



COLLEGE OF NURSING and HEALTH SCIENCES
RN-BS Online Program

COURSE INFORMATION

Course:	NUR 409: Leadership in Nursing
Section:	7101
Semester:	Spring 2022 (14 weeks)
Course Dates:	January 17 to May 1, 2022
Mode:	Online
Credits:	Three (3) credits - Theory
Prerequisites:	RN-BS students only; NUR 214 and 300 level courses completed OR faculty permission
Add/Drop Deadline:	January 31, 2022
Withdrawal Deadline:	April 8, 2022

The Academic Calendar can be found at <https://www.umassd.edu/academiccalendar/>

INSTRUCTOR INFORMATION

Faculty:	Ouida Dowd, MSN, RN, ACNS-BC, CCRN, doctoral candidate Assistant Clinical Professor, RN-BS Online Program Coordinator
Contact:	Message me through the NUR 409 course messages for course-related issues
Office Hours:	Online office hours by appointment
Email:	ouida.dowd@umassd.edu

COMMUNICATION

Course-related questions should be posted in the Q&A Discussion Board 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 **Course Messages** on the NUR 409 course menu. Faculty check messages daily Monday through Friday so you can expect a reply within approximately 24 hours during the work week.

COURSE DESCRIPTION

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. (Meets Program Outcome 8)
2. Analyzes the social, political, and economic forces that drive innovation in the health care delivery system and shape health care policy. (Meets Program Outcome 5)

3. Considers inter-professional leadership and advocacy that promotes communication and collaboration to achieve quality patient care outcomes. (Meets Program Outcome 6)
4. Evaluates the standards, organizational structures, and legal and ethical parameters that guide professional nursing practice. (Meets Program Outcome 2)
5. Appraises aggregate data from quality indicators and core measures to evaluate effectiveness of nursing care. (Meets Program Outcome 4)

University Studies Learning Outcomes:

Cluster 5 (5A and 5B) requires students to apply the knowledge, skills, and capacities gained throughout the UMassD 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. Through engagement, students deepen their understanding and appreciation of their academic study, while also reflecting on the connections between their learning and the broader communities of which they are a part. These communities may be professional, scholarly, social, cultural, economic, or political. These activities provide an opportunity for students to better understand their roles as members of these communities. Capstone courses foster deep engagement and reflection.

Upon completion of the capstone study, the student 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. (Cluster 5A)
2. Identify the value of a liberal arts education and the importance of the major field of study, a general education curriculum, and the relationship between them. (Cluster 5A)
3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating, and documenting information gathered from multiple sources into discipline-specific writing. (5A)
4. Communicate effectively, both orally and in writing, the results of the project or experience. (5A)
5. Identify the needs and resources of the communities to which they belong. (Cluster 5B)
6. Apply knowledge and skills gained through academic study to real problems and/or opportunities within their communities. (Cluster 5B)
7. Describe the connections between learning on campus and the issues and needs of broader academic, professional, or civic communities. (Cluster 5B)
8. Articulate the value of engagement to other members of their communities. (Cluster 5B)

COURSE TEXTBOOKS and MATERIALS

Textbooks are available through the UMassD Campus store <https://www.bkstr.com/umdstore/home> or any vendor of student's choice. Used books or electronic books are fine. Additional course readings and materials are on the course site.

Required:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th edition). American Psychological Association.

Weberg, D., Mangold, K., Porter-O'Grady, T., & Malloch, K. (2019). *Leadership in Nursing Practice: Changing the landscape of health care* (3rd edition). Jones and Bartlett Learning.

(Navigate 2 Premier Access in not required)

Recommended:

American Nurses Association. (2010). *Nursing: Scope and Standards of Practice*. (2nd edition). American Nurses Association.

Computer Requirements: <https://www.umassd.edu/nursing/computer-requirements/>

TECHNICAL SUPPORT for MyCourses

Technical support is available 24/7. Students can submit a request at IT Help or call the Student Help desk at 508-999-8900 during normal business hours (Mon-Fri 9:00 a.m.-5:00 p.m. EST).

