

**Syllabus**

N5339 Roles and Functions of the Nurse Administrator

**Faculty**

**[Office Hours by Appointment for all Faculty]**

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**Prerequisites**

Prerequisite NURS 5311 or concurrent enrollment. Basic *Word* processing, computer, email, spreadsheet, and Internet skills. *Excel* is used for a variety of evaluation documents.

**Textbooks, Reading Materials, and Resources**

Gibson, J.L.; Ivancevich, J.M.; Donnelly, J.H.; & Konopaske, R. (2011). *Organizations: Behavior, structure, processes.* 14th ed. Boston, MA: McGraw-Hill Irwin. ISBN: 0077998251 **[Note: May use edition purchased for N5311]**

Clark, C. (2009). Creative Nursing Leadership & Management. Boston, MA: Jones and Bartlett Publishers.

Articles listed in Blackboard and/or eReserves.

References for writing papers:

American Psychological Association. (2010). *Publication manual*

 *of the American Psychological Association (6th ed.)*

 Washington, DC. ISBN-10: 1-4338-0561-8

**Suggested Readings**

Articles from current Nursing, Health Care, Business, and other journals related to class session topic.

Optional Additional Resources:

Reading list from N5343.

**[Note: This list is found in Blackboard under Resources. These readings are NOT mandatory.]**

**Course Description**

Observe and analyze roles and functions of administrative executives and managers in health care.

**Student Learning Outcomes**

1. Evaluate the roles and functions of nurse leaders in selected rural/urban health care organizations.
2. Apply knowledge of trends and issues that influence nursing leadership in selected health care organizations.
3. Evaluate management and leadership processes and styles used by nurse leaders in selected health care organizations.
4. Analyze research and evidence based practice findings in decision-making processes.
5. Formulate a personal framework and philosophy for nursing leadership practice.

**Course Topics**

* Role of the Nurse Executive, Nurse Leader, and the Nurse Manager in a Managed Care Environment.
* Personal Framework for Nursing Administration/Leadership.
* Evaluation of the Organization, Values, Motivation, and Reward Systems.
* Risk Management/Legal Aspects of Nursing Administration/Leadership.
* Managerial Responsibilities for Research and Education in Patient Care Delivery Systems.
* Effective Human Resources Management.

**Requirements**

Note: Guidelines and grading criteria are located in Blackboard.

1. Complete 90 clinical hours on-site. A minimum of 90 on-site clinical hours are required to pass the course.
2. Extensive readings from texts, suggested references, and related literature of personal selection.
3. Involvement in research, quality improvement, or evidence based practice project(s) relevant to nursing leadership and summary presentation.
4. Clinical Evaluation: Must be passed with at least 83% to pass the course.
* Preceptor Evaluation (10%)
* Clinical Faculty Evaluation (15%)
* Clinical Journal (45%)
	1. Submission 1: 2.5%
	2. Submission 2: 7.5%
	3. Submission 3: 15%
	4. Final Submission: 20%
1. Didactic Evaluation: Must be passed with at least 83% to pass the course.
* Organizational Analysis Paper (20%)
* Power Point Presentation and Verbal Presentation of Clinical Research Project (5%)
* Online Attendance/Participation (5%)

**Clinical Evaluations**

Students in this clinical course must pass both the didactic and clinical portions in order to pass the course. Students who fail both didactic and clinical are required to retake the entire course. A student who fails one section, either the didactic or clinical portion, may explore options with the Clinical Faculty, which could include, for example, an Incomplete that could be completed in a short timeframe or retaking the course. Specific work involved in an Incomplete can only receive a maximum grade of 83%.

