The University of Texas at Arlington College of Nursing and Health Innovation

NURS 5340

Management Seminar

Course Description

Synthesize management, organizational, and leadership concepts and theories in selected health care settings.

Course Outcomes

1. Analyze managerial problem solving and decision-making in rural and urban practice settings.
2. Analyze leadership styles and organizational behavior in organizational settings.
3. Apply relevant research findings in managerial problem solving.
4. Evaluate the cost and benefit of community partnering projects in organizational settings.
5. Analyze an administrative role in organizational settings.
6. Analyze ethical decision making in nursing leadership.

Credit hours

3 hours.

Pre and Co-requisite Courses

Pre-Requisite: NURS 5308; NURS 5311; NURS 5439; NURS 5341; NURS 5343; NURS 5342; NUS 5382

Section

5340 - 400

Lead Faculty Instructor(s):

Cynthia Plonien DNP, RN, CENP
Associate Professor
    Email: plonien@uta.edu
    Faculty Profile: https://www.uta.edu/profiles/cynthia-plonien

Practice Coaches

Refer to Announcements in Bb

Textbook

Gibson, J. L., Ivancevich, J. M., Donnelly, Jr., J. H., & Konopaske, R. (2012). *Organizations: Behavior, Structure, Processes.* 14th ed. New York: McGraw-Hill Irwin.

Roussel, Thomas & Harris*. Management and Leadership for Nurse Administrators.* 7th Edition, Jones and Bartlett Learning, Burlington, MA,

ANA. *Scope & Standards of Practice: Nursing Administration.* 2009 Edition. ISBN 13: 938-1-55810-267-5. Assigned reading – On Reserve, UTA Library.

Blanchard, K. & Bowles, S. (1998). *Gung Ho!* 1st. ed. New York: William Morrow and Company, Inc.

APA 6th Edition

Students are expected to use APA style to document resources. Numerous resources can be found through the UTA Library at the following links:
- APA tutorial link: http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx
- UTA CONHI Cover page link: http://www.uta.edu/nursing/msn/apaformat
- http://library.uta.edu/sites/default/files/apa2014.pdf
- http://libguides.uta.edu/apa
- http://library.uta.edu/how-to/paper-formatting-apa-st

Technology Requirements

Students must have an up-to-date computer system with wired (not wireless) high-speed Internet in addition to e-mail and internet skills. The entire course will be delivered in an online format.

Communication

Preferred contact method
Contact your academic coach as your first line contact. The Coach will contact the Faculty as needed.

Student Email
Students enrolled in online UTA MSN Nurse Educator courses are expected to check their UTA email daily. Students waiting for their next course to start are expected to check their UTA email a minimum of twice weekly**.**

Faculty and Students – Email
For reasons of web security, faculty, staff, and students must use their **official** UT Arlington e-mail address for all university-related business. As a security measure, and in order to protect student privacy, only emails received through the UTA email system will receive a response. Emails received from any student's personal email address will be deleted without a response.

Department Telephone Number
Felicia Chamberlain, (817) 272-0659, chamberl@uta.edu
Coordinator –Accelerated Online MSN Nursing Education Program

Preferred Methods for Reaching Course Faculty
Email correspondence should be sent to me via YOUR UTA EMAIL. Emails are checked at least once daily on weekdays and weekend days. Should we need to communicate further

via telephone or virtual video conferencing, then that may be arranged after the initial email correspondence. **Maximum Timeframe for Responding to Student Communication**
- o Response to student emails can generally be expected within 24 hours with a 48 hour maximum time frame.
- o Students may expect assignments to be graded within 72 hours.

Virtual Office Hours
- o Office hours by appointment. Please email the professor or your lab/clinical faculty to request and schedule an individual (or small group) virtual work session. The purpose of virtual office hours is to address those unique instructional challenges or questions that require a response that <u>cannot be answered via email</u> (<u>in this order</u>: course coach, lab/clinical instructor then lead faculty), announcement, or the Q&A forum provided within the course.
- o If the above resources are not appropriate, please email the lab/clinical instructor or lead faculty to schedule an individual virtual work session Include the purpose of the meeting, what you hope to learn as a result of this meeting, and who will be participating (i.e. coach, lab/clinical instructor and/or lead faculty).