During off-hours, weekends, and holidays, technical assistance is available for students from the IT Help Center at: <https://embanet.frontlinesvc.com/app/home/p/2146>

Support information for all other UMass Dartmouth technologies can be found at:

<https://www.umassd.edu/online/support/>

METHODS of INSTRUCTION and GRADING

Teaching Practices, Learning Methods, and Evaluation:

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

- Narrated lecture presentations of key issues and topics
- Videos and online resources
- Assigned readings, critical thinking exercises, and case studies
- Discussion participation, collaboration, and reflection on knowledge, concepts, and topics
- Written paper and oral presentation of student's leadership capstone project

Grading:

Passing grade is a 77 (C+) or better. Grading follows the University of Massachusetts Dartmouth grading system and the College academic grading policies found in the Student Handbooks:

<https://www.umassd.edu/studentaffairs/studenthandbook/>

<https://www.umassd.edu/nursing/student-handbooks/>

The student's grade will be based on:

Method of Evaluation	% of Final Grade	Course Outcomes Met
Five (5) Reflective Discussion Assignments	45 %	1, 2, 3, 4, 5; 5A, 5B
Four (4) Project Progress Discussions	10 %	1, 2, 3, 4, 5; 5A, 5B
Leadership Capstone Project	45 %	1, 2, 3, 4, 5; 5A, 5B
	3 %	Project Proposal
	10 %	Implementation evaluation
	22 %	Project Paper
	10 %	Project Presentation

A detailed overview of assignments can be found further below and on the course site.

All written work in the College of Nursing is presented in American Psychological Association (APA) format. The *APA Publication Manual* is recommended for students. APA resources and tips for professional writing are available 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. **Contact Michele Bourgeois**, the RN-BS Student Success Coordinator, at mbourgeois1@umassd.edu for assistance with academic support services.

Teaching-Learning Responsibilities of Faculty:

1. To guide students through assignments and discussions.
2. To provide written guidelines for assessment of learner performance and timely feedback of discussions and assignments.
3. To engage students in learning that is beneficial and relevant.
4. To construct assignments that foster critical thinking and support professional development.

5. To be available for telephone or virtual conferences with students weekly throughout the semester by appointment.

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 follow the University Student Code of Conduct Policy found in the Student Handbook at: <https://www.umassd.edu/studentaffairs/studenthandbook/>
9. To cite all references and sources used and to be mindful of plagiarism and academic dishonesty standards.
10. To submit assignments on time by the due date.
11. Due to the nature of on-line 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.

Late assignments:

Assignments not submitted by the due date will not be accepted **UNLESS** the student obtains faculty permission **BEFORE** the assignment due date. If an assignment is submitted late without faculty approval, 10% will be deducted for each day assignment is late. Assignments more than 5 days late will receive a Zero.

Attendance:

This course is delivered in an online format that includes module assignments, narrated lectures, web links and videos, and engaging in lively online discussions. Learning is maximized through weekly online participation. Students are expected to complete assignments on time as indicated in the class schedule. Students are encouraged to make an appointment with the instructor early in the semester for any concerns.

Coursework Expectations:

In this 3-credit course, students can expect to spend a minimum of 9 hours per week engaged in course activities online, assigned class work, and reading.

Federal credit-hour requirements:

One credit-hour is the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- 1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks (includes exam week) for one semester or the equivalent amount of work over a different amount of time.
- 2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

ACADEMIC POLICIES

Academic Integrity and Ethical Standards:

All U Mass Dartmouth students are expected to maintain high standards of academic integrity and scholarly practice. A high standard of academic integrity promotes the pursuit of truth and learning and respect for the intellectual accomplishments of others. These are values that are fundamental to the mission of this University. Such values are undermined by academic dishonesty. A student found responsible for academic dishonesty is subject to severe disciplinary action, which may include dismissal from the University.

The University does not tolerate academic dishonesty of any variety, whether as a result of a failure to understand required academic and scholarly procedure, or as an act of intentional dishonesty. All students should read and understand the University's Academic Integrity Policy. Academic dishonesty and plagiarism are serious academic offenses. Please review the *Student Handbook* for academic regulations and procedures. Examples of academic dishonesty include but are not limited to cheating on examinations, submitting written material that is the work of others, purchasing papers over the Internet, unauthorized use of course supplemental materials, or unauthorized use of computer files of a student or faculty member. The *Student Handbook* can be found at:

<https://www.umassd.edu/studentaffairs/studenthandbook/academic-regulations-and-procedures/>