**Student Requirement for Preceptor Agreements/Packets**

Student is responsible to ensure that all Preceptor Agreements are signed before beginning clinical experience (may be signed on first clinical day) and those agreements are faxed or scan/emailed to Felicia Chamberlain by the end of Week 2. The “Agreement Date” is the date that the Preceptor signed the Agreement. This date must be on or before the student’s first clinical day.If this is the first time a preceptor is working with a graduate nursing student for The University of Texas at Arlington (UTA), please have him/her complete the Preceptor Biographical Data Sheet and submit it with his/her Curriculum Vitae to Felicia Chamberlain. The signed Preceptor Agreement is part of the clinical clearance process. Failure to submit it in a timely fashion will result in the inability to continue clinical activity.

**Clinical Clearance**

All students must have current clinical clearance to legally perform clinical hours each

semester. If clinical clearance is not current, the student is unable to participate in clinical hours required for this course, and this would result in course failure. You will be notified via UTA email by Felicia Chamberlain if you are not up to date on clinical clearance requirements. Please check your UTA email often.

**Clinical Dress Code**

Realizing the importance of presenting a professional image as a nurse leader, guidelines have been developed when representing the UTA College of Nursing (CON) to the community including all nursing administration practicum.

See MSN Dress Code at:

[http://www.uta.edu/nursing/file\_download/56/MSN+2011-2012+Handbook.pdf](http://www.uta.edu/nursing/file_download/56/MSN%2B2011-2012%2BHandbook.pdf) .

**Unsafe Clinical Behaviors**

Students deemed unsafe or incompetent will fail the course and receive a course grade of “F”. Any of the following behaviors constitute a clinical failure:

1. Fails to follow standards of professional practice as detailed by their respective Nursing Practice Act\* (Available at [www.bon.state.tx.us](http://www.bon.state.tx.us) for TX residents).

2. Unable to accept and/or act on constructive feedback.

3. Needs continuous, specific, and detailed supervision for the expected course performance.

4. Unable to implement advanced clinical behaviors required by the course.

5. Fails to complete required clinical assignments.

6. Falsifies clinical hours.

7. Violates student confidentiality agreement.

\*Students should also be aware that violation of the Nursing Practice Act is a “reportable offense” to the Board of Nursing (BON).

**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/>.

**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. You are permitted to sign confidentiality forms if your clinical site requires this. Notify 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/file\_download/56/MSN+2011-2012+Handbook.pdf](http://www.uta.edu/nursing/file_download/56/MSN%2B2011-2012%2BHandbook.pdf) .

**Teaching Methods/Strategies**

Lectures, discussion boards, walking rounds, guest lectures, audio-visual aids, and literature review.

Course materials and intra-course communication will be managed through Blackboard.

**Grading Policy**

|  |  |  |  |
| --- | --- | --- | --- |
| **A = 92 – 100** | **B = 83 – 91** | **C = 74 – 82** | **D = 68 – 73** |

**(D and F are NOT considered passing)**

Grades are extended to two decimals without rounding for the final grade. For example a final course score of 91.99 is a B in the course.

Assignments and projects are the major part of the course work and should receive appropriate attention. All material submitted for grading must meet the standards of graduate level work (content and format).

All assignments are to be submitted electronically via Blackboard unless otherwise specified by the instructor. Title page for each assignment is required unless otherwise specified.

Turn in only one copy of your work; all assignments are the property of UTA. Students should make a copy of their work prior to submission.

**NOTE: STANDARD FOR LATE ASSIGNMENTS**

**There will be a point deduction applied for all late assignments. TEN (10) POINTS will be deducted each day the assignment is late. The assignment will NOT be accepted after two (2) days (from original due date). At that time the assignment will be graded as a zero. Adaptations in acceptance dates/times for late assignments in the event of an unexpected life-event are at the discretion of the faculty member.**

Students must remain in satisfactory academic standing by maintaining a minimum of a 3.0 GPA. This means that students must score an 83 or better to continue in the program.

**Attendance Policy**

Accessing all lecture materials, and regular participation in discussion boards is expected of all students. Participation in both will be reflected in the course grade. Students are responsible for all missed course information.

Graduate students who wish to change a schedule by either dropping or adding a course must first consult with the Director of the MSN Graduate Program, Cynthia Plonien – plonien@uta.edu.

