COURSE INFO

Course Title: HOLISTIC NURSING: FOUNDATION FOR CLINICAL LEADERSHIP
Course Number: NURS 4356
Spring 2016

Course Description: This three-credit course focuses on the knowledge, skills and abilities the baccalaureate-prepared nurse uses to provide clinical leadership in creating the conditions and relationships that facilitate healing. Emphasis will be placed on effective clinical management of patient populations, nursing service systems, quality and safety functions, policy implementation and practice advocacy.

Placement: Undergraduate

Prerequisite(s): all nursing prerequisites and courses in the nursing major. NURS 4655 Transition to Holistic Nursing Practice to be taken concurrently.

Credit Hours: 3 Credits

Course Schedule: Monday, 9:30am -12:30 pm SON Computer Classroom; scheduling exceptions are noted on the calendar

Course Withdrawal “W” Date: The last day to drop course with a “W” is Saturday, April 23, 2016.

FACULTY INFORMATION

Course Coordinator: Phyllis J. Waters, PhD, RN
Office: SON, 1200 Colquitt
E-mail: watersp@stthom.edu
Phone:
Office: 713-942-3482
Cell: 409-392-1159
Office Hours: By Appointment

BIO —Dr. Waters is a Professor at University of St. Thomas, School of Nursing. She holds a Master’s Degree in Nursing from Texas Woman’s University and a PhD in Nursing from University of Texas Medical Branch School of Biomedical Sciences. Her dissertation focused on an exploration of the characteristics of a healing environment.
Dr. Waters has held numerous leadership positions in clinical, academic, governmental, and entrepreneurial settings including but not limited to: clinical supervisor, Director, Associate Dean for Practice, faculty member, Executive Advisor for Strategic Planning and Evaluation and Project Director for a federally funded state level planning project. Key professional focus areas include: strategic planning and evaluation, Nursing Practice Model development and implementation, research and theory development on creating healing environments, assertive communications, leadership development, mainstreaming evidence based practice in nursing, and nursing ethics, regulation and law.

**Personal Teaching Philosophy:**
Learning is a mutual process and should be approached as a partnership between faculty and student. Course objectives, learning activities, and evaluation processes are designed to facilitate students building a knowledge base which prepares them to practice nursing in a manner that is safe, compassionate, and produces high quality outcomes.

<table>
<thead>
<tr>
<th>Course Faculty:</th>
<th>Dr. Lucindra-Campbell-Law, PhD, ANP, PMHNP, BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>1208 Colquitt</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:campbel1@stthom.edu">campbel1@stthom.edu</a></td>
</tr>
<tr>
<td>Office:</td>
<td>713-525-6936</td>
</tr>
<tr>
<td>Cell:</td>
<td>832-370-3529</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Faculty:</th>
<th>Ms. Mary Caprio</th>
</tr>
</thead>
<tbody>
<tr>
<td>E-mail:</td>
<td><a href="mailto:mcaprio@stmichaelchurch.net">mcaprio@stmichaelchurch.net</a></td>
</tr>
<tr>
<td>Office Phone:</td>
<td>713-525-6991</td>
</tr>
<tr>
<td>Cell:</td>
<td>832-372-4633</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By Appointment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Academic Coach (FAC)</th>
<th>this faculty will help tutor students, in individual or group sessions, who need academic coaching related to the course content.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phyllis J. Waters, PhD, RN</td>
<td></td>
</tr>
</tbody>
</table>
Reserved Library Resources:

.  
Porter-O Grady, T., & Malloch, K. (2013). Leadership in Nursing Practice: Changing the Landscape of Health Care, Burlington MA: Jones and Bartlett LLC.


Board of Nursing Examiners website [http://www.bne.state.tx.us](http://www.bne.state.tx.us)

Electronic Resources:
*Remote access*: Link to UST nursing eCollection [http://campusguides.stthom.edu/Nursing](http://campusguides.stthom.edu/Nursing)

Electronic Resources:
1. E*Value
2. Evolve HESI Case Studies
3. Blackboard

LEARNING OUTCOMES

Course Goals & Objectives
The purpose of this course is to provide students the opportunity to achieve the learning outcomes listed below. This course will interpret professional role responsibilities within the context of professional standards and ethics, the Texas Nurse Practice Act and Texas Board of Nursing rules and regulations and employer expectations.

