



Syllabus: AP N5311 Nursing Management in the Health Care Environment

Instructor:

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Academic Coaches

- **Cynthia Casey**
- **Hazel Darisse**
- **David Reed**
- **Pamela Wright**

Prerequisites:

NURS 5327 or may be taken concurrently with permission of faculty

Required Textbooks, Reading Material, and Resources:

- 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 / 9780077325732 Online Learning Center (OLC)** <http://www.mhhe.com/gibson14e> (call OLC Digital Care 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: Jossey-Bass, Inc., Publishers.

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

Course Description:

Considers development of management and organizational theories as applied to health care organizations and their environment

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.

Attendance & Drop 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, Dr. Cynthia Plonien, plonien@uta.edu

DROP DATE: June 13, 2016

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

Specific Course Requirements

1. Internet access (Internet Explorer 5.0 or higher; or Netscape Navigator 4.7)
2. Microsoft Office software (Office 2007 recommended).
3. Participation on the Discussion Boards is required and part of your participation grade.
5. Journal Critique.
6. Analyze and present a leadership theory
7. Written paper on current research in Nursing Administration and Management

Teaching Methods/Strategies

Lectures, class discussion, case studies, guest speakers, audio-visual aids.

Grading

| | |
|---|-------------|
| <i>Journal Critique</i> | 20% |
| <i>Theory Analysis & Presentation</i> | 25% |
| <i>Analysis Paper</i> | 35% |
| <i>Class Attendance & Participation (Discussion Boards)</i> | 20% |
| TOTAL | 100% |

A = 90 – 100 B = 80 – 89.99 C = 70 – 79.99
Final grades are not rounded up.
Students are required to maintain a GPA of 3.0

Students must remain in satisfactory academic standing by maintaining a minimum of a 3.0 GPA. A student who makes a C in a graduate course should contact their Graduate Advisor to determine his or her standing in the program.

- When a student's GPA goes below 3.0, the student goes on academic probation.
- Students who were unconditionally admitted to the program have a semester to regain a 3.0 GPA. If at the end of the next semester, the GPA is not 3.0 or higher, the student must petition Graduate Studies Committee for approval to continue in the program.
- Students admitted on probation whose GPA drops below 3.0 must petition the Graduate Studies Committee to continue in the program before registering for the next course.

Grades are extended to two decimals without rounding for the final grade. For example a final course score of 89.99 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. A UTA College of Nursing title page for each assignment is required unless otherwise specified.

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

Due Dates and Times of Assignments

Assignments are due as designated in Blackboard per Central Standard Time (CST) zone. Assignments are not accepted after the due date unless permission has been granted by the instructor prior to the due date. Unless otherwise indicated, the due time is the "end of day," which is 11:59 pm (CST). It is recommended that you submit your assignments no later than 11:45 pm of the due date to prevent any submission problems. Assignments will only be accepted within the first 24 hours past the due date of the assignment with instructor approval prior to the due date and will lose 10 points for being late. **No assignments will be accepted more than 24 hours from the due date.**

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>

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 MSN 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 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

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

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, and 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." (Regents' Rules and Regulations, Series 50101, Section 2.2). For additional information please refer to the Student Handbook.

Plagiarism

Copying another student's paper or any portion of it is plagiarism. Additionally, copying a portion of published material (e.g., 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 UT Arlington Central Library via <http://library.uta.edu/plagiarism/>

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.

Title IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Online Etiquette Policies

Electronic Communication Policy: The University of Texas at Arlington has adopted MavMail address as the official means of communication 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 from the Self-Service website, contact the Helpdesk at helpdesk@uta.edu.

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 College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: <http://www.uta.edu/nursing/handbook/scholarships.php>, 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.

Student Feedback Survey

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online 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>.

You will receive instructions at your University of Texas at Arlington e-mail address about how to complete the course evaluations online. Your ratings and comments are sent to a computer not connected to the College of Nursing, and faculty members do not receive the results until after they have turned in course grades.

Graduate Course Support Staff

Felicia Chamberlain, Graduate MSN Program, Coordinator

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Librarian to Contact:

Antoinette Nelson, MLS,

Nursing Librarian, Dept Head Stem Outreach & Scholarship

Box 19497, | Arlington, TX 76019

Phone: (817) 272-7433

Cell: 817-235-4411

Fax: 817-272-5803

E-mail: nelson@uta.edu

Research Information on Nursing:

<http://libguides.uta.edu/nursing>

<http://www.uta.edu/library/sel/>

<http://libguides.uta.edu/profile/nelson>

Statement of Scholarship
Masters of Science in Nursing Administration
University of Texas College of Nursing

Congratulations! You've 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'll 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'll 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.

| THEORETICAL BASE | MAJOR CONCEPTS |
|--------------------------------------|--|
| 1. Great Man Theory | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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. |

| THEORETICAL BASE | MAJOR CONCEPTS |
|--|--|
| 4d. Situational Leadership Model (Hersey & Blanchard) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Leader identifies what followers want or prefer and helps them achieve level of performance that results in rewards that satisfy them. |
| 8. Transformational Leadership | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • Servant leaders are first a servant of those they lead. |
| 10. Quantum Age Leadership | <ul style="list-style-type: none"> • Moves leadership from linear thinking to meta thinking. |
| 11. Principle Centered Leadership | <ul style="list-style-type: none"> • Development of a principle centered core within self and organizations. |

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 of 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.

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.

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). |

Reference List entry for above in-text citation:

Journal of Nursing Administration (JONA). (2012). About the journal. Retrieved from

<http://journals.lww.com/jonajournal>

Theory Analysis and Presentation

(100 points; 25% of grade)

(90% Proctor-graded presentation; 10% Coach/Faculty-graded, voice-narrated PowerPoint)

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

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:

See due dates and grading criteria in Blackboard.

- 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.

Week 1:

- 1. Organizational Change and Learning
- 2. Brain Dominance

Week 2:

- 1. Cultural Influence on Organizational Behavior
- 2. Cultural Diversity in the Workplace

Week 3:

- 1. Job Description/Design
- 2. Leadership
- 3. Evidence-Based Practice (EBP)
- 4. Case Study- Span of Control

Week 4:

- 1. Managing Change
- 2. Motivation/Empowerment
- 3. Workforce Retention

Week 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.**

Lecture Participation Activity

(100 points each; Calculated as part of Participation grade)

Purpose:

Because content in this course is foundational to other Nursing Administration courses, and to aid in synthesis of lecture information, students will be required to compose a minimum of 3 key thoughts, ideas, impressions, “take-aways,” etc. that are gained from viewing/listening to each lecture. These responses to the lectures will count toward your participation grade. A lecture activity form will be provided each week (Assignments) for you complete and upload. As stated early in this syllabus, *accessing all lecture materials... is expected of all students. Participation...will be reflected in the course grade.*