty when experiencing issues/concerns or difficulty related to course content and assignments.
5. To engage in the online class and actively participate in on-line discussions.
6. To complete all course assignments on the designated due date.
7. To treat peers and faculty with respect to promote a positive academic atmosphere, to communicate professionally and respectfully, and to use proper on-line etiquette when posting discussions.
8. To cite all references and sources used and to be mindful of plagiarism and academic dishonesty standards.
9. To submit assignments on time by midnight of each due date listed in the ***Class Schedule***. Three (3) points per day will be deducted from late submissions unless the student communicates with faculty prior to the assignment due date and receives an extension approved by faculty.
10. Due to the nature of web courses, students are advised to keep copies of all their discussion postings as well as assignments. CITS archives courses at the end of each semester so course postings will not be available after the semester has ended.

### **Students with Disabilities:**

In accordance with University policy, if you have a documented disability and require accommodations to obtain equal access in this course, please meet with the instructor at the beginning of the semester and provide the appropriate paperwork from the **Center for Access and Success**. The necessary paperwork is obtained when you bring proper documentation to the Center, which is located in Liberal Arts, Room 016; phone: 508-999-8711. Information is also available at: <http://www.umassd.edu/dss/> Any student with a disability must contact faculty **at the beginning of the semester** if arrangements based on needs are desired.

### **Attendance:**

This course is a fully online course that includes module assignments, narrated lectures, web links and videos, and engaging in on-line discussions. Learning is maximized through sustained weekly online participation. Students are expected to complete assignments on time as indicated in the class schedule (located in the **Course Information** folder on the course site). Students are encouraged to attend scheduled online office hours or make appointments early on with the instructor for assistance.

### **Academic Integrity and Ethical Standards:**

Academic dishonesty and plagiarism are serious academic offenses. Please review the *Student Handbook* for academic regulations and procedures for details and potential options open to the faculty, College of Nursing Dean, and university to address these infractions. The University and College of Nursing student handbook, policies and procedures, and academic policy on bullying can be found at: <http://www.umassd.edu/studentaffairs/studenthandbook/>  
<http://www.umassd.edu/media/umassdartmouth/collegeofnursing/NursingUndergradHandbook.pdf>

This course uses the Safe Assign tool for assignment submissions to identify possible instances of plagiarism. Suspect assignments include those without references cited, with sections copied directly from sources without citing, or with writing styles not representative of college student work. Submitted assignments will be included in the UMass Dartmouth assignment database, which is used solely for detecting possible plagiarism during the grading process during current and future semesters. Students are advised to use one of the free plagiarism checker tools available on the internet or the SafeAssign assignment practice module on the UMD myCourses Support Hub for Students.

### **Incomplete Policy:**

In accordance with University and College of Nursing policies, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. The student must communicate with faculty in writing via email as soon as possible prior to the last 3 weeks of the course.

### **Title IX Statement**

The purpose of a university is to disseminate information, as well as to explore a universe of ideas, to encourage diverse perspectives and robust expression, and to foster the development of critical and analytical thinking skills. In many classes, including this one, students and faculty examine and analyze challenging and controversial topics. If a topic covered in this class triggers post-traumatic stress or other emotional distress, please discuss the matter with the professor or seek out confidential resources available from the Counseling Center, <http://www.umassd.edu/counseling/>, 508-999-8648 or - 8650, or the Victim Advocate in the Center for Women, Gender and Sexuality, <http://www.umassd.edu/sexualviolence/>, 508-910-4584. In an emergency contact the Department of Public Safety at 508-999-9191 24 hrs./day. UMass Dartmouth, following national guidance from the Office of Civil Rights, requires that faculty follow UMass Dartmouth policy as a “mandated reporter” of any disclosure of sexual harassment, abuse, and/or violence shared with the faculty member in person and/or via email. These disclosures include but are not limited to reports of sexual assault, relational abuse, relational/domestic violence, and stalking. While faculty are often able to help students locate appropriate channels of assistance on campus, disclosure by the student to the faculty member requires that the faculty member inform the University’s Title IX Coordinator in the Office of Diversity, Equity and Inclusion at 508-999-8008 to help ensure that the student’s safety and welfare is being addressed, even if the student requests that the disclosure not be shared.