A. Recognize financial factors that influence nursing care delivery and patient service systems.
B. Apply selected quality improvement methodologies in resolving population-specific or care environment problems.
C. Demonstrate the ability to apply professional standards, regulatory requirements and organizational policies in making decisions related to patient care and nursing practice.
D. Discuss the process for determining ethical action in conflict situations in which the nurse serves as patient advocate.

E. Discuss the role of professional nursing organizations in setting nursing standards and supporting the social advocacy role of the individual nurse and the profession as a whole.

F. Demonstrate the ability to plan, organize, delegate, supervise and evaluate outcomes for a typical nursing assignment in a healthcare setting.

G. Demonstrate literacy in evidence-based practice and basic competency in using EBP methodologies in clinical problem-solving.

H. Articulate a personal philosophy of nursing that reflects the personal and professional values fostered by the University of St Thomas School of Nursing.

PRINCIPAL UNITS OF THE COURSE

A. Structural and Mandated Professional Nursing Role Standards and Responsibilities
   1. Professional Nursing Practice Standards
   2. ANA Code of Ethics and Applications in Clinical Settings
   3. Texas Nurse Practice Act
   4. Texas Board of Nursing Rules and Regulations
   5. Joint Commission for HealthCare Accreditation
   6. Federal and State Health Care Regulations
   7. Employer Policies and Expectations

B. Key Processes in Patient Care Management
   1. Planning and Organizing Patient Care
   2. Communication and Team work
   3. Delegation of Nursing Tasks
   4. Evaluating Patient Care Effectiveness and Outcomes
   5. Strategic Versus Operational Planning
   6. Integrating Evidence-Based Practice into Daily Workflow
   7. Supervising and Evaluating the Work of Others

C. Managing Quality in Patient Care
   1. Integrating Institute of Medicine (IOM) Quality Competencies for Continuous Quality Management in Nursing
   2. Facilitating a Culture of Safety
   3. Domains of Nursing Quality Data
   4. Quality Improvement Methodologies
   5. Benchmarking and Outcome Measurement

D. Financial Factors in Health Care Delivery
   1. Key Concepts and Processes in Budgeting for Nursing Services
   2. Common Parameters Used in Interpreting Budgetary Performance
3. Industry Payment Models that Influence Budget Planning
4. Affordable Care Act: Plans and Implications

E. Professional Nursing Organizations
   1. Role in Establishing Nursing Standards
   2. Role in Professional Development
   3. Policy Advocacy

METHOD OF ASSESSMENT

Methods of Instruction

- Assigned readings from required textbook
- Online instruction and assessment activities via Black Board
- Small group work
- Class discussion
- Sacred Vocation Seminar
- Reflective Journaling

METHODS OF EVALUATION:

All methods of evaluation for NURS 4356 are noted below and will include:

Jurisprudence Exam: The purpose of this exam is to ensure that nurses understand the laws that govern the practice in nursing in the state of Texas. **BON requirements: Students must pass the exam and present a certification of passing (50 questions on the exam). Students must correctly answer 75% (minimum of 38 questions answered correctly to pass the exam.).** Students must present a certificate of completion by course due date to receive the 10% course grade.

Midterm Exam: The midterm will include multiple choice, matching, true/false and short answer questions.

Final Exam: The final exam will include multiple choice, matching, and true/false. The items on the final will emphasize interpretation and application.

Sacred Vocation Program: Designed to help nursing students who are about to enter the workforce experience meaning in their daily work. Integration of the SVP into the final semester of the nursing curriculum provides a culminating experience for nursing students, assisting them to integrate the school’s holistic philosophy into their own personal nursing philosophy as they prepare for transition into professional practice. Its emphasis on reflection supports student integration of the core concept of the nurse as an instrument of healing.
SVP Seminar Objectives: At the completion of the SVP seminar the students will be able to:

- Articulate a personal philosophy of nursing that reflects the personal and professional values fostered by the University of St Thomas School of Nursing
- Complete a journal reflecting their holistic philosophy of nursing based on UST’s vision and philosophy.
- Focus on the compassionate healing ministry nourished by the Catholic traditions of education and service.
- Reflect on the vocation that they have undertaken and find meaning in the work.
- Reflect on the Sacred Vocation Program experience and how it evoked significant feelings (discouragement, frustration, etc.).
- Experience what it means to be in a profession that holistically addresses the practice of nursing.
- Experience a change in their perception of nursing after completing the two-day, faculty led, seminar.
- Transfer a nurturing spirit into the care and management of patients.