**DROP DATE: June 26, 2015**

**Status of RN Licensure**

All graduate nursing students must have an unencumbered license as designated by the 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, Dr. Jennifer Gray. Failure to do so will result in dismissal from the Graduate Program. The complete policy about encumbered licenses is available in the Graduate Student handbook online at:

[http://www.uta.edu/nursing/file\_download/56/MSN+2011-2012+Handbook.pdf](http://www.uta.edu/nursing/file_download/56/MSN%2B2011-2012%2BHandbook.pdf)

**Student Code of Ethics**

UTA College of Nursing 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.

**Academic Integrity**

All students enrolled in this course are expected to adhere to the UTA 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.*

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university 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. Additionally, copying a portion of published material (such as, books or journals) without adequately documenting the source is plagiarism. 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 at the end of each paragraph. 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 encouraged to review the plagiarism module from the UTA Central Library via: <http://library.uta.edu/plagiarism/index.html>

**Americans with Disabilities Act**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 -The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at: <http://www.uta.edu/disability>.

Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Online Etiquette Policies**

Electronic Communication: UTA has adopted the University e-mail address as an official means of communication with students. Through the use of e-mail, UTA is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through e-mail.

All students are assigned an e-mail account, and information about activating and using it is available at: <http://login.live.com/>.

New students (first semester at UTA) are able to activate their e-mail account 24 hours after registering for courses. There is no additional charge to students for using this account, and it remains active as long as a student is enrolled at UTA. Students are responsible for checking their e-mail regularly.

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 Main Discussion board. Refer to UTACON Student Handbook for more information.

**No Gift Policy**

In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the CON has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found on page 11 of the MSN Student Handbook: [http://www.uta.edu/nursing/file\_download/56/MSN+2011-2012+Handbook.pdf](http://www.uta.edu/nursing/file_download/56/MSN%2B2011-2012%2BHandbook.pdf)

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.

**Course Evaluation**

Course evaluation is a continuous process and is the responsibility of both the faculty and the students. Ongoing feedback (formative evaluation) is the only way to improve the course and to assure that it meets your needs and those of the discipline of nursing. It is your responsibility to give immediate, constructive feedback regarding class structure and process.

Formal evaluation of the course and the instructor occurs at the end of the course. You will receive instructions at your UTA e-mail address about how to complete the course evaluations online. Your ratings and comments are sent to a computer not connected to the CON, and faculty members do not receive the results until after they have turned in course grades.

**Graduate Course Support Staff**

Felicia Chamberlain, Coordinator

Academic Partnerships Programs

Department of Nursing Administration, Education, and Research

UTA College of Nursing

Box 19407 Arlington, TX 76019

(817) 272-0659

(817) 272-0663 Fax

[chamberl@uta.edu](https://owa.uta.edu/owa/grove%40exchange.uta.edu/redir.aspx?C=b90287c255c148c0ab25bb07e47c4f18&URL=mailto%3achamberl%40uta.edu)

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**Library Information**

Peace Williams, Nursing Librarian

(817) 272-6208

[peace@uta.edu](https://owa.uta.edu/owa/jodiann%40exchange.uta.edu/redir.aspx?C=SVRP3-Z3G0yLcRBl4w8Q9wF_cv0zQ9FIQ5gOmmosKIInWYPomrx0Oo2N_W9d-9pE5QSpbYM9G7Q.&URL=mailto%3apeace%40uta.edu)

Research Information on Nursing: [http://www.uta.edu/library/research/rt-nursing.html](https://owa.uta.edu/owa/jodiann%40exchange.uta.edu/redir.aspx?C=SVRP3-Z3G0yLcRBl4w8Q9wF_cv0zQ9FIQ5gOmmosKIInWYPomrx0Oo2N_W9d-9pE5QSpbYM9G7Q.&URL=http%3a%2f%2fwww.uta.edu%2flibrary%2fresearch%2frt-nursing.html).