For confidential counseling support and assistance, please go to <http://www.umassd.edu/sexualviolence/>

### **CCNE Accreditation:**

The College of Nursing is accredited by CCNE. Representative student work may be photocopied and shown to CCNE accreditors during a re-accreditation visit.

## **REFLECTIVE DISCUSSION ASSIGNMENTS**

The discussions are worth 60% of the student’s final course grade. Reflective discussion assignments assist students in achieving course outcomes 1, 2, 3, 4, and 5 and University Studies learning outcomes 2 and 3 for Cluster 5A.

Students will participate in discussing topics and issues of leadership in nursing. Various leadership concepts, nursing knowledge and principles, and knowledge learned from other university curriculum studies will be integrated and explored.

Discussions benefit all students so each student should expect to participate fully and contribute significantly to each discussion. Learning is maximized by the full participation of all students. This is an opportunity for students to share their knowledge and ideas and learn from each other.

Students are expected to be professional and respectful in all communications. Specific instructions for discussions are provided on the course site. Faculty will monitor discussions on a daily basis but will not respond to postings unless there is a need to redirect the discussion or clarify a concept.

**The student will:**

1. Remember that respect is the key principle of any communication.
2. Maintain confidentiality standards and HIPPA laws at all times. All persons discussed should remain anonymous.
3. Not share course discussions in the work place.
4. Post an initial discussion (500 words minimum) by 1159 pm on Thursday each week. Students should compose their initial posts in a document off line then copy and paste their discussion into the discussion board.
5. Respond substantively (150 words minimum) to the initial discussion post of at least one other student by 1159 pm on Saturday each week.
  - a. Respond to discussion posts from other students by adding something significant or new to the discussion.
  - b. Thoughtful, detailed postings reflect on the readings and may relate to clinical work experience.
  - c. Raise questions you might have in regards to implications for nursing leadership in the current global healthcare environment.
  - d. Identify a point that was not discussed or discuss a different perspective. If you disagree with the response, explain why.
  - e. It is not acceptable to only respond "Good posting. I like your ideas." OR to repeat what has already been said.

**Discussion criteria:**

1. Citations and references are in APA format. A minimum of 2-3 scholarly references (not websites) are required.
2. Student demonstrates understanding of concepts presented in readings.
3. Student fully engages with peers in discussion.

**Grading criteria:**

1. Initial discussions (500 words minimum) are posted by 1159 pm EST on Thursday each week. Student identifies assigned readings or resources for support of ideas. A **minimum of 2-3 scholarly references** (book chapters and journals, not web sites) are required. Citations are used to illustrate points and support student's ideas and reflection.
2. Response to an initial discussion of at least one other student is posted by 1159 pm EST on Saturdays each week. Response is 150 words minimum.
3. Quality of Posting:  
Thoughtful, detailed posting reflects on readings and relates to clinical work experience. Citations and references are used to effectively illustrate points and concepts and support student's ideas and reflection. Ideas are well developed and reflect readings. Components of assignment are complete.
4. Engagement with Peers:  
Student fully engages peers in discussion. Discussion links concepts with assigned readings and clinical practice. Student offers suggestions, additional readings, or resources for support of ideas. Examples are used to support statements and to assist others to see how the topic connects to readings and practice. Student demonstrates understanding of concepts presented in readings and can answer group member questions with ease.
5. Grammar/Writing/APA Format:

Postings are single-spaced paragraphs. Proper grammar and spelling is used. Communication is effective, professional, and respectful. Ideas and concepts are presented in a clear, concise, and logical manner. Citations and references are in correct APA format.