Zoom
- o Zoom is a user-friendly, online, video-conferencing, screen-share tool. It operates outside of Blackboard. If invited to attend a Zoom conference, students simply need to:
    - ▪ Use a computer with video and audio features
    - ▪ Download Zoom to their computer the first time they receive a Zoom link (you will do this simply by clicking on the link)
    - ▪ Check their video and audio features via the cues provided in Zoom
- o The Zoom link can also be downloaded to your smart phone. Lastly, Zoom sessions can be saved and made available to all students through a link provided by the professor.
- o Students do not need a Zoom account to join Zoom meetings hosted by a faculty member or lab/clinical instructor. Zoom tutorial can be found at the following link: https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials

<u>Attendance Policy</u>

Student attendance in this online course is required virtually as needed to successfully complete course assignments and assessments within the required timelines.

<u>Grading and Evaluation</u>

A = 90-100
B = 80-89.99
C = 70-79.99
D = 60-69.99 (cannot progress)
F = below 60.00 (cannot progress)

Final grades are not rounded up.

Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
- • Your course professor
- • Your advisor
- • UTA Student Success Coordinators

Required Components for Course Credit	Percentage Value Within the Course
Executive Summary: In Search of Level 5 Leadership (1.1).	10%
Motivating Employees – Gung Ho! (1.3).	10%
Executive Summary: Ethical Dilemma (2.1)	10%
Community Partnering Project (4.0)	20%
Leadership and Accreditation (3.4)	10%
Application Assignments (2.2, 3.2, 3.3, 4.2, 5.3, 5.4, 5.5)	25%
Discussion Boards (1.2, 1.4, 2.3, 2.4, 3.1, 4.1, 4.3, 5.1, 5.2)	15%

Late Assignments / Assessments

Late assignments and/or quizzes and/or tests will receive a minus 10 points for the first day and not be accepted for a grade or reviewed for feedback and will be assigned a zero. Emergent situations in which faculty may consider late assignments, etc. IT IS THE SOLE RESPONSIBIITY OF THE STUDENT TO NOTIFY THEIR COACH AND/OR INSTRUCTOR OF ILLNESS/EMERGENCY. FAILURE TO DO SO DOES NOT GUARANTEE STUDENT ANY EXTENSION OF ASSIGNMENT DUE DATES. Original documentation evidence for absence will be required. Acceptable forms of documentation may include 1) Official statement of student or immediate family member being or having been under medical care during the period of time in question; 2) Police report with student's or immediate family members' name(s) during the period of time in question; and 3) any other documentation from an official source that explains an illness/emergency during the period of time in question. Any document appearing to be altered in any way or which lacks required information will not be accepted.

- Late Discussion Board Posts will receive a minus 10 points for the first day and a result of zero after one day.

Course Format and Design

This course is presented completely online and is administered at an accelerated pace. The course builds upon your undergraduate education and will cover a significant amount of content over a short period of time. It is designed to facilitate and guide your learning. As such minimal written lecture content is provided; you will be required to read the text books and other course materials and to synthesize this information to complete all of the course assignments.

As a graduate student, the expectations of this course and curriculum are different than your undergraduate education. You are expected to synthesize the information from your readings and be able to apply it to clinical scenarios in a manner which is reflective of advanced practice nursing. As a graduate student, you are considered to be an independent learner and if needed identify additional resources to help you understand the concepts in the course.

This class utilizes multiple teaching/learning modalities in the delivery of the content. Supplemental videos and lectures have been provided over select concepts to enhance your learning. These videos and lectures are mandatory to view, and you will find them to be an integral part of learning in this particular course. You are responsible for the content in the text

books, lectures, videos, supplemental readings, and any of the other multimedia teaching/learning presentations utilized in this course. In simpler terms, any and all course-related content may be covered on your assignments and exams.

Course Expectations

Students are expected to work independently on every assignment in this course unless instructed otherwise. Collusion or consulting with other students or healthcare professionals concerning assignments is not permitted. Sharing your work or borrowing the work of others will prevent students from fully benefitting from the learning opportunities in this course. It is YOUR work that we are interested in evaluating, NOT the work of others. Collusion or consulting with others is considered a matter of academic dishonesty and will be treated as such.

The amount of time required by students to study and complete assignments in this course will vary according to students' previous professional experiences, prior learning, and, the pace at which one works. While having completed multiple years of practice generally provides students an advantage, these same students sometimes find themselves having to "unlearn" practices that are not supported by the most recent evidence or research. Students with fewer years of nursing experience will generally find themselves working more diligently to quickly increase their overall knowledge base – knowledge that their classmates may have developed over multiple years of working in healthcare settings.