**STATEMENT OF SCHOLARSHIP**

**Masters of Science in Nursing Administration**

**University of Texas at Arlington – College of Nursing**

Congratulations! You have chosen to embark on an exciting journey in the University of Texas at Arlington (UTA) Masters of Science in Nursing Administration program. As the graduate faculty for this program, our assumption is that you will be stretched as you take on new and challenging professional roles and responsibilities. Many students believe graduate school is merely an extension of undergraduate work. However, graduate school requires that you be prepared and disciplined in your work, thinking, and writing. Some students may need to develop their ability to think critically, and to speak and write English properly and effectively. We expect each of you to set high performance goals for yourselves and to enthusiastically pursue excellence. When you leave us, we know you will feel that your graduate experience was not only informational, but also transformational. Now is the time to renew your commitment to being an active participant in your own personal and professional development. We look forward to facilitating your successful completion of this program. We (your faculty) are here to assist you in your success along this scholarly journey.

**DISCUSSION BOARD**

Students are expected to participate in discussion boards related to varying topics throughout this course. Text and selected articles are included as noted in Blackboard. Note that some weeks require the student to select and read an article from a list provided plus self-select an article related to the subject. Unless otherwise directed, please post citations along with briefly answering the questions below for your selected articles/text in the designated Discussion Board.

1. What is the focus of the article/chapter?
2. What information did the authors use as the basis for their conclusions?
3. How does this information impact the role of a nurse administrator?
4. What additional questions do you have after reading this article?

**Week 1:**

1.a. Read: 1 article from reference list provided plus 1 self-selected article.

1.b. Briefly summarize and post the 2 articles you selected by 2359 Saturday Week 1.

**Week 2:**

1.a. From Gibson, Chapter 4, post your brief answers to questions 1 and 7 from the Discussion and Review Questions at the end of the chapter by 2359 Saturday Week 2.

1.b. Respond substantively to at least one of your peer’s postings by 1200 Monday Week 3.

2. From the Myers-Briggs lecture: Post your response (by 2359 Saturday Week 2) to the question:

a. How would you use this information as a CNO?

**Week 4:**

1. Walking Rounds interview:
a. Post your walking rounds findings (by 2359 Saturday Week 4); include how you might use this information in your leadership practice. NOTE: This information may be more fully discussed in your journal.

b. Respond substantively (by 1200 Monday Week 5) to at least one of your peer’s postings. (Select someone you have not responded to previously).

2. Articles:
Briefly summarize and post the 2 articles you selected on creating a positive workplace culture; include how you might use this information in your leadership practice.

**Week 6:**

1. Articles:
Briefly summarize and post the 2 articles you selected by (by 2359 Saturday Week 6).

2. From your selected readings, post your answers to the following questions by 2359 Saturday Week 6.

a. What do you believe are 3 top priorities of the nurse administrator related to risk management?

b. Using Change Theory: How can leaders convince staff to abandon old practices that are creating patient safety risks?

c. Respond substantively to at least one of your peer’s postings by 1200 Monday Week 7. (Select someone you have not responded to previously).

**PRACTICE COMPONENT**

**SELECTION OF PRACTICE SITES AND PRECEPTORS – CONTACT PERSONS**

Practice sites and preceptors-contact persons are selected jointly by the student and nursing administration clinical faculty, keeping in mind, the student’s educational and experiential background, career goals, and professional interests. Practice sites may be within health care organizations and agencies where the CON has established interagency affiliation agreements or other health care facilities where an experience may be sought through a letter of agreement.

Students are encouraged to seek a clinical site/preceptor outside own employing agency keeping in mind that the agency selected must have an affiliation agreement with UTA. If student is unable to secure an agency outside their own employment site, AP MSN students will be permitted to do their clinical experiences in their own employment settings for NURS 5339 and NURS 5340. The preceptor must be at least two levels higher than the student on the organizational chart. The student cannot have a direct reporting relationship with the preceptor. If student completed clinicals in own agency, students are encouraged to seek experiences with administrators in departments other than their own, such as Radiology, Ambulatory, Community Outreach, and so forth.