See the **Discussion Grading Rubric** below. Further information on discussions is available on the course site.

## LEADERSHIP CAPSTONE PROJECT

### *Advancing Health Care Policy through Nursing Leadership*

This assignment assists students in achieving course outcomes 1, 2, 3, 4, and 5 and University Studies learning outcomes 1, 2, 3, and 4 for Cluster 5A. **The Capstone Project is worth 40% of the final course grade.** Students will bring together knowledge learned in this course and all their academic studies to synthesize and apply nursing leadership knowledge developed in this course. Students will independently plan AND implement a leadership project that influences change in the health care environment. Students will outline, plan, and develop their leadership project with faculty guidance.

One of the most important nursing roles is to advocate for the health care outcomes of all persons. Nurses actively guide, shape, and participate in health care policy and decision-making at all levels (organizational, local, state, national, and global levels). Nurses must not be silent, unseen participants in health care decision-making. Nurse must have a strong voice and be active leaders in health care at all levels (organizational, local, state, national, and global levels).

In this assignment, **students identify a health care issue or policy that they want to change to improve health care or health care access for patient populations.** This health care issue may be in their community, the organization they work in, or at the state or national level. Possible issues include community health care issues, a unit or organizational policy or nursing practice issue, specific health care legislation, access to health care services, or an area where leadership in community health service is needed. **Students will get faculty approval of project proposal PRIOR to starting their project.**

**Students will identify 1 or 2 specific nursing leadership characteristics or competencies they want to develop for themselves this semester to become leaders.** Students will use these leadership characteristics to develop and implement their capstone project. Course content and textbook readings will guide students in identifying characteristics. Students will post periodic discussion updates on their project development, implementation, and evaluation progress throughout the semester.

**Students will evaluate and reflect on their project implementation and the outcomes.** Discussion of the capstone project process and knowledge learned will be presented in two formats: **a written APA paper and a video presentation with audio.** Students will reflect on their progress in completing their project and achieving their goal. Students will reflect on what they have learned about themselves, leadership, advocacy, and their strengths and weaknesses throughout their project. Students will present a brief summary of their capstone project to the online class in the form of a video recording at the end of the semester.

***Project grade is 40% of the total course grade and is composed of:***

<b>25%</b>	<b>Project development</b>
<b>50%</b>	<b>Paper</b>
<b>25%</b>	<b>Presentation</b>

***Grading Criteria for APA format paper and project presentation:***

1. Identification of proposed health care policy leadership project: (10%)  
The student will submit a written proposal of the identified project for faculty approval. The proposal will include a brief description of the identified health care policy issue and its pertinence, the identified leadership concepts and characteristics the student will use to address the issue, and the expected outcome.
2. Assessment: (5%)

The student identifies a specific health care policy issue and assesses the change needed. Relevant reference sources are cited to support the planned project.

3. Goal: (5%)  
The expected goal and outcomes of the project are identified. The impact on health care policy and the benefit to health care consumers is discussed.
4. Resources: (10%)  
The student identifies resources to assist the implementation of the project.
5. Action steps: (10%)  
Action steps to achieve the project goal are identified and developed.
6. Communicating your health care policy leadership intervention: (10%)  
The intended audience for the project is identified and the method of communicating the project is described.
7. Implementation and Monitoring Progress: (15%)  
The student discusses the plan for how the project will be implemented and methods to evaluate the project.
8. Evaluation of Project Outcomes: (15%)  
The outcomes are discussed. How outcomes are evaluated is discussed.
9. References: (10%)  
Citations and references are used to support discussion and are in APA format. A minimum of five (5) references are required.
10. Grammar/Writing/APA Format: (10%)  
The paper is written in appropriate APA format with correct APA headings. Paper must be 6-8 pages in length excluding the title and reference pages. An abstract page is not needed.

See the **Leadership Capstone Project Grading Rubrics** below. Further information is available on the course site.