Students cannot use the internet and/or supplemental materials in any way that violates the U Mass Dartmouth Student Academic Integrity Policy. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Faculty may refer any incident to the Director of Student Conduct and Dispute Resolution for further action. The University Academic Integrity Policy can be found at: <https://www.umassd.edu/policies/active-policy-list/academic-affairs/academic-integrity-policy-and-reporting-form/>

In addition to university policies for academic integrity and conduct, nursing students must adhere to the College of Nursing and Health Sciences Nursing Program policies on Academic Dishonesty, Competence and Good Moral Character. These policies hold nursing students to a higher standard as required by the profession and regulatory bodies. These policies are found in the Undergraduate Nursing Student Handbook at: <https://www.umassd.edu/nursing/student-handbooks/>

Nursing students have the obligation to behave in a way that is consistent with the standards of professional nursing practice. Students are expected to consistently conduct themselves in a respectful, professional, and ethical manner. Each student must take the individual responsibility in the choices s/he makes, and this is equally important in the responsibility of learning and understanding of any/all materials that are presented in the nursing program.

To maintain academic, as well as professional, integrity, students are prohibited from selling, distributing, copying, website posting, texting, email or publishing: faculty-created Course Lecture Notes; handouts; recordings; presentations, care plans; concept maps; assignments, test information, confidential information, or any material identified by faculty.

Safe Assign:

This course uses Safe Assign 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 may also check their paper drafts through the Safe Assign practice module on the MyCourses Support Hub for Students.

Use of Copyrighted Materials:

The materials in this course are only for the use of students enrolled in the course for purposes associated with this course and **may not be retained or further disseminated.**

The copyright law of the United States governs the making of photocopies or other reproductions of copyrighted material. Under certain conditions specified in the law, the photocopy or reproduction may be “used for the purpose of private study, scholarship, or research.” If a user makes a request for, or later uses, a photocopy or reproduction posted on this course website for purposes in excess of “fair use,” that user may be liable for copyright infringement. Detailed information is available at:

<https://www.lib.umassd.edu/services/copyright-policy-reserves>

Incomplete Policy:

In accordance with University and College 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 incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. The student must communicate with faculty in writing via email as soon as possible **before the last 3 weeks of the course**.

ACADEMIC SUPPORT SERVICES

Academic support services, including one-on-one consultations and tutoring services, are available online. Please use these resources early to aid you in your academic success. If you are having difficulty with a class, please:

- 1) **Contact faculty immediately** for any concerns regarding your academic progress
- 2) **Contact Michele Bourgeois**, the RNBS Student Success Coordinator, mbourgeois1@umassd.edu
- 3) Contact the Multiliteracy and Communication Center (MCC) for help with writing and communicating projects at: <https://www.umassd.edu/multiliteracy-communication-center/>
This is a free tutoring service offering online appointments to all UMassD students.
- 4) Contact the [Academic Resource Center](#) for tutoring assistance.

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 student will need to provide documentation to the Center.

Title IX Statement on Emotional Health, Violence, and Sexual Harassment:

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/counselling/>, 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 University 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/>

REFLECTIVE DISCUSSION ASSIGNMENTS

Discussions are worth 45% 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, 3, 5, 6, 7, and 8 (Cluster 5A and 5B). There are five (5) Reflection Discussions, totaling 45 % of the final course grade, and four (4) informal project progress discussions, totaling 10 % of the final grade.

Students reflect on and discuss contemporary issues impacting health care delivery within organizational systems and the community. Students participate in discussing topics and issues about nursing leadership in today's health care environment. Issues include diverse health care systems, aging populations, inequalities in access to health care, ethics, conflict, workplace violence, team building, and economic/political changes in the United States health care system. Various leadership concepts, nursing knowledge and principles, and knowledge learned from other university curriculum studies will be integrated into discussions.

Discussions benefit all students so each student should expect to contribute significantly to each discussion. Learning is maximized by full participation. This is an opportunity for students to share their knowledge, and ideas, and to 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 daily but will not respond to postings unless there is a need to redirect the discussion or clarify a concept.