**Clinical sites/preceptors MUST be approved by the clinical faculty (lead teacher and/or clinical instructors).**

Preceptors-contact persons are selected for their knowledge and expertise in the field of management/leadership, and for their ability to create and promote a positive learning environment for the student. A master’s degree in nursing, health care, administration, or business administration is required for preceptors. Exceptions are considered on an individual basis where a preceptor’s expertise in a specialized area may contribute to a valuable learning experience for the student.

The nursing administration clinical instructors are responsible for general supervision of the practice component through conferences with the student, or through a visit to the practice site. The clinical instructors act as the liaisons and resource persons for the student and the preceptor.

**CLINICAL EXPECTATIONS**

1. Student will develop personal objectives in areas of individual interest, which are congruent with course objectives.
2. Student initiates a meeting with the preceptor to discuss course and personal objectives and learning experiences desired. (For assistance in writing objectives, see Learning Objectives and Sample Objectives under Resources in Blackboard). Personal objectives may be revised as a result of this meeting in terms of opportunities available in this organization (3-4 objectives are sufficient).
3. Student will select core competencies in areas of personal choice and will follow through with completion at clinical site and document in journal.
4. Student should be prepared to give the preceptor a brief synopsis of his/her educational and experiential background.
5. Student objectives for the clinical are to be included in first journal submission and due to your clinical faculty by 2359 Friday Week 2.
6. Student arranges regularly scheduled conferences with the preceptor to assess learning experiences.
7. Student arranges scheduled conferences (via phone or online) with clinical faculty to discuss problems/guidance as needed.
8. Starting around mid-clinical hours, the student will arrange a conference (onsite or via phone) with the student, clinical faculty, and preceptor to evaluate learning experiences in the organization. Clinical faculty or student may request additional meetings arranged as needed.

**APPROPRIATE LEARNING ACTIVITIES**

The preceptor-contact person aids the student to identify appropriate learning activities to meet the objectives. Insofar as possible, students should endeavor to get “hands-on” types of learning activities. Observational experiences, interviews with selected personnel of the organization, attendance at meetings, and participation in projects are all appropriate. Involvement in projects that are of mutual benefit to the student and the organization is encouraged, and there may be several projects in which the student is engaged over the course of the semester. Take advantage of all opportunities (not restricted to one).

**MID-CLINICAL CONFERENCE**

Beginning approximately Week 3 to 4 students will be expected to contact their Clinical Instructor to schedule a mid-clinical conference call with the instructor, the student and the student’s preceptor. This is a required activity, and ideally the conference should coincide with completion of about one half of the required 90 hours of clinical rotation time.

The calls are usually brief in nature, lasting no more than 20-30 minutes depending upon the number or questions or type of assistance needed.The purpose of the call is multifaceted. It allows for personal interaction between the student, instructor and preceptor. It is an opportunity for the instructor to check on the student’s progress, provide assistance and guidance regarding the Reflective Journal or Clinical Project and address any concerns or questions from the student or preceptor. Talking with the student and preceptor also assists the instructor to evaluate the student’s clinical performance.

**SUGGESTED AREAS OF INVESTIGATION FOR CLINICAL COMPONENT**

The student should attempt to view the organization as a whole and seek learning experiences that will broaden understanding of how the nursing interfaces with other departments. The following are suggested areas for examination and by no means constitute a complete list. Financial management, budgeting, and staffing are not included, as they comprise the clinical component for Nursing Administration Financial Management. These areas may be investigated, however, after discussion with faculty.