Discussion Assignment Grading Rubric				
Objective/ Criteria	Performance Indicators			
	Low Performance (0%)	Somewhat Acceptable (50%)	Acceptable (75%)	Highly Acceptable (100%)
<b>Assignment Submission &amp; Length (10%)</b>	Did not successfully post the assignment by the due date/time and did not adhere to length criteria as outlined in the assignment	Did not successfully post the assignment by the due date/time or did not adhere to the length criteria as outlined in the assignment guidelines. One of more components of the assignment may be missing.	Was slightly late with assignment post and/or was somewhat short with assignment length. One component of assignment not completed.	Successfully posted the assignment on or before the stated due date, adhered to the length criteria as outlined in assignment guidelines. Fully completed the assignment
<b>Quality of Posting (40%)</b>	Posting consisted mostly of opinions, feelings, and impressions. No reflection. No reference to readings.	Many opinions expressed with little or no reference to the readings. No reflection on practice or clinical work experience. Poor development of ideas. Comments are not clearly connected to assigned readings.	Ideas need more development and linkage to the readings. Reflection on one's work and leadership needs more development	Posted thoughtful analysis of readings. Reflected on readings in relation to clinical work experience. Effectively used quotes and references to illustrate points, support position and reflection.
<b>Engagement with Peers (40%)</b>	Little to no engagement with peers. Responses to peers may be late or absent. Did not communicate respectfully to others in discussion.	Offers opinions that are only occasionally related to the topic. No linkage to the readings. No suggestions given to peers, no examples posted. Did not communicate respectfully to others in discussion.	Engagement with peers could have been further developed, linkages with readings more specific. Few examples given to support statements. Was somewhat insensitive to others in discussion.	Fully engages peers in discussion. Identifies linkages with assigned readings and clinical practice. Offers suggestions, additional readings, or resources for support. Uses examples to show how topic connects. Can answer group member questions with ease. Communicates effectively and

Discussion Assignment Grading Rubric				
Objective/ Criteria	Performance Indicators			
	Low Performance (0%)	Somewhat Acceptable (50%)	Acceptable (75%)	Highly Acceptable (100%)
				respectfully with others.
<b>Grammar/ Writing/ APA Format (10%)</b>	APA Format was not used. Used more than 5 incomplete sentences and/or more than 6 misspelled or improperly used words.	Used 3 – 5 incomplete sentences and/or 4 – 6 misspelled or improperly used words in the assignment.	Used 2 - 4 incomplete sentences and/or 3-5 misspelled or improperly used words.	Used no more than 1 incomplete sentence and/or 2 or more misspelled/improperly used words in the assignment.