Reflective Discussion Criteria:

1. Compose your discussion posts in a document on your computer then copy and paste your discussions to the discussion board.
2. Post an initial discussion (**450 words** minimum) by **1159 pm EST Friday**.
3. Post a response (**100 words** minimum) to one discussion post from another student by **1159 pm EST Sunday**.
4. Reflect on and demonstrate understanding of concepts presented in readings. Reflect on pertinent issues in nursing leadership in health care.
 - a. Thoughtful, detailed posting reflects on readings and relates to nursing practice experience. Ideas are well developed and reflect readings. Components of assignment are complete.
 - b. Citations and references are used effectively to illustrate concepts and support your ideas and reflection. **A minimum of 2 scholarly references** are required. Scholarly references include peer-reviewed, evidence-based journal articles and textbook chapters **NOT** web sites or opinion-based blogs or web editorials.
5. Fully engage with peers in discussion.
 - a. Remember that respect is the key principle of any communication.
 - b. Your reflective discussion links concepts with assigned readings and clinical practice. Examples are used to support statements and to assist others to see how the topic connects to readings and practice. References are cited to support discussion.
 - c. Respond to discussion posts from other students by adding something significant or new to the discussion. Ask questions about implications for nursing leadership in the current global healthcare environment, identify a point that was not discussed, or discuss a different perspective. If you disagree with the response, explain why professionally and respectfully.
 - d. It is **NOT** acceptable to only respond "Good posting. I like your ideas" **OR** to repeat what has already been said.
6. Maintain confidentiality standards and HIPPA laws at all times. All organizations and persons discussed should remain anonymous so no names should be used. Do not share course discussions with co-workers in the workplace.
7. Grammar/Writing/APA Format:
 - a. Postings are single-spaced paragraphs. Proper grammar and spelling is used.

- b. Communication is effective, professional, and respectful. Ideas and concepts are presented in a clear, concise, and logical manner.
- c. Citations and references are in correct APA format.

See **Discussion Assignment Grading Rubric** at the end of this syllabus.

LEADERSHIP CAPSTONE PROJECT

Advancing Health Care Policy through Nursing Leadership

The Leadership Capstone Project is worth 45% of the final course grade. Graded components: project proposal, implementation plan, project summary paper, and project presentation to class. This assignment assists students in achieving course outcomes 1 – 5 and University Studies Cluster 5A and 5B learning outcomes 1 – 8. Students assess and build on knowledge learned in this course, and all their academic studies, to synthesize and apply nursing leadership knowledge.

Nurses must advocate effectively for improvement of healthcare access, and delivery, and healthcare outcomes for all. Nurses at all levels of practice actively guide, shape, and participate in health care policy and decision-making to improve healthcare delivery. RN-BS students apply knowledge learned to advance health care policy to improve patient outcomes through nursing leadership within health care systems and their communities. Students gain a greater understanding of the value of engaging and interacting within their communities to solve problems and advocate for humanistic, safe quality care, and equal access to care. Students reflect on the issues and needs of the community as they develop, implement, and evaluate their health care leadership capstone projects and engage with their health care communities to advocate for improved health care outcomes.

For this capstone project, students identify a contemporary healthcare issue impacting health care outcomes for patient populations within their healthcare organization or community. Students may have identified an issue in healthcare access, delivery, or outcomes for populations in a prior course (such as NUR 214, 301, 306, or 328). Students **plan AND implement** a project to influence change in the healthcare environment within their healthcare organization or practice environment to promote healthcare outcomes, access, or delivery for patient populations (**not individual patients**).

Project Guidelines:

- a. **Identify a health care policy issue** that you want to change to improve health care processes or health care access for communities or patient populations. This health care issue may be in your community, work organization, health care system, or at the state or national level. Possible issues include community health care issues, access to health care services, specific health care legislation, a unit or organizational policy or nursing practice issue, or an area where nurse leadership in health care service is needed.
- b. Outline, plan, and develop your leadership project with faculty guidance. Receive faculty approval before starting the project (see **Leadership Capstone Project Proposal** on course site – due week 4).
- c. Work with your direct supervisor to implement your project to improve healthcare delivery.
- d. Create a tangible project product that is used to promote healthcare change. Products may include: posters, handouts, brochures, fact sheets, information booklets, written policy or protocol proposals, letters to legislators, etc.
- e. Implement your project within the health care setting or organization to advocate for change.
- f. Evaluate your project implementation process and outcomes.
- g. Identify **1 or 2 leadership characteristics/competencies** you want to develop for yourself this semester to become healthcare leaders. Use these leadership characteristics to develop and implement your project. Course content and textbook readings will guide students in identifying characteristics.
- h. Post periodic discussion updates on your project progress during the semester.