1. Philosophy, mission statement, goals, objectives of the total organization, and nursing services.
2. Organization structure, departmentation, decentralization, and governance.
3. Strategic planning processes and strategic plans.
4. Marketing strategies and plans.
5. Policies and procedures.
6. Standards of patient care.
7. Patient care delivery systems, case management, and critical pathways.
8. Risk management and continuing quality improvement.
9. Performance evaluations and reward systems.
10. Peer review system.
11. Research and education.
12. Legal aspects of administration.
13. Ethical decision-making.
14. Chaplains’ services and spiritual counseling.
15. Social services.
16. Outpatient services, ambulatory care, clinics, home health, and hospice.
17. Discharge planning and continuity of care.
18. Extended care facilities.
19. Nursing informatics and information systems.
20. Public relations and guest services.
21. Human resource department.
22. Physician relations.
23. Consumer participation in health care.
24. Ramifications of corporate mergers.
25. Organizational politics in health care organizations.
26. Regulatory compliance.
27. Implementation of evidence-based practice
28. Patient throughput through the organization.
29. Efficiency and reduction of waste.

**AONE CORE COMPETENCIES**

AONE believes that managers at all levels must be competent in:

* Communication and relationship-building
* Knowledge of the health care environment
* Leadership
* Professionalism
* Business skills

Communication and relationship-building competencies include:

* Effective communication, relationship management, influence of behaviors, ability to work with diversity, shared decision-making, community involvement, medical staff relationships, and academic relationships

Knowledge of the health care environment competencies include:

* Clinical practice knowledge, patient care delivery models/work design knowledge, health care economics knowledge, health care policy knowledge, understanding of governance, understanding of evidence-based practice, outcome measurement, knowledge of/dedication to patient safety, understanding of utilization/case management, knowledge of quality improvement/metrics, and knowledge of risk management

Leadership skills/competencies include:

* Foundational thinking skills, personal journey disciplines, the ability to use systems thinking, succession planning, and change management

Professionalism competencies include:

* Personal/professional accountability, career planning, ethics, evidence-based clinical/management practice, advocacy for the clinical enterprise/for nursing practice, and active membership in professional organizations

Business skills/competencies include:

* Understanding or health care financing, human resource management/development, strategic management, marketing, and information management/technology

**American Organization of Nurse Executives. (2011). *The AONE Nurse Executive Competencies.* Chicago, IL.**

**[Note: AONE’s detailed paper on this topic was retrieved directly from the AONE public website and is posted in Blackboard under Resources for use.]**

**COURSE ASSIGNMENT**

**ORGANIZATIONAL ANALYSIS GUIDELINES**

**(100 points)**

The project will be a written organizational analysis incorporating knowledge gained from N5311, your clinical experience, and advanced knowledge gained from this course. Your analysis will include:

1. A brief statement of the mission/vision of the organization and the nursing department.
2. A brief summary statement describing the organizational chart. Provide a copy of the chart in your paper.
3. Your analysis of the flow of communication within the organization, vertical and horizontal. Give examples.
4. Describe the leadership style of your preceptor and the preceptor's supervisor and followers. Give examples. Compare and contrast your preceptor’s leadership style with his/her supervisor. Give examples.
5. Describe conflict resolution styles of your preceptor. Give examples.
6. Describe top challenges/concerns of the preceptor related to employees and Human Resource (HR) management issues. Describe preceptor’s relationship with the HR department. Give examples.
7. Describe motivation/reward systems of the organization. Give examples.
8. Describe the patient care delivery model (if applicable) of the organization.
9. Do a force field analysis of significant change initiatives within the organization and describe your findings.
10. Describe your assessment of the organization in regard to its culture, employee satisfaction, and overall effectiveness. Does the organization fulfill its mission? Why or why not? If you were to use a scale of 1-10, with 1 the worst and 10 the best, how would you rate this organization and why?
11. Using the above information, briefly describe changes you would make for improvement. This part should be reflective of your personal framework.

Include references related to justification of your conclusions about the organization and include supporting documentation from the organization as needed. **Paper should be typed in 12 font and be no more than 10 pages in length** (supporting documentation and references excepted).

A paper example is posted in Blackboard under resources for your review.

