**Nursing Management in the Health Care Environment**

**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**N5311 Nursing Management in the Health Care Environment**

**Spring 2016**

**Instructor: Cynthia Plonien DNP, RN, CENP**

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**Faculty Profile**: Dr. Cynthia Plonien DNP, RN, CENP is a professor at the University of Texas College of Nursing and Director of the Graduate Program in Nursing Administration supporting over 400 students enrolled in courses on-line as well as on-campus. She received her Doctorate in Nursing Administration from Texas Christian University and her MSN and BSN from the University of Texas at Arlington. Dr. Plonien is also a Column Coordinator for the Executive Leadership Column in the AORN Journal. In service to the profession of nursing, she is the President of the North Central Organization of Nurse Executives, on the Board for Texas Organization of Nurse Executives, the Board for the DFW Great 100 Nurses, a member of the HIT Committee for Texas Nursing, and the Advisory Committee on Education for the Texas Board of Nursing. She also works within her community as a member of the Recreation and Life Long Living Board for the City of Burleson, Texas. Prior to joining UTA, Dr. Plonien worked with various hospitals in organizations in the Tarrant and Johnson County area as Chief Nurse and VP of Clinical Practice. Her current professional projects include working with an international group to develop certificate courses in leadership and management for China. Recent publications include topics on budget management, cost control, administrative protocol, the use of Six Sigma for revenue retrieval, case management, communication, continuous quality improvement and medical tourism.

**Office Hours:** M-F. Contact for appointment.

**Section Information: 2162 – NURS 5311-400**

**Time and Place of Class Meetings:** Accelerated On-Line

**Description of Course Content:** Considers development of management and organizational theories as applied to health care organizations and their environment. (See Course Content Addendum).

Additional Requirements

1. Internet access (Internet Explorer 5.0 or higher; or Netscape Navigator 4.7)

2. Microsoft Office software (Office 2007 recommended).

**Student Learning Outcomes:**

1. Analyze key managerial theories and concepts for relevance to health care organizations and

 nursing administration.

2. Apply managerial concepts to the rural/urban health care sectors.

3. Analyze trends and issues affecting administration of health care organizations.

4. Analyze the impact of culture on individuals and groups within organizations.

5. Apply relevant research to promote understanding of health care organizations and the nursing

 administration role.

6. Analyze the impact of individual and group conflict on organizational performance.

**Required Textbooks and Other Course Materials:**

American Psychological Association. (2010) *Publication manual of the American Psychological Association,* 6th ed. Washington, DC: Author. **ISBN: 9781433805615**

Clark, C. C. (2009). *Creative nursing leadership & management.* Sudbury, MA: Jones and Bartlett Publishers, LLC. **ISBN-13**: 9780763749767

Gibson, J. L., Ivancevich, J. M., Donnelly, J. H., & Konopoaske, R. (2012).

*Organizations: Behavior, structure,processes*. 14th ed. Boston, MA: Irwin McGraw Hill. **ISBN: 0078112664 / 9780078112669**

Gibson Premium Online Resources, McGraw Hill Publishing (2012). **ISBN: 0077325737 / 780077325732 Online Learning Center (OLC)**

<http://www.mhhe.com/gibson14e>(call OLC Digital are Team at 800-331-5094 with access issues). **NOTE:** (Package with text and premium online resources: **ISBN: 0077874544 / 9780077874544)**

**Recommended Material**

Cloke, K., & Goldsmith, J. (2000). *Resolving conflicts at work*. San Francisco, CA: Josey-Bass, Inc., Publishers.

Greenleaf, R. (2008). *On becoming a servant-leader*. San Francisco, CA: Jossey-Bass, Inc., Publishers TA College of Nursing Graduate Program Student Handbook. UTA, Arlington, Texas as found on the TA CON web page.

**Course Topics**

1. A historical perspective of organizational and management theories

2. Current trends in urban and rural health care environments

3. Organizational culture, philosophy, mission and goals

4. Organizational structure, design and re-design applied to urban and rural settings

5. Leadership and organizational behavior

6. Change theories and organizational development

7. Motivation theories and reward systems

8. Evidenced-based decision-making

**Assignments: (See Course Content Addendum).**

1. Participation on the Discussion Boards is required and part of your participation grade.

2. Journal Critique.

3. Analyze and present a leadership theory

4. Written paper on current research in Nursing Administration and Management

**Grading Policy:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 92 to 100

B = 83 to 91

C = 74 to 82

D = 68 to 73 – cannot progress

F = below 68 – cannot progress

**Assignments received 1 day late = minus 10 points; 2 days late = minus 20 points, 3 days late = minus 30 points. Assignments not accepted after 3 days = 0 points on assignment.**

**Grade Grievances**: Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current University Catalog. <http://catalog.uta.edu/academicregulations/grades/#graduatetext>.