GRADING RUBRIC for LEADERSHIP CAPSTONE PROJECT PAPER				
Objective/ Criteria	Performance Indicators			
	Low Performance 25%	Somewhat Acceptable 50%	Acceptable 75%	Highly Acceptable 100%
<b>Leadership competency identification and assessment (10%)</b>	Ideas are not developed. References to readings are absent. No reflection on readings.	Ideas need development. Citations to support discussion need development. Reflection on readings & clinical practice needs development to support discussion.	Ideas need more development and reference to readings. Reflection on readings needs more development to support discussion.	Ideas are fully developed. All components are discussed fully. Reflection present on readings in relation to experience. Effectively uses citations to support reflection and discussion.
<b>Discussion of goal and resources to achieve goal (20%)</b>	Discussion of goal, actions, and resources is missing. Ideas and concepts are not fully developed in discussion or supported by readings. Citations to support reflection and discussion are missing.	Concept discussion needs development and support from readings. Citations to support reflection and discussion need development. Ideas need development. Discussion of goal, actions, and resources need development.	Concept discussion needs more development or support by readings. Citations to support reflection and discussion need more development. Ideas need more development. Discussion of goal, actions, and resources need more development.	Understanding of and reflection on issues and concepts is present in discussion. Citations and references support reflection and discussion. Ideas are fully developed. Comprehensive discussion of goal, planned actions to achieve goal in realistic period, and resources needed.
<b>Development discussion (action steps, communicating and implementing plan, monitoring progress, outcomes, and evaluation) (50%)</b>	Discussion of action steps, plan, implementation, and evaluation is not developed. Citations to support discussion are missing.	Discussion of action steps, plan, implementation, and evaluation needs development. Citations to support reflection and discussion need development.	Discussion of action steps, plan, implementation, and evaluation needs more development. Citations to support reflection and discussion need further development.	Comprehensive discussion of action steps, plan, implementation, and evaluation is well developed and realistic. Citations and references support reflection and discussion.
<b>References (10%)</b>	References and citations are missing.	References and citations are insufficient or incomplete or may not completely support discussion.	References and citations need further development to support discussion.	References and citations are well developed and complete and support reflection and discussion.
<b>Grammar/Writing/ APA Format (10%)</b>	APA format not used. More than 5 incomplete sentences and/or more than 6 misspelled or improper words used. Communication is not effective, concise, or in logical format.	3 – 5 incomplete sentences and/or 4 – 6 misspelled or improper words used. APA format, citations, and references incorrect. Communicated in an effective, concise, and logical format in some of assignment.	2 - 4 incomplete sentences and/or 3-5 misspelled or improper words used. APA format, citations, and references in partial APA format. Communicated in an effective, concise, and logical format in most of assignment.	1 incomplete sentence and/or 2 or more misspelled/improperly used words. APA format is correct. APA format and headings are correct. Communicated fully in an effective, concise, and logical format.
<b>Assignment Submission &amp;</b>	Assignment not posted by due date/time	Did not adhere to the length criteria as outlined in the	Assignment posted on or before due date. Adhered to	Assignment posted on or before due date. Adhered to

GRADING RUBRIC for LEADERSHIP CAPSTONE PROJECT PAPER				
Objective/ Criteria	Performance Indicators			
	Low Performance 25%	Somewhat Acceptable 50%	Acceptable 75%	Highly Acceptable 100%
Length	(minus 3 points/day). Did not adhere to length criteria as outlined in the assignment directions (minus 10 points).	assignment guidelines (minus 10 points).	the length criteria. Fully completed the assignment	the length criteria. Fully completed the assignment

GRADING RUBRIC for LEADERSHIP CAPSTONE PROJECT PRESENTATION				
Objective/ Criteria	Performance Indicators			
	Low Performance 25%	Somewhat Acceptable 50%	Acceptable 75%	Highly Acceptable 100%
Introduction of project and need for change (10%)	Ideas are not developed. References are not used to support discussion.	Ideas need development and support from references.	Ideas need more development. Reflection on readings needs more development to support discussion.	Ideas are fully developed. All components are discussed fully. Uses references to support reflection and discussion.
Discussion and application of leadership competency (10%)	Ideas are not developed. References are not used to support discussion.	Ideas need development. Reflection on readings & clinical practice needs development to support discussion.	Ideas need more development. Reflection on readings needs more development to support discussion.	Ideas are fully developed. All components are discussed fully. Uses references to support reflection and discussion.
Discussion of goal and resources to achieve goal (20%)	Discussion of goal, actions, and resources is missing. Ideas and concepts are not fully developed in discussion or supported by references.	Concept discussion needs development and support from references. Ideas need development. Discussion of goal, actions, and resources needs development.	Concept discussion needs more development or support from references. Ideas need more development. Discussion of goal, actions, and resources needs more development.	Ideas are fully developed. All components are discussed fully. Uses references to support discussion.
Development discussion (action steps, communicating and implementing plan, monitoring progress, outcomes, and evaluation) (40%)	Discussion of action steps, plan, implementation, and evaluation is not developed or supported by references.	Discussion of action steps, plan, implementation, and evaluation needs development and support from references.	Discussion of action steps, plan, implementation, and evaluation needs more development and support from references.	Discussion of action steps, plan, implementation, and evaluation is well developed and supported by reflection on readings.
Conclusion/summary of project (10%)	Summary of project is not developed.	Summary of project is incomplete.	Summary of project needs further development.	Summary of project is complete and well developed.
Visual aids (10%)	No visual aids used.	Visual aids are incomplete.	Visual aids need further development.	Visual aids are fully developed.