**Follow the rubric posted in Blackboard for paper details.**

**GUIDELINES FOR CLINICAL PROJECT**

Students meet with the preceptor to discuss an opportunity to participate in a research, quality improvement or evidence-based practice project that is ongoing in the facility, or is a proposed project that the student can initiate. Student may participate in most any stage of the project, such as literature search, tool development, implementation, data gathering, data analysis, evaluation, and/or write-up. In the past, students have participated in poster or paper presentations, as well as manuscript development. Documentation of the process/project should be included in the Journal. **Project must be approved by your clinical instructor prior to initiating.**

Further:

\*By 2359 Tuesday of Week 10: Post Power Point summary presentation of your Project on the designated Discussion Board. Power Point must include speaking points in notes section of the Power Point. Another **required activity** in this assignment is doing an actual presentation at your clinical site. You can discuss this with your preceptor and clinical instructor. You may present your project to stakeholders, other students, nurse leaders, etc. This presentation is **mandatory**. Your preceptor will provide input/feedback to your clinical instructor on your presentation. Your clinical instructor will provide final grade on your clinical project overall.

\* By 2359 Friday of Week 10: Post a substantive response to at least 1 of your peers regarding their project.

**Follow the rubric posted in Blackboard for project details.**

**GUIDELINES FOR CLINICAL JOURNALS**

You will be required to submit 3 submissions to allow faculty to provide feedback as you learn and progress through the journaling process. These submissions will assist you in maximizing total points for your final journal submission.

Submissions due:

1. Initial entry: Due 2359 Saturday Week 2.
2. Second submission: Due 2359 Saturday Week 4.
3. Third submission: Due 2359 Saturday Week 6.
4. Final submission will be due 2359 Thursday Week 10.

A sample journal is available under Resources for the course. The same journal will help you see the flow of ideas, brevity of learning activities, analyses, and how references are to be used to support or challenge your observations/conclusions/comparisons/contrasts. Be sure to select ONE reference for journal assignments from global list and all others are self-selected/directed.

**Initial Journal Entry**

1. Information about your clinical site and preceptor-contact person:

Name of your preceptor-contact person

Position or title

Organization

Address

Telephone No.

Fax No.

Email Address

1. Personal Objectives for Clinical

The student is expected to formulate realistic personal clinical objectives specific to the anticipated activities in each clinical site. These objectives should be shared with the preceptor prior to the clinical experience

A minimum of three objectives (maximum of 4) is expected for the semester. These should be congruent with course objectives, but more specific and measurable See Learning Objectives and Sample Objectives under Resources.

1. Selected Core Competencies

By the completion of all coursework in the Nursing Administration Program, you are expected to have achieved all Core Competencies of the American Organization of Nurse Executives (AONE, 2011). Based upon your objectives in this clinical, select the competencies in terms of your greatest need and what will be of value to you in your current and future work situations.

1. Learning Activities or Experiences

Identify activities that you will engage with your preceptor in order to meet each objective you have developed and each core competency you have selected.

A sample table such as the one below works well for the initial submission of items # 2-4 above.

A brief indicator of your objectives and competencies should be used in your journal entries and indicated as such in parentheses after the objective/competency.

For example:

|  |  |  |
| --- | --- | --- |
| OBJECTIVES | CORE COMPETENCIES | LEARNING ACTIVITIES |
| Explore the role of the CNO/CNE at the clinical site. | Communication and relationship building.  | Observe CNO/CNE during meetings within the Nursing Division and across other departments and with other disciplines. |

1. Personal Philosophy/Framework for Nursing Administration (Format: Double-Space)

The Personal Philosophy/Framework for Nursing Administration provides the philosophical basis for the student’s advanced nursing practice and is used to guide decision making in all clinical encounters. **While the philosophy/framework of nursing the student developed in N5327: Analysis of Theories for Nursing may be used as a foundation, it is expected that the student will further refine and expand this philosophy/framework to incorporate and apply theories and styles of nursing leadership into the student’s personal practice of nursing administration. Your philosophy must build upon previous coursework. In this course your philosophy must be mature, robust, and incorporate the AONE core competencies.**

