Loyola University Chicago
Marcella Niehoff School of Nursing
GNUR 383 Syllabus
Spring 2014

Course Number: GNUR 383
Course Title: Leadership for Professional Nursing Practice
Credit Hours: 3

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Course Description
This course prepares the student to provide leadership in the practice setting and profession. Personal identity and role as nurse leader are addressed from unit-based to organizational and policy environments. Principles of leadership are developed and applied in clinical settings. Legal, regulatory and professional standards related to nursing practice are presented.

Course Outcomes
Upon completion of the course, the student will be able to:

1. Incorporate professional standards of practice into development of patient and family centered care management strategies.
2. Analyze the implications, impact, and ethical considerations of quality and safety initiatives, evidence-based practice, and informatics in clinical settings.
3. Recognize the importance of patient and family perspectives in the development of policies and processes for provision of safe and effective health care.
4. Identify fiscal influences on patient care and human resource management.
5. Discuss the necessity for intra and inter-professional collaboration in health care practice settings.
6. Consider a professional nurse career trajectory, including certification, professional memberships, and graduate and continuing education.

Course Materials
Required Materials
Selected readings

Optional Materials


Evaluation Method

Teaching/Learning Strategies
Methods include discussion, reading and writing assignments.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
</tr>
<tr>
<td>C+</td>
<td>80-83</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
</tr>
<tr>
<td>C-</td>
<td>75-76</td>
</tr>
<tr>
<td>D+</td>
<td>72-74</td>
</tr>
<tr>
<td>D</td>
<td>69-71</td>
</tr>
<tr>
<td>F</td>
<td>68 and below</td>
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</tbody>
</table>

Methods of Evaluation

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Participation - General</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Participation - Leader</td>
<td>10%</td>
</tr>
<tr>
<td>Leadership Assessment Activity</td>
<td>20%</td>
</tr>
<tr>
<td>Journal Article Critique</td>
<td>20%</td>
</tr>
<tr>
<td>Nursing Leadership Project</td>
<td>30%</td>
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</tbody>
</table>

Course Expectations, Policies & General Information

Course Evaluation Expectation: It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

Academic Integrity Statement: Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the University community be carried out with sincerity and integrity. Further information on academic
integrity is contained in the MSON Undergraduate Nursing Student Handbook. (www.luc.edu/media/lucedu/nursing/pdfs/UndergraduateHandbook.pdf).

LOYOLA UNIVERSITY CHICAGO RESOURCES

Transformative Education in the Jesuit Tradition

Writing help is available at the Loyola University Writing Center. Instructions are also located on the RN to BSN forum. Click on the Writing Center link. On the Writing Center web page, click the scheduling link, http://lucmywconline.com. On the log-in page, click “Click here to register.” Create a new account by filling in the information. Answer “yes” to the question, “Are you an online nursing student?” Click “register.” The Writing Center will help you with writing. It is not a resource for APA format.

Course Policies:

Asynchronous Learning

Technically, there are no class times. Online courses are conducted "asynchronously," which means individuals "take turns" sending messages, participate in discussions--back and forth--between students and faculty within a certain time frame.

The timeframe for this class is set from Sunday until Saturday night midnight (Central time).

Asynchronous learning requires self-motivation and a serious approach to learning because much of the work is done individually, without the in-person instructor guidance of traditional learning environments. "Online" courses require different time management strategies than traditional face-to-face courses. Asynchronous learning also allows for customization for content and pace. You define your own pace of readings and background information searches. The focus shifts from direct interaction with the instructor to direct interaction with the information. This requires you organize the information gathered from the readings, your professional background, and education in an interactive manner by identifying what you need to know, finding out, teaching each other, and then applying new knowledge. Asynchronous learning environments appreciate diversity of inputs and as thus provide as many avenues as possible to the learner. You all have different levels of knowledge, expertise, and skills to share with your classmates, and we all benefit from the opportunities you have to offer.

Course Outline:

Course Calendar


Class Organization/Where to find weekly assignments
Assignments are located in the Schedule area of the course menu and are attached in a file below. These include the readings, discussion board topics and other assignment information including the due date. Each new content topic is accompanied by a voicethread overview that serves as a brief introduction and explanation of the content. The voicethread overview does not replace the assigned readings. Additional readings may be posted as optional or required in addition to the text depending on the topical content. Self-guided online modules accompanying the readings serve to guide learning and are strongly recommended for completion.