Reflective Journaling: Journaling is a critical activity in developing a habit of reflection, using informal, disciplined writing. It is a strategy to create awareness and understanding. Journaling will be used as a component of the Scared Vocation Program. Students will be able to articulate a personal philosophy of nursing that reflects core personal and professional values.

Portfolio: The student will begin the process of developing their portfolio and provides an opportunity for reflection and self-assessment. It provides evidence of the competencies developed.

Online Assessments: There will be five (5) online assessments posted on Blackboard in Learning Modules. These assessments are intended to facilitate student focus in learning assignment content and validate ability to interpret and apply principles.

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jurisprudence Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Comprehensive Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Sacred Vocation Program</td>
<td>20%</td>
</tr>
<tr>
<td>Portfolio</td>
<td>10%</td>
</tr>
</tbody>
</table>
Course Grading Rules
Students are responsible for monitoring their own grades in Bb under the My Grades tab. Any discrepancies must be reported to the Course Coordinator in a timely fashion.

Grades are awarded based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 94</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>84 - 86</td>
</tr>
<tr>
<td>B-</td>
<td>81 - 83</td>
</tr>
<tr>
<td>B-</td>
<td>78 - 80</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 80</td>
</tr>
<tr>
<td>C</td>
<td>75 - 77</td>
</tr>
<tr>
<td>C-</td>
<td>72 - 74</td>
</tr>
<tr>
<td>D+</td>
<td>69 - 71</td>
</tr>
<tr>
<td>D</td>
<td>65 - 68</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 65</td>
</tr>
</tbody>
</table>

Testing Average
Students must receive a 75% weighted average or above on all evaluative items in order to receive a passing score for the course.

Students who receive a test grade below a “C” will be referred to the Faculty Academic Coach (FAC) and to the Director of the Nursing Success Center (NSC). The NSC director will initiate the student into the SON Academic Retention Program. Students may review their exams during a 2-week period following exams by scheduling an appointment with the Course Coordinator or Faculty Academic Coach (FAC).

Missed Assignments and Missed Exams
Missed Tests/Quizzes: Students who are not able to take a test when it is scheduled must notify the faculty member as soon as possible before the test period begins. The Course Coordinator will determine the make-up process, if any.

Incomplete Grades: The faculty may grant an incomplete if a student has not met all of the criteria for passing the course. Such situations may include students who have a documented emergency in the last few days of a semester.

Late Work: Assignments are due at the beginning of the class period unless otherwise indicated. All late papers/assignments will have five (5) points deducted per day, this includes weekend days. Due dates will be provided in the course calendar. Assignment guidelines and grading rubrics will be provided in Bb.

Testing Policies
Exam Regulations
1. UST-SON Classroom Exam Agreements
   - All bags are placed outside of classroom on cart.
   - All personal items (including phones) are placed outside classroom.
   - All phones MUST be off or silenced.
• No bottles or food on desks at any time.
• Test items should never be copied/pasted/forwarded/photographed or reproduced in any form.
• Scrap paper will be provided by faculty.
• Scrap paper must be returned to faculty with the student’s name on it when the student completes the exam.
• Concerns about specific test questions should be written on scrap paper and personally handed to faculty at the end of the exam.
• Students cannot leave the classroom for any reason during the exam (except for exams lasting more than 2.5 hours and only one student may leave at a time).
• Students must exit the classroom quietly immediately after completing the exam.

1. Students must direct all questions and concerns to the exam facilitator by raising their hand. Failure to comply may lead to student being asked to leave the classroom.
2. Students will not be allowed into the classroom to take the exam after the scheduled start time. The Course Coordinator will determine the consequences of missing the exam(s).

METHODS OF BLENDED LEARNING

Blended learning is an educational approach that assesses and integrates the strengths of face-to-face, mobile, and online learning to address a course’s educational goals. The use of multiple interactive learning environments outside the classroom makes interaction inside the classroom more effective and productive. All SON courses are offered in a blended learning or completely online format. These formats incorporate teaching and learning activities using online and/or face-to-face methods of instruction. Blackboard (Bb), a web-based management system, houses the main components of the courses. Course content, assignments, due dates, and quizzes will be provided through Bb. Students must use UST email to respond to the course instructors and peers about assigned topics. Students must participate in all online (graded or ungraded) activities.