**Subsequent Bi-Weekly Entries**

After the initial journal entry, each site visit should be summarized so that hours spent are clearly identified. Each site visit should be a separate journal entry. To help maintain privacy throughout your journal, please use initials of individuals only. Follow the format in the examples in the sample journals located in course Resources. Learning activities and Analyses sections should be 1.5 spacing

For each date of entry, identify the core competencies, objectives, and learning activities that were planned for this date. As you progress through the clinical experience, fully describe the selected relevant project you participated in as a student, including its impact on nursing and the organization.

Follow hours tracking, core competencies, objectives, and learning activities with a brief description of what you did during the clinical session.

Follow the description of what you did with an analysis of what this meant to you and how it relates to the role and/or functions of the nurse administrator, **using relevant citations from the literature.** This section demonstrates the student’s ability to integrate didactic/theoretical information into application. It allows the student, from the perspective of the role of nurse leader/manager, to describe how he/she has applied and integrated information gained in the classroom and readings. Discuss how you personally would have conducted the situation. Compare and contrast the two. Describe how you have benefited and grown in the core competencies selected for this clinical experience.

 **[Note: Use blue font for the analysis]**

**Final Journal Submission**

At the end of your journal, after completing your final journal analyses, provide a summary statement, summarizing your clinical experience. Include an evaluation of the objectives with a brief description of how each objective and core competency was met.

**Follow the rubric posted in Blackboard for journal details. Refer to the “journaling guide” provided under resources in Blackboard. There is also a link to this document in each week where journal assignment is due.**

**CORE COMPETENCY TABLE**

A Table of Core Competencies may be added as a section before your References section. This Table represents how you have met all Core Competencies for the MSN in Nursing Administration and is a compilation of all courses, assignments, activities, presentations, etc. This Table is not a required part of your journal in N5339, but will be required for N5340. Beginning this table now will make completion in N5340 simpler. A sample table is presented here. All five AONE Core Competencies must be addressed.

|  |  |  |  |
| --- | --- | --- | --- |
| # | Competency | Course(s) | Activities/Assignments |
| 1 | Communication and Relationship Building | N5301 N5343 N5308N5309 N5341 N5342 N5382 N5292 N5339 N5340 | Evidenced-Based Project, Interview(s) Nurse Leaders, Blackboard for Class Activities and Communication with Classmates, Finance Project, Health Policy Legacy Café, Board of Nursing Mock Hearing, Completion Project, Clinical Experience with Preceptor and Staff, Management Seminar Session Preparation |
| 2 | Knowledge of the Health Care Environment | N5327 N5343 N5339N5340 | Assigned Readings, Personal Framework Paper, Personal Vision Statement, Organizational Analysis, Clinical Journals |

**EVALUATIONS**

At the end of the semester, in accordance with good clinical practice in nursing administration, the following evaluations are completed:

1. Preceptor Evaluation of Student: It is advisable to provide the preceptor evaluation form to the preceptor electronically as soon as possible so the preceptor can become familiar with the form and the expectations. At the end of the clinical experience, schedule a meeting time between student and preceptor to review and discuss the evaluation. Once the evaluation meeting has taken place, you and your preceptor must sign document. Scan original/signed document and post in Blackboard.
2. Clinical Instructor Evaluation of Student: Grading clinical instructor will complete this evaluation. The timing of this evaluation is at the discretion of the clinical instructor. He/she may choose to complete it before or after your final journal review/grade. The clinical instructor may schedule a meeting with the student during or around the final semester week via in person or telephone to review the evaluation.
3. Student Evaluation of Clinical Instructor: Course, site, and faculty evaluations. A link will be provided for students to complete.
4. Student Evaluation of Clinical Site/Preceptor: Students have the opportunity to complete an evaluation of the experience at the clinical site. A link will be provided for students to complete.
5. Course Evaluation: Course and faculty evaluations. A link will be provided for students to complete.