Course Topics / Lesson Titles

Module	Module Topics / Titles	Lesson Topics / Lesson Titles
1	Communication and Relationship Building	1.1. Leadership Excellence 1.2. Crucial Conversations 1.3. Employee Motivation 1.4. Community Partnering
2	Ethical Decision-Making	2.1. Ethical Dilemmas 2.2. Moral Courage 2.3. Code of Ethics 2.4. Defining Moments
3	Organizational Power and Politics	3.1. Power and Politics In the Work Place 3.2. External Forces – Financial Outcomes 3.3. Consumer Measures of Performance 3.4. Voluntary Accreditation
4	Managerial Problem Solving through QI	4.1. Enhancing Performance – Team Strategies and Tools 4.2. Managing Quality Improvement 4.3. Six Sigma in the Work Environment
5	Professional Practice	5.1. Reflective Practice 5.2. Effective Messaging 5.3. Resource Acquisition 5.4. Career Planning 5.5. Nurse Executive Certification

Schedule Adjustments
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. If any changes are made, they will be added to the Announcement Board. – Cindy Plonien

Assignments

Description of Major Assignments/Assessments
For all course assignments/ assessments, please refer to the course calendar in this syllabus for specific due dates and times. Please refer to Blackboard for more details concerning these assignments and for grading rubrics.

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. If any changes are made, they will be added to the Announcement Board. Cynthia Plonien DNP, RN, CENP

Blackboard Required
Only assignments submitted through Blackboard will be reviewed and accepted for a grade, regardless of the reason. Assignments that are submitted through email will not be reviewed for feedback or graded; they will be assigned a grade of zero. **No exceptions will be made.**

Technical Problems
Because technology is vulnerable to experiencing difficulties you should not wait until the last minute to submit an assignment, complete a quiz, or test. If you experience technical difficulties contact Blackboard Support to help resolve the issue. They are open 24 hours a day.

Discussion Boards
Discussion participation is crucial to your learning and success in the course.
- In order to receive full credit for each module discussion, you must contribute to discussions through your postings as required by discussion board guidelines and rubrics.
- A substantive post is thoughtful and includes reflection, elaboration, analysis, application, synthesis and/or evaluation. In your initial post you must also provide personal insights which includes:
    - How this information impacts the role of a nurse educator and
    - How it can be applied to nursing education
- Please refer to the Guidelines for Substantive Posts and the Discussion board grading rubric.
- Late or missing discussion board posts will result in a zero.

Course Outcomes and Performance Measurement

Course Objective(s)	Module Number and Objective(s)	Assessment Item
1. Analyze managerial problem solving and decision-making in rural and urban practice settings.	Module 4	
	Use verbal strategies to enhance team performance.	4.1. Discussion Board - TeamSTEPPS
	Identify and use CQI Techniques.	4.2. Application Exercise - PDCA
	Plan and discuss implementation of Six Sigma processes to improve organizational outcomes.	4.3. Discussion Board - Six Sigma
	Module 5	
	Analyze administrative roles and evaluate personal career paths in leadership and nursing administration.	5.3. Application Exercise - Resource Acquisition
2. Analyze leadership styles and organizational behavior in organizational settings.	Module 1	
	Analyze and compare characteristics of nursing leadership that promote excellence in care delivery, fiscal accountability and professional growth of others to Level 5 organizations.	1.1 Assignment - Executive Summary: In Search of Level 5 Leadership
	Apply leadership principles presented in Gung Ho! to motivate employees to higher levels of performance.	1.3. Assignment - Motivating Employees – Gung Ho!
	Module 3	
	Identify and discuss strategies and tactics related to internal political power that can enhance or decrease opportunity for goal attainment.	3.1. Discussion Board – Power and Politics
3. Apply relevant research findings in managerial problem solving.	Module 1	
	Apply Crucial Conversation skills in the work place with evaluation of outcomes.	1.2. Discussion Board – Crucial Conversations
	Module 3	
	Utilize quality metrics as competitive comparisons.	3.3. Application Assignment – Executive Summary: Consumer Measures of Performance
	Module 5	
	Research and examine competency criteria required to pass a national certification exam in nursing	5.5. Application Assignment – National Certification