This course has content/activities delivered from multiple directions and multiple dimensions both synchronous and asynchronous. This course has three main components:

- The Syllabus which has key information for the course along with course guidelines and expectations.
- Grading Rubrics which communicates grading guidelines. It can also provide the student with a basis for self-evaluation, reflection, and peer review.
- Course Content Outline /Calendar which communicates class date, time, and location; assignments and exams that are due in both environments, in and out of class; and clinical rotation times, depending on type of course.

Some Helpful Information
- **Access to internet** – You must have daily access to the internet and use Bb site regularly between classes to keep up with announcements and to complete assigned activities.

- **Learning is not a spectator sport** – You are expected to take responsibility to actively use the online materials and manage your time so that you complete assigned readings and online activities in between face-to-face sessions.

- **Use of new technologies** – Online tutorials on the use of Bb tools are located at [http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512](http://www.stthom.edu/Offices_and_Services/Information_Technology/Services/Training/Student_Tutorials.aqf?Page_ID=5512). Training on how to use other required technologies will be provided to students by the faculty as needed.

- **Student resources**: Students are encouraged to access the UST library as well as other appropriate internet sources as needed.

- **Library Link** – Nursing Section Add Link

- **Student computing services** – *Call the UST Help Desk at 713-525-6900* or email Ithelp@stthom.edu. Available services are detailed on their website.

- **Nursing Success Center (NSC)** – Provides academic advising, peer mentoring, state board licensing preparation, study skills tutorials, and time management tutorials for nursing and pre-nursing students.

**COURSE POLICIES**

**Attendance /Punctuality/Participation**

**Attendance**: Class attendance is required and the student is responsible for all material covered. If the student is not able to attend class, the student is to notify the instructor before the missed session. Failure to notify the instructor could constitute an unexcused absence as determined by the Course Coordinator.

**Absence and Tardy Policies**: Absences and tardiness are recorded beginning from the first class session after the student has enrolled in the course. Course Coordinators are not obligated to allow students to make up work they miss due to unexcused absences. Students who have excessive absences will be at risk for failing the course, might not be allowed to take the final exam, or might receive an incomplete. Course Coordinators may apply additional attendance policies as deemed appropriate to individual courses. Refer to the SON Student Handbook.

**Dropping a Class**: YOU MUST OFFICIALLY DROP OR WITHDRAW FROM A COURSE. Once a student registers for a course, the student will receive a grade for the course unless the drop or withdrawal process is completed through the Registrar’s Office. This includes students who
may have never actually attended class or who may never have completed payment of tuition and fees for each course.

**Computer Use Policy:** Students may use their own personal electronic devices to take notes or refer to class materials in class but **NOT** during quizzes or exams. Students will be told to turn off electronic devices if they are being used in ways that are not permitted in the classroom and during exams/quizzes.

**Mobile Electronic Devices:** All personal electronic mobile devices will be kept on vibrate or silent mode. No texting or talking on phones is permitted during class time. Any personal recording during class requires the instructor’s permission. All emergency situations must be handled outside of the classroom environment.

**Netiquette:** Refers to the generally accepted rules of behavior for communicating in an online environment.

---

**Please follow these guidelines in all your online responses and discussion groups.**

**RESPECT.** We would like to suggest respectful exchanges as a basic ground rule. We feel that informational errors should be pointed out respectfully (even if stated strongly). Disagreements that honor the viewpoints of the various contributors are productive and can lead to new learning and understanding. If you use abusive or offensive language, you will be blocked from the discussion area and potentially removed from this course. If that is the case, you will not receive a refund of your tuition or fees.

**PRIVACY.** Keep in mind not only your own privacy rights but others’ as well. Do not reveal any information that you deem private.

**BE CONSIDERATE** of grammatical/spelling errors.

**REMEMBER** that humor and satire are often misinterpreted online. Communication is more than words. So be prepared for some misunderstanding and requests for clarification.

**BE SUPPORTIVE.** We are all still learning. Our job is not to judge or condemn or even praise, although genuine encouragement is a necessary ingredient. We are here to provide information, to address topics in a discussion forum, and to provide assistance in helping each participant use her/his own unique learning style. Reflection generally precedes growth. So reflect upon what is said, provide sincere comments, and hopefully, we will all grow.

One good way to avoid problems is to reread your postings before sending them. Something written in haste may be misread.