Please contact me at any time if you have questions, concerns, or if directions for the activities are not clear. Do not wait until an assignment is due before seeking help.

Students are strongly encouraged to complete the textbook readings and assigned articles before each class. Textbook readings and articles will serve as background for the discussions.

Check course email daily. Information will be made available to the class either through the course email to all course members or through announcements posted on the course home page. See further information on email communication in the communication and resources section.

This is a course is done within a shorter period of time than traditional courses. It thus makes it an intensive learning experience. Therefore, review what the course requirements are, when assignments are due, and don’t wait until the last minute. The nature of an intensive course is that you hit the ground running. No slack time is built into this course time period. I am here to help you, so please do not hesitate to contact me if you have questions or concerns about the course.

Learning Activities

The learning activities in this course include

- Threaded discussions
- Leadership Assessment Activity
- Journal Article Critique
- Nursing Leadership Project

All written assignments are done in APA format. This includes knowing how to correctly format a paper, title page, abstract, referencing in text and reference page. All references are to be within 5 years or less unless approved for use by the faculty. APA format is the preferred writing style for nursing. Students are encouraged to purchase the latest edition of the APA Manual for guidance (6th edition).

*The Owl at Purdue website* provides and excellent summary of APA format ([http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)). In addition, a further tutorial on APA style can be found on the APA website ([http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx)).

Another source for APA information is located through the Alvin Sherman Library,
Research and Technology Center Information (http://www.nova.edu/library/dils/lessons/apa/).

The RN-BSN Forum has the tab "Scholarly Writing." In this tab you will find the link to the Writing Center as well as APA guidelines.

**Topical Outlines**

Leading & Managing Concepts

Leading & Managing: Ethics, Decision-Making, Problem Solving, Power & Politics

Healthcare Organizations, Structures & Influences

Resource Management: The Eternal Challenge

Status Quo: Maintain or Change?

Communication Ability & Skills: How You Define Your Role

What's Next? The Personal for You

**Communication and Resources**

Communicating with faculty may be accomplished through email (preferred) or phone. Please make email your first mode of contact for routine questions about the course. While I will make every attempt to get back to you in a timely manner, please allow 24-48 hours for me to reply back to your questions.

The course has an email tab for email communication to contact me or any other member of the course. The “send email” link will send your email to Outlook. There are many in the Loyola system who have the same first and last names. Using the email link within the course will guarantee that you reach the John Smith in the course with you that you intend.

In the online learning is unfamiliar or difficult for you, please don’t hesitate to contact me to discuss alternatives to facilitate the online teaching-learning process.

**Policies Regarding Academic Progression, Integrity, & Disability**

Refer to the MNSON Undergraduate Nursing Student Handbook.

**Course Assignments**

Graded course assignments are located in the Assignments section of the course menu. Each assignment has an explanation of guidelines along with the grading rubric and due dates.
Discussion Board
Course participation is assessed through the discussions posted on the discussion board. The discussion board is where course content is explored through dialogue of the presented topic. While the participant expresses their synthesis of the readings that generate the discussion topic, participation is expected to be meaningful, not only expressing one’s opinion.

Discussion is expected to contribute new ideas, introduce related topics, broaden or focus the discussion, or extend/develop the discussion in some way. Therefore, contributions to the discussion board reflect thought, preparation, and intellectual discovery.

Responses that consist of “I agree,” or “That’s what I was thinking,” are weak responses and are not reflective of appropriate discussion board postings.

Responses that consist of moving the topic forward through challenging the posts (with appropriate rationales), or providing an alternative explanation or synthesis (with appropriate rationales) are examples of stronger responses to a discussion board.

In an online learning community, the primary goal is to build that community through discussion and participation, where academic imagination flourishes. As a participant in this process, all are expected to treat one another with respect and adhere to standards of academic integrity, honesty and fairness.

This includes:

- Being prepared for active participation in the discussion boards.
- Respecting the diversity of others’ experiences and perspectives, even if it differs from yours. Dissent can be done respectfully.
- Taking credit only for your work and giving credit to other sources from which you draw your ideas (cite your sources).
- Posting beyond your initial post to address what others have said.

Discussion board leaders will take the lead in advancing the discussion, engaging others in the weekly discussion dialogue, and providing a wrap-up summary.

Posting to the discussion board needs to occur in a timely manner for the interaction and responses from other members. The initial post is to be made by Wednesday with responses to others done by Friday.

Participation evaluation is done using the Discussion board rubric and Discussion leader rubric.