*This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for faculty to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Any change will be made with advance notice to the students.*

Class	Content	Learning Activities
<b>Module I: Trends, Power &amp; Influence</b>		
Week 1 9/3 - 9/9	<i>Introduction to the course</i> Historical/sociopolitical healthcare trends influencing leadership; leadership challenges; power and influence	Complete module activities & assignments Post your <b>Introduction</b> by 1159 pm EST Thursday <b>Discussion 1 post</b> due Thursday and <b>Response to peers</b> due Saturday
<b>Last day to add/drop courses is 9/12/17</b>		
<b>Module II: Change</b>		
Week 2 9/10 - 9/16	Change theories; the role of nurse leaders in organizational change; strategies for implementing	Complete module activities & assignments <b>Discussion 2 post</b> due Thursday and <b>Response to peers</b> due Saturday
<b>Module III: Leadership: Theoretical Perspectives</b>		
Week 3 9/17 - 9/23	Leadership theories; leadership characteristics and styles; leader vs. manager vs. follower	Complete module activities & assignments <b>Identify project ideas &amp; do literature search</b> Post a brief <b>discussion on your project ideas</b> due Thursday
Week 4 9/24 - 9/30	Organizational structure, vision, & strategic goals; Defining and finding your leadership passion	Complete module activities & assignments <b>Written project proposal due</b>
Week 5 10/1 - 10/7	Ethical and legal aspects of leadership; top issues in nursing	Complete module activities & assignments Begin implementing your project plan <b>Discussion 3 post</b> due Thursday and <b>Response to peers</b> due Saturday
<b>Module IV: Leadership Competencies</b>		
Week 6 10/8 - 10/14	Decision making and delegation	Complete module activities & assignments Post a brief <b>project progress discussion</b> due Thursday
Week 7 10/15-10/21	Communicating with clarity; workplace violence; conflict	Complete module activities & assignments <b>Discussion 4 post</b> due Thursday and <b>Response to peers</b> due Saturday
Week 8 10/22-10/28	Building commitment: creating and sustaining teams, collaboration	Complete module activities & assignments Post a brief <b>project progress discussion</b> due Thursday
<b>Module V: Nurse as Leader of Patient Safety and Quality</b>		
Week 9 10/29-11/4	Role of the nurse as a leader in creating and sustaining a culture of safety	Complete module activities & assignments <b>Discussion 5 post</b> due Thursday and <b>Response to peers</b> due Saturday
Week 10 11/5-11/11	Role of the nurse as a leader of quality outcomes	Complete module activities & assignments Post a brief <b>project progress discussion</b> due Thursday
<b>Last day to withdraw from courses is 11/16/17</b>		
<b>Module VI: Nurse as Leader Influencing the Health Care Environment</b>		
Week 11 11/12-11/18	Influencing the health care environment	Complete module activities & assignments <b>Discussion 6 post</b> due Thursday and <b>Response to peers</b> due Saturday
Week 12 11/19-11/25	Influencing the health care environment (cont.)	<b>Thanksgiving Recess 11/22/17 to 11/25/17</b>
<b>Module VII: Career Management</b>		
Week 13 11/26 - 12/2	Managing your career; stress and self-management; time management, role transition	Complete module activities & assignments <b>Leadership Project Presentation due 11/30/17</b> <b>Post a response to a peer's project by 12/2/17</b>
<b>12/06/17</b>		<b>Leadership Capstone Project Paper due 12/6/17</b>

*Any changes to the Class Schedule will be made with advance notice to students*