---

**Integrity of Student Work**

**Academic Integrity:** UST students should demonstrate integrity in all of their activities, both personal and professional. Any unprofessional behavior or failure to adhere to the honor
system is a serious violation of integrity and may result in failure of the course. The UST Student Handbook and Planner is located in Bb under My Organizations, then SON Student Resources.

The SON Student Handbook contains detailed information on plagiarism and related policies. The SON Student Handbook is located in Bb under My Organizations, then SON Student Resources. Students are held accountable for knowing and adhering to these policies. Turn It In software may be used routinely to help address insufficient documentation; this software detects plagiarism.

Policy on Written Assignments

The Publication Manual of the American Psychological Association (most current edition) is the required style manual that must be used in writing papers in the UST School of Nursing.

Academic Policies and Procedures

ADA Student Accommodations: In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the instructor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities for students who need special accommodations. Students must contact personnel in the Office of Counseling and Disability Services (2nd floor of Crooker Center). This office is open Monday through Friday, 8 am – 5 pm. The compliance officer will ask for proof of disability and specific accommodations that are needed by students. Academic Accommodations must be applied for in writing EACH semester. Students with special needs should inform the instructor within the first two weeks of class EVERY semester. Students should be aware of and take into consideration if their accommodations conflict with the AACN (2001) Nursing Essential Functions as identified in the SON Student Handbook.

If academic accommodations are approved, the student provides the Letter of Accommodations to the Course Coordinator. Students should contact the instructor immediately if new needs arise. Students can see the instructor before or after class or request another time to discuss such matters. All information will be kept confidential.

Course and Instructor Evaluations: There is an end of semester evaluation for this course and the Course Coordinator. This evaluation is confidential. Students are strongly encouraged to complete the evaluations because input is very valuable. Instructions on how to access evaluations will be provided two to three weeks before the end of each semester.

CLINICAL EXPECTATIONS AND GUIDELINES
Note: Students will be expected to apply knowledge gained from this Leadership Course (4356) to clinical experiences assigned and evaluated in Transitions Course 4655. The following is provided as a resource and context for applying leadership concepts during clinical assignments, Spring Semester 2016.

Clinical components of courses are as graded as Pass or Fail. Student performance in the clinical are must be congruent with the requirement for the Texas Board of Nurses. The student is expected to demonstrate skills and knowledge learned in the classroom and simulation laboratory during supervised clinical experiences.

**Clinical Failing Behaviors:** Clinical failing behaviors are based on the Texas Board of Nursing Standards of Professional Practice §217.11 and Unprofessional Conduct rules §217.12 ([http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf](http://www.bon.state.tx.us/nursinglaw/pdfs/bon-rr-0910.pdf)). A list of clinical failing behaviors is in the SON Student Handbook. Some examples include but are not limited to:

- Performance is unsafe.
- Questionable decisions are often made.
- Lacks insight into own behaviors and that of others.
- Significant difficulty in adapting to new ideas/functions.
- Continues to need additional guidance and direction beyond a reasonable period of time.
- Demonstrates professional misconduct.

**Criteria for Clinical Grading:** Criteria for each clinical competency on clinical evaluation forms is rated as meets, exceeds, or does not meet expectations. Critical items require a rating of at least “meets expectations” on the final evaluation.

**Clinical Attendance:** Students are expected to attend all scheduled clinical hours. The Transitions Course Coordinator or clinical instructor will contact students in the event that clinical is cancelled due to inclement weather or emergency situations. Attempts will be made to schedule clinical make-up days. Failure to arrive at the clinical site during a scheduled assignment without at least two hours prior notification to the clinical instructor may result in failure of a clinical course, as determined by the faculty.

Students who are unable to complete required clinical hours due to excused clinical absences may receive an incomplete in the course. An incomplete may result in delayed progression in the academic program.

**Clinical Dress Policy:** Uniforms and name badges are worn when on duty in the hospital and in the community during the clinical nursing experience. Attire must be neat and appropriate. Students not following the dress code may be sent home and will receive a written warning for
that clinical day. Review the SON Student Handbook for detailed information regarding the dress policy.

**Clinical Evaluations:** The purpose of clinical evaluations is to provide feedback to the student and faculty. Students will be asked to complete clinical evaluation forms about self-evaluations, faculty evaluations, and clinical site evaluations. Formative feedback is provided during each clinical experience. Clinical warnings may be issued any time during the clinical rotation.