**Expectations of Out-of-Class Study:** A general rule of thumb is this: for every credit hour earned, a student should spend 3 hours per week working outside of class. Hence, a 3-credit course might have a minimum expectation of 9 hours of reading, study, etc. Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Attendance Policy: Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I monitor attendance. I request notification of late arrival to class or absence. Tardiness and absenteeism will be reflected in the student’s participation grade.

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://www.uta.edu/fao/>  .  The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20146>

1.      A student may not add a course after the end of late registration.

2.      A student dropping a graduate course after the Census Date but on or before the last day to drop may, receive a grade of W. Students dropping a course must:

(a)  Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

**Census Day: September 14, 2015**

 **Last day to drop or withdraw: November 4, 2015 by 4:00pm**

**Americans with Disabilities Act:** The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [*uta.edu/eos*](http://www.uta.edu/hr/eos/index.php). For information regarding Title IX, visit [*uta.edu/titleix*](http://www.uta.edu/titleix/).

**Academic Integrity:**  All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>

**Student Success Faculty:** In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: donelle@uta.edu.

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance.   Course content challenges may also be addressed, with referral to additional resources as indicated.  Dr. Schira can be reached via email:  schira@uta.edu.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. **All students are assigned a MavMail account and are responsible for checking the inbox regularly.** There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

If you are unable to resolve your issue contact the Helpdesk at helpdesk@uta.edu.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

**Librarian to Contact:**

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| Peace Williamson – 817-272-6208peace@uta.edu | Lydia Pyburn – 817-272-7593llpyburn@uta.edu | Shawn Lee – 817-272-5352 |

Research Information on Nursing:

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing)

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://uta.summon.serialssolutions.com/#!/>

E-Journals <http://pulse.uta.edu/vwebv/searchSubject>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> .

**Course Schedule. Course Schedule is provided as a separate addendum.**

: “*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –First M. Last.”*

**UTA College of Nursing and Health Innovation - Additional Information**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify the Associate Dean- Department of Graduate Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**MSN Graduate Student Dress Code:** The University of Texas at Arlington College of Nursing and Health Innovation expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

Please View the College of Nursing and Health Innovation Student Dress Code on the nursing website:  <http://www.uta.edu/nursing/msn/msn-students> .

**UTA Student Identification: MSN Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing and Health Innovation ID in the clinical environment.**

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:<http://www.cdc.gov/>

**Ebola exposure**: Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

**Confidentiality Agreement:** You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. **Please do not sign** other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/msn/msn-students>

**Student Code of Ethics:** The University of Texas at Arlington College of Nursing and Health Innovation supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/msn/msn-students>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation Scholarship Funds, found at the following link: is <http://www.uta.edu/nursing/student-resources/scholarship> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will***

***be used extensively and should be checked often.***

**The English Writing Center (411LIBR)**: [Optional.] Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In ***Quick Hits*** sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

**Department of Graduate Nursing**

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| **Judy LeFlore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN**Interim Associate DeanGraduate Nursing ProgramsDirector, PNP, ACPNP, NNP ProgramsPickard Hall Office #518Email address:  jleflore@uta.edu | **Kathy Daniel, PhD, RN, ANP/GNP-BC, AGSF**Associate Chair, Graduate Nurse Practitioner ProgramsPickard Hall Office #615817-272-0175Email address: kdaniel@uta.edu |
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| **Janyth Mauricio (Arbeau)**Clinical CoordinatorPickard Hall Office # 610(817) 272-0788Email address:  janyth.mauricio@uta.edu ornpclinicalclearance@uta.edu | **Angel Trevino-Korenek**Clinical CoordinatorPickard Hall Office # 610(817) 272-6344Email address:  angel.korenek@uta.edu |
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| **CHANGED - Graduate Advisors:** |
| **Campus-based Programs:****NP Students with last Name A-L and Post MSN Certificate NP Program Students:**Sheri DeckerGraduate Advisor IIIPickard Hall Office # 611(817) 272-0829Email: s.decker@uta.edu  | **Campus-based Programs:****NP Students with Last Name M-Z and ALL NNP Program Students:**Luena WilsonGraduate Advisor IPickard Hall Office # 613(817) 272- 4798Email: lvwilson@uta.edu |
| **Off –campus (AP) ADM/EDU/FNP  Students with last name A-G**Lisa RoseGraduate Advisor IIPickard Hall Office #628-B817-272-9087Email:  lirose@uta.edu | **Off –campus (AP) ADM/EDU/FNP   Students with last name H-O**Rebekah BlackGraduate Advisor IPickard Hall Office #630817-272-2291Email:  rjblack@uta.edu |
| **Off –campus (AP) ADM/EDU/FNP Students  with last name P-Z**Caitlin WadeGraduate Advisor IIPickard Hall Office #631817-272-9397Email:  cwade@uta.edu |  |