Course Objective(s)	Module Number and Objective(s)	Assessment Item
	leadership, management and executive practice.	
4. Evaluate the cost and benefit of community partnering projects in organizational settings.	Module 1	
	Initiate a Community Partnering project, subsequently integrating theory and research into planning, implementing and evaluating a community project.	1.4. Assignment – Community Partnering Project
5. Analyze an administrative role in an organizational setting.	Module 2	
	Develop communication strategies to create an organizational climate of support to acts of moral courage.	2.2. Application Assignment – SBAR Report: Moral Courage
	Module 3	
	Explain the power of external performance measures related to purchasing power and reimbursement, as exampled by the LeapFrog Group and Medicare.	3.2. Application Assignment – Executive Summary: Quality Measures and Financial Outcomes.
	Analyze the role of nurse leaders in leading and managing processes related to voluntary accreditation.	3.4. Assignment – Leadership and Accreditation
	Module 5	
	Evaluate the value of reflective practice in decision-making as a professional in nursing leadership and administration.	5.1. Discussion Board – Reflective Practice
	Apply leadership techniques to effective messaging.	5.2. Discussion Board- Case Study – Effective Messaging
	Develop a current professional Vita/Resume.	5.4. Assignment – Career Path
6. Analyze ethical decision-making in nursing leadership.	Module 2	
	Apply ethical decision-making to ethical dilemmas related to health care needs of populations within the community.	2.1 Assignment – Executive Summary – Ethical Dilemma
	Identify and discuss the value of the Nurses Code of Ethics to the practice of Nursing Administration.	2.3. Discussion Board – Code of Ethics
	Analyze defining moments and impact on right vs. wrong decision making.	2.4. Discussion Board – Right vs Wrong Decision Making.

UTA Policies

Plagiarism
Plagiarism is prohibited. Any assignment determined to have been plagiarized will be given a zero and the student reported for academic dishonesty. Copying your answers from your textbooks, journal articles, any website or any source is considered plagiarism. All of your work is to be in your own words, paraphrased and referenced according to APA style. Using quoted sentences is not an acceptable manner in which to complete any assignment in this course and does not reflect synthesis of the material. Consequently the use of quoted sentences will result in a point deduction up to and including a zero.

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 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 Board of Nursing (BON) using rule §215.8 as a guide.**

Disability Accommodations
UT 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), The Americans with Disabilities Amendments Act (ADAAA),* and *Section 504 of the Rehabilitation Act.* 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting:

- **The Office for Students with Disabilities, (OSD):** www.uta.edu/disability or calling

817-272-3364.

- **Counseling and Psychological Services, (CAPS):** www.uta.edu/caps/ or calling 817-272-3671.

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 or by calling the Office for Students with Disabilities at (817) 272-3364.

Student Evaluation of Course

Students are asked to please complete the anonymous course evaluation upon completion of this course. We use information gathered from student feedback to guide our overall continual improvement process. Thank you!

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. For information regarding Title IX, visit www.uta.edu/titleIX.

Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. 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. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/aao/fao/).

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://wweb.uta.edu/aao/fao/

The last day to drop a course is listed in the Academic Calendar available:

http://www.uta.edu/records/services/academic-partnershipprograms.php

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Last day to drop or withdraw in this course:

4/7/2017

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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 with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:
   - Contact course faculty to obtain permission to drop the course with a grade of "W".
   - Contact your graduate advisor to obtain the form and further instructions

This is a **pass/fail** course. To pass you must complete 90 hours of clinical experiences AND earn 80% of the course points.

Papers not submitted on the due date and time will lose an additional 10 points for the first day and will not be accepted after 24 hours.

University Library Resources for Online Students
Librarian to Contact:
- Peace Williamson, 817-272-6208, peace@uta.edu
- Lydia Pyburn, 817-272-7593, llpyburn@uta.edu
- Heather Scalf, 817-272-7436, scalf@uta.edu
- Kaeli Vandertulip, 817-272-5352, Kaeli.vandertulip@uta.edu

Contact all nursing librarians: library-nursing@listserv.uta.edu

Helpful Direct Links to the UTA Libraries' Resources
- Research Information on Nursing, http://libguides.uta.edu/nursing
- Library Home Page, http://library.uta.edu/
- Subject Guides, http://libguides.uta.edu
- Chat with the Library, http://ask.uta.edu
- Database List, http://libguides.uta.edu/az.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

The following URL houses a page for commonly used resources needed by students in online courses: http://www.uta.edu/library/services/distance.php.

COHNI and Program Policies

MSN Program Expectations
GPA of 3.0: Students must maintain a GPA of 3.0. Please seek help immediately if you are at risk of dipping below this GPA. Ready to assist you are:
- Your course professor
- UTA Student Success Coordinators
- Your advisor

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 following are 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

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 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 has a "no gift" policy. A donation to one of the UTA College of Nursing 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.

Department of Graduate Programs

Judy Leflore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN
Associate Dean Graduate Nursing Programs
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Graduate Advisors

Timara Spivey AO/Campus Programs, Academic Advisor II (A-L)
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Email: cwade@uta.edu