**CLASS SCHEDULE:**

**NURS 4356 HOLISTIC NURSING: FOUNDATION FOR CLINICAL LEADERSHIP**

**Spring 2016**

**Course Coordinator:** Dr. Phyllis Waters

**All Classes in CC Advance Lab**

<table>
<thead>
<tr>
<th>Week</th>
<th>Time/Place</th>
<th>Topic</th>
<th>Learning Activities/Faculty-Facilitators</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| **Week One**                | **Monday, January 25, 2016**    | Course Orientation                                                   | Group Activities focused on accessing and interpreting key legal, regulatory, ethical and professional resources for making leadership and patient care management decisions. Dr. Phyllis Waters Computer learning activities re electronic portfolio development. Ms. Mary Donna Piazza | Prior to Class I  
Review Syllabus  
Review Texas Board of Nursing Website www.bne.state.tx.us  
Review Nursing Portfolio Criteria |
|                             | **9:30 – 12:30**                | Professional, Legal, Regulatory and Ethical Parameters for Nursing Leadership and Management of Patient Care |                                                                                                        |                                  |
|                             | PSON CC                         | Orientation to Development of Electronic Portfolio                    |                                                                                                        |                                  |
|                             | **Monday, February 1, 2016**    | Preparing to Transition from Student to Professional Nursing Role     | Learning Activities Outlined on BB  
Guest Speaker: Deven Barriault, MSN, RN  
Residence Program Manager, Harris Health | Prior to Class: Complete following required readings: Yoder-Wise, Chapter 15 pages 279-283; Chapter 29.  
Visit Career Center for assistance with writing a resume |
<p>|                             | <strong>9:30 – 12:30</strong>                | Meeting requirements for Residency Placement                          |                                                                                                        |                                  |
|                             | PSON CC                         | Interviewing for first nursing position                              |                                                                                                        |                                  |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Time/Place</th>
<th>Topic</th>
<th>Learning Activities/Faculty-Facilitators</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week Three</td>
<td>Monday, February 8, 2016 9:30 – 12:30 PSON CC</td>
<td>Leadership Core Concepts: Leading, Managing, and Following</td>
<td>Learning Activities Outlined on BB</td>
<td>Prior to Class Read Yoder-Wise, Chapters 1-4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Phyllis Waters to Lead Class Discussion</td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td>Monday, February 15, 2016 9:30 – 12:30 PSON CC</td>
<td>Leadership Core Concepts: Organizational Context:</td>
<td>Learning Activities Outlined on BB</td>
<td>Prior to Class Read Yoder-Wise, Chapters 5, 6 and 26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Decision Making and Problem Solving</td>
<td>Dr. Phyllis Waters to Lead Class Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Professional Accountability and Delegation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Legal and Ethical Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Characteristics and Types of Healthcare Organizations</td>
<td>Dr. Phyllis Waters to Lead Class Discussion</td>
<td>(Register after receiving e-mail with instructions from Lesley Paulsen)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Organizational Structures</td>
<td></td>
<td>Prior to Class Read Yoder-Wise Chapters 7-10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Influence of Professional, Regulatory, and Governmental</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Six</td>
<td>Monday, February 29, 2016 9:30 – 12:30 PSON CC</td>
<td>Providing Quality Patient Care</td>
<td>Learning Activities Outlined on BB</td>
<td>Prior to Class Read Yoder-Wise Chapters 20-22</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quality and Risk Management</td>
<td>Dr. Phyllis Waters to Lead Class Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Translating Research into Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Patient Centered Care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Seven</td>
<td>Monday, March 7, 2016 9:30 – 12:30 PSON CC</td>
<td>“Putting it Altogether”: Clinical Judgment Assessment</td>
<td>Joint Transition and Leadership Course Activity. Lead Faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Dr. Marilyn Haupt</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Time/Place</td>
<td>Topic</td>
<td>Learning Activities/Faculty-Facilitators</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>----------</td>