- i. Present your project to the class at the end of the semester in a BRIEF (**under 5 minutes**) **VoiceThread or video-recorded oral presentation**. The presentation is a brief summary of your project, outcomes, and lessons learned from the implementation process.
- j. Create and submit a written paper at the end of the semester summarizing and reflecting on your project implementation process and outcomes. Reflect on achievement of project goals and what you learned about leading change, advocacy, and your strengths/weaknesses during the project. Reflect on the value of improving healthcare delivery through this project process.

Grading Criteria for Project Paper:

1. **Introduction:** (15%)
Identify the healthcare policy issue and planned change to improve the issue. Briefly describe the healthcare policy issue and its pertinence. What is your assessment of the issue or problem? Discuss why change is needed in this health care policy area. Cite relevant reference sources to support the need for your project to create change in health care policy; provide relevant examples from course readings and your references.
2. **Goals and Resources:** (10%)
Identify the expected goal and outcome(s) of your project. Discuss your intended project impact on healthcare access, delivery, or policy. How does your project benefit healthcare consumers and promote healthcare? What were your planned project outcomes? Discuss implications for nursing practice and patient health outcomes. What resources were needed to effectively implement your project? Were these resources you expected?
3. **Leadership Competencies:** (5%)
Briefly describe the leadership competencies/characteristics you selected to develop for yourself this semester and use to implement and advocate for healthcare change.
4. **Project implementation:** (45%)
 - a. **Action steps and implementation plan:**
Discuss your project implementation plan and action steps taken to achieve your project. Did you encounter any barriers to implementation? Did you need to revise your plan?
 - b. **Communicating healthcare project:**
Identify the intended audience for your project and how project was communicated to them. Did you get their support for your project or encounter resistance to change?
 - c. **Project product:**
Describe your project product (handout, brochure, newsletter, poster, written policy proposal, etc.) and how you distributed it to your target audience.
 - d. **Project evaluation:**
Discuss how you monitored your project progress. Discuss how you evaluated your project implementation results. Did you achieve your planned goal(s) and outcomes? What were the results?
7. **Conclusions:** (10%)
In 1-2 paragraphs, summarize the key points of your discussion about the project development, implementation, evaluation, and achievement of goals and outcomes. What have you learned about the process of changing healthcare? What have you learned about your leadership abilities? What implications for nursing practice have you identified from your project implementation?
8. **References:** (5%)
Scholarly, evidence-based references are used throughout paper to sufficiently support discussion and leadership concepts the student learned this semester. A minimum of six (6) scholarly references are required, including appropriate chapter(s) from the textbook.
9. **Grammar/Writing/APA Format:** (10%)
Discussion is communicated in an effective, concise, and logical format throughout paper.

The paper is written in **appropriate APA format** with correct **APA headings**. (**HINT: the bold** section titles in the guidelines above could be used as APA paper section headings). Paper length is between **6-8 pages**, NOT including the title page and reference pages. An abstract page is not needed. Points will be deducted for papers that are shorter or longer.

10. See **Capstone Project Paper Grading Rubric** at end of syllabus

Grading Criteria for project presentation:

1. Introduction of project and why healthcare change is needed (10%)
Brief description of the identified issue and its pertinence
2. Leadership competencies or characteristics (10%)
Briefly describe the leadership competencies/characteristics you used to implement and advocate for healthcare change
3. Goal and resources to achieve goal (20%)
Briefly discuss the expected outcome or change in healthcare. What resources did you need to achieve your goal?
4. Project development and implementation (40%)
Briefly discuss your action steps and how you communicated and implemented your plan. How did you evaluate the change in healthcare and your project outcomes? What did you learn in the process of creating change? What would you do differently next time?
5. Conclusion (10%)
Briefly summarize your project and achievement of goals and outcomes, what you learned, what you achieved, etc.
6. Visual aids (10%)
Visual aids (PowerPoints, pictures, charts, poster, other creative media) enhance the presentation. They are logical and easy to see and understand. Limit to 8 or less slides.
7. **Presentation is under 5 minutes.** Points will be deducted for videos that exceed limit.
8. See **Grading Rubric for Project Presentation** below.

Discussion Assignment Grading Rubric				
Criteria	Performance Indicators			
	Low Performance (0%)	Somewhat Acceptable (50%)	Acceptable (75%)	Highly Acceptable (100%)
Assignment Submission & Length (10%)	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
Quality of Posting (40%)	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.
Engagement with Peers (40%)	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

Criteria	Performance Indicators			
	Low Performance (0%)	Somewhat Acceptable (50%)	Acceptable (75%)	Highly Acceptable (100%)
				respectfully with others.
Grammar/ Writing/ APA Format (10%)	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.