**Addendum: Course Content**

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| --- | --- |
| 1. Great Man Theory | * Leaders were thought to be born, not made.
* Implied some individuals were born with certain traits that allowed them to emerge out of any situation or period of history to become a leader.
 |
| 2. Trait Theories | * Common approach to the early discussions and research on leadership focused on identifying the traits for effective leaders. Research was designed to identify intellectual, emotional, physical and other personal traits of effective leaders. Early studies seemed to imply that if these traits could be identified and measured, we should be able to screen leaders from non leaders.
* Today, there is a more balanced viewpoint about traits. Certain traits seem to increase the likelihood that a leader will be effective, but they do not guarantee leader success.
 |
| 3. Personal-Behavioral Theories | * Late 1940s: researchers began to explore the idea that how a person acts determines leadership effectiveness of that person. Behaviors and their impact on the performance and satisfaction of followers were examined.
* Use of paper and pencil instruments such as questionnaires measured attitudes toward leader behavior. Other methods included observations and interviews.
 |
| 4. Situational Theories | * Suggest the leadership effectiveness depends on the fit between personality, task, power, attitudes and perceptions
* Advocate that leaders understand their own behavior, behavior of followers and situation before using particular leadership style
* Require leaders to have diagnostic skills in human behavior.
 |
| 4a. Contingency Model (Fiedler) | * Postulates that the performance of groups is dependent on the interaction between leadership style and situational favorableness.
* Leadership viewed as a relationship based on power and influence.
 |
| 4b. Path-Goal Model (House) | * Suggests that the leader needs to influence followers’ perception of work goals, self-development goals and paths to goal attainment.
* Leaders are effective because of their positive impact on followers’ motivation, ability to perform and satisfaction.
* Foundation of path-goal theory is the expectancy motivation theory.
 |
| 4c. Contingency Model (Vroom-Yetton) | * Based on the assumption that situational variable interacting with personal attributes or characteristics of the leader result in leader behavior that can affect organizational effectiveness.
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| **THEORETICAL BASE** | **MAJOR CONCEPTS** |
| 4d. Situational Leadership Model(Hersey & Blanchard) | * There is no one best way to influence people. Which leadership style a person should use with individuals or groups depends on the readiness level of the people the leader is attempting to influence?
* Four styles described: Telling, Selling, Participating and Delegating.
 |
| 5. Attribution Theory | * Suggests that a leader’s understanding of and ability to predict how people will react to events around them are enhanced by knowing their causal explanations for those events.
* Theory of relationship between individual perception and interpersonal behavior.
 |
| 5a. Attributional Leadership Model(Mitchell, Green & Wood) | * Emphasizes two important linkages: 1) The leader attempts to make attributions about poor performance. These attributions are moderated by three information types – distinctiveness, consistency and consensus. 2) The leader’s behavior, or response is determined by the attributions that he/she makes. This relationship between attribution and leader behavior is moderated by the leader’s perception of responsibility.
 |
| 6. Charismatic Leadership | * Ability to influence followers based on supernatural gift and powers that are attractive. Followers enjoy being with charismatic leader because they feel inspired, correct and important.
 |
| 7. Transactional Leadership | * Leader identifies what followers want or prefer and helps them achieve level of performance that results in rewards that satisfy them.
 |
| 8. Transformational Leadership | * Viewed as a special case of transformational leadership where the employees’ reward is internal.
* Ability to inspire and motivate followers to achieve results greater than originally planned and for internal rewards
 |
| 9. Servant Leadership | * Servant leaders are first a servant of those they lead.
 |
| 10. Quantum Age Leadership | * Moves leadership from linear thinking to meta thinking.
 |
| 11. Principle Centered Leadership | * Development of a principle centered core within self and organizations.
 |