<td>-----------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Week Eight</strong></td>
<td><strong>Monday, March 14, 2016 9:30 – 12:30 PSON CC</strong></td>
<td>Midterm Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Nine</strong></td>
<td><strong>Spring Break/Easter Holiday</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Ten</strong></td>
<td><strong>Monday, March 28, 2016 9:30 – 12:30 PSON CC</strong></td>
<td>Managing Resources:</td>
<td>Learning Activities Outlined on BB</td>
<td>Submit Proof of Completion of Jurisprudence Exam to Lesley Paulsen by 5pm March 29, 2016</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Care Delivery Strategies</td>
<td>Dr. Phyllis Waters to Lead Class Discussion</td>
<td>Prior to Class Read: Yoder-Wise Chapters 11-14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staffing and Scheduling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Managing Costs and Budgets</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Managing Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Eleven</strong></td>
<td><strong>Thursday, April 7, 2016 9am-1pm Dominican Sisters</strong></td>
<td>Facilitating Healing Environments: Catholic Social Teaching in Nursing Sacred Vocation Program</td>
<td>Learning Activities Outlined on BB</td>
<td>Required Text: Sacred Vocation Program Booklet</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Faculty: Ms Mary Caprio</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Week Twelve</strong></td>
<td><strong>Monday, April 11, 2016 9:30 – 12:30 PSON CC</strong></td>
<td>Managing Resources:</td>
<td>Learning Activities Outlined on BB</td>
<td>Nursing Portfolio Due by 5 pm on April 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Staff selection, development and evaluation</td>
<td>Dr. Phyllis Waters to Lead Class Discussion</td>
<td>Prior to Class Read: Yoder-Wise Chapters 15, 18, 19</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Workforce Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Building High Performance Teams</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Time/Place</td>
<td>Topic</td>
<td>Learning Activities/Faculty-Facilitators</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>---------------</td>
<td>----------------------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>Week Thirteen</strong></td>
<td><strong>Wednesday, April 20, 2016</strong>&lt;br&gt;9-12 and 1-4&lt;br&gt;PSON CC</td>
<td>Communication, Collaboration, Conflict Resolution, and Stress Management</td>
<td>Joint Leadership and Transition Course Activity&lt;br&gt;Small Group work sessions and experiential learning activities&lt;br&gt;Dr. Lucindra Campbell-Law, Dr. Connie Silva and Dr. Phyllis Waters</td>
<td>Prior to Class Read: Yoder-Wise Chapters 23-25 and 28.</td>
</tr>
<tr>
<td><strong>Week Fourteen</strong></td>
<td><strong>Monday, April 25, 2016</strong>&lt;br&gt;9:30 – 12:30&lt;br&gt;PSON CC</td>
<td>Advancing Excellence in Nursing Practice&lt;br&gt;• Leading Change&lt;br&gt;• Magnet Program&lt;br&gt;• Nursing Professional Practice Models&lt;br&gt;• Nurse Sensitive Evaluation Indicators</td>
<td>Learning Activities Outlined on BB&lt;br&gt;Guest Speaker: Ms. Lourie Moore, Director of Knowledge Management for Harris Health System</td>
<td>Prior to Class Read: Yoder Wise Chapters 16 and 17</td>
</tr>
<tr>
<td><strong>Week Fifteen</strong></td>
<td><strong>Monday, May 2, 2016</strong>&lt;br&gt;9:30 – 12:30&lt;br&gt;PSON CC</td>
<td>Application of Leadership Concepts</td>
<td>In Class Problem Solving Exercises&lt;br&gt;Dr. Phyllis Waters and Other Facilitators TBD</td>
<td>-</td>
</tr>
<tr>
<td><strong>Week Seventeen</strong></td>
<td><strong>Monday, May 9, 2016</strong>&lt;br&gt;9:00 – 11:30&lt;br&gt;PSON CC</td>
<td>**FINAL EXAM **</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>


Revised and Approved by SON Faculty – December 2014
Acknowledgement of Receipt of Course Syllabus

Course faculty will review the syllabus on the first day of class. I understand that it is my responsibility to read the syllabus which is available on Blackboard. If I am unclear about any portion of the syllabus, I will ask for clarification from the Course Coordinator, as well as, refer to the SON and UST Student Handbooks.

This form must be signed on or before the 2nd week of class.

Initial the following statement and sign below. This form will be placed in your SON student file.

_______ I acknowledge that I have access to the online NURS 4356 _____________________ course syllabus.

_______ I acknowledge that I have read the syllabus and that I have been given an opportunity to ask questions about the details of the course.

_______ I acknowledge that I understand the methods of evaluation and course grading rules.

_______ I acknowledge that I have sufficient information to sign this form. I understand its contents.

Student Signature _______________________________ Date: ________________

Revised and Approved by SON Faculty – December 2014