Late assignments will not be accepted, unless the student obtains faculty permission **prior** to the assignment due date. Late assignments are subject to deduction of 10 points per day.

CAPSTONE PROJECT PAPER GRADING RUBRIC

Criteria	Performance Indicators			
	Low Performance 0%	Somewhat Acceptable 50%	Acceptable 75%	Highly Acceptable 100%
Health care policy issue, its pertinence, and problem assessment (15%)	Discussion of health care policy issue and its pertinence is missing. Ideas and concepts are not fully developed in discussion or supported by readings. Citations to support healthcare policy change are missing.	Discussion of health care policy issue and its pertinence needs development and support from readings. Citations to support healthcare policy change need development. Several components are missing.	Discussion of health care policy issue and its pertinence needs more development or support by readings. Citations to support healthcare policy change need more development. Ideas need more development. 1-2 components are missing.	Discussion of health care policy issue and its pertinence is comprehensive and fully developed. Citations and references support the need for healthcare policy change. Ideas are fully developed.
Goal and resources to achieve goal (10%)	Discussion of goal and resources is missing. Ideas and concepts are not fully developed in discussion or supported by readings.	Discussion of goal and resources is missing. 2 or more components. Ideas and concepts are not fully developed in discussion or supported by readings. Discussion needs more development. Citations to support discussion need more development.	Discussion of goal and resources is missing 1 or more components. Ideas and concepts are not fully developed in discussion or supported by readings and citations. Discussion needs more development.	Thorough discussion of goal and resources demonstrates deep understanding of ideas and concepts. Reflects on implications for nursing practice and patient health outcomes. Citations and references support reflection and discussion. Ideas are fully developed.
Leadership competencies (5%)	Discussion of leadership competencies and reflection on own leadership competencies are incomplete and need significant development.	Discussion of leadership competencies is incomplete and needs more development and support from references. Reflection on own leadership competencies needs more development.	Discussion of leadership competencies needs a little more development and support from references. Reflection on own leadership competencies needs more development.	Discussion of leadership competencies is fully developed and supported by references. Reflects on development of own leadership competencies.
Project implementation (action steps, communicating and implementing plan, monitoring progress, outcomes, & evaluation) (45%)	Discussion of action steps, plan, implementation, outcomes, progress, and evaluation is not developed. Citations to support discussion are missing. Plan has no correlation to clinical practice. Discussion is not supported by readings or evidence-based practice.	Discussion of action steps, plan, implementation, outcomes, progress, and evaluation needs development. 2 or more components are missing. Citations to support discussion need development. Discussion needs support from scholarly readings.	Discussion of action steps, plan, implementation, outcomes, progress, and evaluation needs more development. One or more components are missing. Discussion need more support from scholarly readings.	Comprehensive discussion of action steps, plan, implementation, progress, outcomes, and evaluation is well developed and realistic. Components are complete. Scholarly references support reflection and discussion.
Conclusion (10%)	Summary of key project implementation, outcome, and evaluation points are missing. Implications for practice are not discussed.	Summary of key project points need development. Key components are missing. Implications for practice need development or are incomplete.	Key components are discussed but summary of key project points need further development. Implications for practice need further development.	Comprehensive summary of capstone project key points. Implications for practice are discussed.
References (5%)	References and citations	References and citations are	References and citations need	References and citations are well

CAPSTONE PROJECT PAPER GRADING RUBRIC				
Criteria	Performance Indicators			
	Low Performance 0%	Somewhat Acceptable 50%	Acceptable 75%	Highly Acceptable 100%
	missing or do not support leadership competency concepts.	insufficient or incomplete or may not completely support discussion.	further development to support discussion.	developed and complete and support reflection and discussion.
Grammar/ Writing/ APA Format (10%)	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.
Assignment Length	Paper is more than 1 page longer or shorter than required. (minus 6 points).	Paper is 1 page longer or shorter than required (minus 4 points).	Paper is half a page longer or shorter than required (minus 2 points).	Adhered to length criteria of 6-8 pages.

Papers not submitted by the due date will not be accepted, unless the student obtains faculty permission **prior** to the assignment due date. Late assignments are subject to deduction of 10 points per day.