**CORE COMPETENCIES**

* Develop and articulate a vision for nursing practice
* Facilitate collaborative relationships
* Use advanced analytic, problem solving and communication skills
* Make sound decisions that value effectiveness and parsimony in use of resources
* Use information and communication technology in a global framework
* Assume risk-taking behavior that promotes quality patient care
* Advocate consumer and community partnering
* Demonstrate creative problem solving
* Use of team-building strategies that create partnerships and collaboration within nursing and across health care disciplines
* Embrace change and manage it effectively
* Negotiate and resolve conflict
* Effectively market the nursing practice enterprise
* Demonstrate effective public speaking
* Establish relationships with community groups around the issue of health

Reference

American Association of Colleges of Nursing, & American Organization of Nurse Executive (1997). *Joint Position Statement on Education of Nurses in Administrative Roles.* Washington, DC: American Association of Colleges of Nursing.

**Descriptions of Major Assignments:**

**Sample Core Competency Table**

**(See Resources in Blackboard for Sample Table)**

In N5311, you are being introduced to a Core Competency Table that you will complete as part of assignments in clinical courses N5339 and N5340. In the table, you will document how you have achieved each Nursing Administration Program Core Competencies, identify activities and/or assignments that were completed, and the course in which they were completed. The table should show evidence of the development of your personal advanced nursing practice skills. Although not required for N5311, we encourage you to begin compiling this information now, as this table is an essential tool for purposes of accreditation. For your convenience, a Sample Table is provided in Resources in Blackboard. Consider saving a copy to your computer and using it to document your accomplishments as you move through each of the courses.

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**Journal Critique**

**(100 points; 20% of grade)**

The purpose of this assignment is to assist you to identify resources that will be useful in your management practice. Developing these lists will compel you to immerse yourself in the management/leadership literature and to find more tools for your developing *tool box*. When you graduate from this program, you may not have all the answers, but you will know where and how to find the majority of them. See due dates, guidelines and grading criteria posted on Blackboard.

**Your written paper should include:**

* Two tables to explain each of the lists below. (See sample Table below)
	+ **List 1 Table A: Journals in Nursing Administration:** Develop a list of **five** major peer reviewed journals in Nursing Administration that will be useful in your administrative practice. Include a column for usefulness of these journals to nursing administration.
	+ **List 2 Table B: Major Literature Resources (i.e. journals, periodicals, newspapers):** Develop a list of **ten** major literature resources (other than Nursing Administration journals) that will be useful in your administrative practice. Include a column for usefulness of these literature resources to nursing administration.
	+ **Select** three journals from List 1 and select two resources from List 2 (total=**five)**. Use these five journals/resources to **describe:**
		- Current trends in health care.
		- Select an article from each of the five journals/resources to describe these current trends and how you see these trends affecting nursing and nursing administration. Please use APA format to cite these journals within your paper.
	+ **Use APA** (6th edition).
		- Submit 5-6 typewritten pages (11-12 point font; double-spaced) paper (excluding cover page, tables, and reference page).
		- Use the UTA College of Nursing title page (under Resources) as your template. (Points will be deducted if the title page does not comply with this format.)
		- Include an Introduction (with Title of Paper) and a Conclusion. Please use headings. See APA manual.
		- Review for spelling and grammar errors before submitting.

**Sample Table for Journal Critique Assignment:**

|  |  |  |
| --- | --- | --- |
| **Resource** | **Usefulness in Practice** |  |
| Journal of Nursing Administration (JONA) |  | Resource for executives, directors, and managers in patient care environments |
| Topics include leadership development, resource management, and systems |  |
|  |  | strategies for success in evolving healthcare climate (JONA, 2012). |  |

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**Reference List entry for above in-text citation:**

Journal of Nursing Administration (JONA). (2012). About the journal. Retrieved from <http://journals.lww.com/jonajournal>

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**Theory Analysis and Presentation**

**(100 points; 25% of grade)**

**Purpose of Assignment:** Students will gain in-depth knowledge about a leadership theory and be able to demonstrate skill to present the theory to a group of colleagues in a professional manner in a given time frame.

* See due dates, guidelines and grading criteria posted on Blackboard.

**Directions:** Coordinate with your coach to select one leadership theory to analyze and present to a peer group. Each student will have 10 minutes to present and 5 minutes to answer questions.

* Using the Proctor Contract provided under Resources section for this course: select a master’s prepared person who will act as grading person for your presentation. This signed contract will be returned to your coach along with the Grade Sheet for this assignment.
* Also, select and invite a 3-4 person peer group to whom you will present your theory.
* Please use a minimum of PowerPoint slides; dress appropriately for a professional presentation
* Stay within the ten minute time-frame.
* Post a narrated PowerPoint (voice-over) presentation to the Theory Presentation Discussion Board at least 24 hours before you present and to the Assignment Board as scheduled.
* Use APA 6th edition format and grammar guidelines
* Please use headings
* Review for spelling and grammar errors before submitting.

The analysis for your presentation should include:

* An overview of the theory and its origins
* Strengths of the theory
* Weaknesses of the theory
* Your perspective of the theory
* Its usefulness in present day management
* Your recommendation for its use
* At **least two** research/evidence-based references in addition to your texts for this analysis

**Note:**

Review *Tips for Power Point Presentations and for Creating Successful Business Presentations* found under Orientation Resources in Blackboard

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**Research Analysis Paper**

(100 points; 35% of grade)

**Purpose:**

* To become familiar with research literature in nursing administration/management
* To critically examine research literature, especially the impact of culture on health care organizations.
* To analyze research findings in terms of value and applicability to the nursing administration practice setting.

**Instructions:**

* Select an area of interest in nursing administration/management which will:
	+ help you in your current positions, or
	+ help you to further your career goals, or
	+ help you to grow professionally
* Search the nursing and/or health care literature for published studies in your selected topic area. Start with literature in the past three years. Go further back if there is a dearth of recent research. If there are many studies, select the most relevant ones. Address at least five studies in this paper. (Remember, more is better!) **At least two of the studies should focus on cultural influences on health care organizations** (e.g. organizational culture or cultural diversity issues).
* Review this literature in terms of the following:
	+ Part A:
		- **Briefly summarize each study**, mentioning only relevant points (i.e. major findings, limitations of study, value and application of findings to nursing management/nursing administration).
* Part B:
	+ **Critique the summarized studies** in an overall summary of literature in terms of the value and applicability of the research findings to the practice of the nurse administrator.
* Paper should be typewritten using APA format (6th edition).
	+ Use the **UTA College of Nursing title page** (Orientation Resources) as your template. (Points will be deducted if the title page does not comply with this format.)
	+ Include an introduction and a conclusion. See APA manual
	+ Use APA guidelines for headers throughout paper
	+ Review for spelling and grammar errors before submitting.
* Paper should be no longer than 10 double-spaced pages (11-12 point font), excluding cover page and references page(s).
* Consult with your coach or faculty if you have questions or need help – before submitting your paper.

**Discussion Boards** (DBs)

(100 points per DB; part of Participation grade)

**Purpose:**

Discussion Boards (DBs) have been created to simulate in-person classroom discussions and to allow opportunity for more students to “weigh in” on the topics discussed. In this course, DBs are also designed to help you develop valid and substantiated opinions/thoughts/ideas/judgments as you investigate and discuss the required topics among your peers and faculty. Substantive posts guidelines are to be followed (See below). See due dates, guidelines and grading criteria posted on Blackboard.

**Part 1:**

-1. Organizational Change and Learning

-2. Brain Dominance

**Part 2:**

-1. Cultural Influence on Organizational Behavior

-2. Cultural Diversity in the Workplace

**Part 3:**

-1. Job Description/Design

-2. Leadership

-3. Evidence-Based Practice (EBP)

-4. Case Study- Span of Control

**Part 4:**

-1. Managing Change

-2. Motivation/Empowerment

-3. Workforce Retention

**Part 5:**

-1. Communication and Conflict Management

-2. Theory Presentation Critiques

**Substantive Posts** (*Unknown Author*)

**Substantive posts** in the Discussion Boards: A post or message that demonstrates substance and contributes to the understanding and application of ideas by doing one or more of the following:

* **Reflection about meaning:** Describe thoughtfully what something means or new insights it provides, or raise a question as a seed for clarification or further discussion.
* **Analysis:** Discuss relevant themes, concepts, main ideas, components or relationships among ideas. Or, identify hidden assumptions or fallacies in reasoning.
* **Elaboration:** Build on ideas of others found in the readings by adding details, examples, a different viewpoint, or other relevant information and references.
* **Application:** Provide examples of how principles or concepts can be applied to actual situations, or discuss the implications of theory for practice.
* **Synthesis:** Integrate multiple views to provide a summary, a new perspective, or a creative refashioning of ideas.
* **Evaluation:** Assess the accuracy, reasonableness, or quality of ideas.

**Note:** A Substantive message does not have to be long. Not all long posts are substantive, and not all short posts are nonsubstantive. **To gain maximum points for postings, each posting should be grounded in literature and include a minimum of two reference citations per discussion.**