GRADING RUBRIC for CAPSTONE PROJECT PRESENTATION				
Criteria	Performance Indicators			
	Low Performance 0%	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.
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.
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 and implementation (action steps, implementation, & 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 (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 used (10%)	No visual aids used.	Visual aids are incomplete.	Visual aids need further development.	Visual aids are fully developed and enhance presentation.
Assignment Length	More than 3 minutes longer than required. (minus 15 points).	More than 2 minutes longer than required. (minus 10 points).	Over 5 minutes but less than 1 minute longer than required. (minus 5 points).	Adhered to the length criteria of 5 minutes.

Assignments not submitted by the due date will not be accepted, unless the student obtains faculty permission **prior** to the assignment due date. Late assignments are subject to deduction of 10 points per day.

This syllabus is a guide; 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 students.

Course weeks run Monday through Sunday

Class	Concept Topics	Learning Activities
Module I: Trends, Power & Influence		
Week 1 1/17 – 1/23	Introduction to the course Historical/sociopolitical healthcare trends Leadership challenges; Power and Influence	Read ch. 2, 9, & 11 Complete module activities & assignments Post your Introduction by 1159 pm EST Friday
Last day to add/drop courses is January 31, 2022		
Module II: Change		
Week 2 1/24 – 1/30	Change and innovation Role of the nurse in leading organizational change Strategies for implementing change	Read ch. 1 Complete module activities & assignments Discussion 1 due 1159 pm EST Friday ; response optional this week
Module III: Leadership Perspectives		
Week 3 1/31 – 2/6	Leadership theories Leadership characteristics and styles Leader vs. manager vs. follower	Read ch. 3 and complete module activities & assignments Identify capstone project ideas & do literature search Post brief discussion on project ideas by Sunday 1159 pm
Week 4 2/7 – 2/13	Organizational structure, vision, and culture	Read articles in module folder Complete module activities & assignments Written project proposal due 1159 pm EST Sunday
Week 5 2/14 – 2/20	Ethical-legal aspects Top issues in nursing	Read ch. 6 and module articles Complete module activities & assignments Begin implementing your project plan Discussion 2 initial post due 1159 pm EST Friday Response to another student due 1159 pm EST Sunday
Module IV: Leadership Competencies		
Week 6 2/21 – 2/27	Decision making and delegation	Read ch. 12 Complete module activities & assignments Post brief project progress discussion by Sunday 1159 pm
Week 7 2/28 – 3/6	Communicating with clarity Conflict Workplace violence	Read ch. 4 and 577–580 Complete module activities & assignments Discussion 3 due 1159 pm EST Friday ; response optional this week
3/6 – 3/13	Spring Break	
Week 8 3/14 – 3/20	Collaboration and team-building Creating commitment	Read ch. 7 Complete module activities & assignments Post brief project progress discussion by Sunday 1159 pm
Module V: Nurse as Leader of Patient Safety and Quality		
Week 9 3/21 – 3/27	Nurses as leaders of a culture of safety Accountability	Read ch. 13 & 14 Complete module activities Discussion 4 initial post due 1159 pm EST Friday Response to another student due 1159 pm EST Sunday
Week 10 3/28 – 4/3	Nurses as leaders of quality outcomes	Read articles in module folder Complete module activities & assignments Post brief project progress discussion by Sunday 1159 pm
Last day to withdraw from courses is April 8, 2022		
Module VI: Nurse as Leader Influencing the Health Care Environment		
Week 11 4/4 – 4/10	Nurses as leaders influencing the health care environment Promoting engagement Improving performance	Read ch. 15 Complete module activities & assignments Discussion 5 initial post due 1159 pm EST Friday Response to another student due 1159 pm EST Sunday Required Course Evaluations due
Week 12 4/11 – 4/17	Influencing the health care environment Influencing healthcare policy Transforming healthcare	Read articles in module folder Complete module activities & assignments Continue work on your project presentation & paper Required Course Evaluations due
Module VII: Career Management		
Week 13 4/18 – 4/24	Advancing your professional career and role as a leader in nursing and health care Stress, resiliency, and self-management	Read ch. 10 Complete module activities & assignments Continue work on your project presentation & paper
Week 14 4/25 – 5/1	Managing your career and role transition Time management	Skim through articles in module folder Project Presentation due 1159 pm EST Wednesday Leadership Project Paper due 1159 pm EST Sunday

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