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2018

### NUR 3110 The Nurse Leader Within, Syllabus

Linda Ann Paradiso

*CUNY New York City College of Technology*

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# **NEW YORK CITY COLLEGE OF TECHNOLOGY**

*The City University of New York*

**Department of Nursing**

**Baccalaureate Program**



**COURSE 3110 HE 372**

**Wed 2 – 4:05 PM Academic Complex A 506**

**LEADERSHIP IN THE MANAGEMENT OF CLIENT CARE**

**FALL 2018**

**HYBRID COURSE SYLLABUS**

**Faculty: Linda Paradiso DNP, RN, NPP, NEA-BC**

**Course Coordinator**

**Rank: Assistant Professor**

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COURSE: NURS 3110

CREDITS: 5 Credits

CLASS HOURS: 2 hours, 5 minutes of lecture, 5 hours of clinical each week.

PREREQUISITE: NUR 3010

COREQUISITE: None

**REQUIRED TEXTS**

**NONE – This is an Open Education Resource course**

**REQUIRED OPEN EDUCATION SOURCES**

**The following websites are critical to the achievement of the semester’s learning objectives.**

Affordable Care Act at <https://www.medicaid.gov/AffordableCareAct/Affordable-Care-Act.html>

Agency for Healthcare Research and Quality at <https://www.ahrq.gov/>

American Association of Colleges of Nursing at <http://www.aacn.nche.edu>

American Nurses Association at [www.nursingworld.org](http://www.nursingworld.org)

American Nursing Credentialing Center at <http://www.nursecredentialing.org/>

American Organization of Nurse Executives at <http://www.aone.org/>

American Organization of Nurse Executives – Nurse Manager Competencies at <http://www.aone.org/resources/nurse-manager-competencies.pdf>

Centers for Medicare and Medicaid Services at <https://www.cms.gov/>

EmergingRNLeader at <https://www.emergingrnleader.com>

Future of Nursing: Leading Change Advancing Health at <https://www.nap.edu/search/?author=HMD&term=future+of+nursing>

Hospital Compare at <https://www.medicare.gov/hospitalcompare/search.html>

Institute for Healthcare Improvement (IHI) at <http://www.ihl.org/offerings/VirtualPrograms/OnDemand/Pages/default.aspx>

Johnson & Johnson Discover Nursing at <https://www.youtube.com/user/JNJDiscoverNursing>

Just Culture at <https://www.outcome-eng.com/articles-and-brochures/>

Keeping Patients Safe: Transforming the Work Environment of Nurses at <https://www.nap.edu/catalog/10851/keeping-patients-safe-transforming-the-work-environment-of-nurses>

National League for Nursing at <http://www.nln.org>

Office of the Professions, Nursing Laws, Rules & Regulations at [www.op.nysed.gov/nurse.htm](http://www.op.nysed.gov/nurse.htm)

PACERS Incivility Toolkit at <https://www.youtube.com/channel/UCfambua1b0CnkdxMXtX36kA>

Purdue Online Writing Lab at <https://www.youtube.com/user/OWLPurdue>

Sigma Theta Tau International Honor Society of Nursing at [www.nursingsociety.org](http://www.nursingsociety.org)

The Center for the Health Professions at <http://futurehealth.ucsf.edu/pewcomm/competen.html>

The Essentials for Baccalaureate Education for Professional Nursing Practice at <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

The Joint Commission at <https://www.jointcommission.org/>

The National Academies of Sciences, Engineering, Medicine at <http://national-academies.org/index.html>

The Nursing Organizations Alliance at <http://www.nursing-alliance.org>

The Online Journal of Issues in Nursing at <http://www.ana.org/ojin/index.htm>

YouTube at <https://www.youtube.com/>

## **CLINICAL AGENCIES**

Boro Park Rehabilitation Center  
Brookdale Hospital  
Coney Island Hospital  
Kingsbrook Jewish Medical Center  
Maimonides Medical Center

## **COURSE DESCRIPTION**

This course introduces the student to concepts of leadership and management for application in practice settings. Theories relating to nursing, culture, change motivation, organization and management are explored. Principles of time management, leadership styles, budgeting, staffing patterns, personnel evaluations, delegation and the steps of discipline, and JCAHO accreditation criteria will be discussed and analyzed across diverse practice settings. In clinical, student/nurse manager dyads provide students with a vantage point to observe the nurse manager role, responsibilities, and associated demonstrated interventions that effect positive client outcomes, staff satisfaction, and professional growth.

## **STUDENT LEARNING OUTCOMES**

Upon completion of this course, the Registered Professional Nurse student will be able to:

1. Use critical thinking skills in incorporating knowledge gained from the study of nursing, humanities and social sciences in the application of management theory.
2. Demonstrate competence in the use of computer technology in nursing management.
3. Describe methods of communicating in a caring manner with culturally diverse persons in the health care organization.
4. Describe the role of the nurse manager in providing culturally competent care to persons across the lifespan.
5. Identify the role of the nurse manager in collaborating with significant support people and members of the health care team in assisting diverse clients to achieve identified goals.
6. Identify the leadership role of the nurse manager during planned and unexpected change.
7. Apply knowledge gained from the application of management theory and nursing research to nursing practice in an organization.
8. Identify personal and professional ethical principles in the management of culturally diverse clients and staff.
9. Recognize the importance of the nurse leader's participation in professional organizations and commitment of life-long learning.
10. Describe social, economic and political factors affecting nurse managers in the delivery of health care to clients in a global society.

## **GENERAL EDUCATION OUTCOMES**

**Knowledge-** Develop Knowledge from a wide range of disciplinary perspectives and develop the ability to deepen and continue learning.

**Skills-** Acquire and use the tools needed for communication, inquiry, analysis, and productive work.

**Values, ethics and relationships** – Understands and apply values, ethics, and diverse perspectives in personal, professional, civic and cultural/global domains.

**Integration-** Work productively within and across disciplines.

## **TEACHING/ LEARNING METHODS**

Assignments, assigned clinical site, individual web blog for clinical site, online discussion forums, self-directed modules of learning, writing assignments designed to facilitate the understanding and personal integration of basic leadership concepts, and/or exams on assigned readings will be used to achieve the course objectives. Reading/Listening/Written/Oral assignments

## **METHODS OF EVALUATION**

### **Participation:**

Nurs 3110 is a Hybrid Open Education course therefore, there are no expenses associated with this course and students do not have to physically attend a live class session every week. There are both traditional classroom sessions and discussion forums and other web-based communication strategies which will be used to conduct the course. It is expected that students will participate in these sessions when scheduled or as assigned, related to course assignments. **All assignments for traditional classroom sessions must be completed prior to the scheduled class.** Active participation in the discussions of the class is expected and is graded. All students are required to carefully review the course syllabus and Blackboard content tab for each class to be familiar with all reading/watching/listening assignments to enhance active participation during the in-person discussions.

### **Clinical Web Logs (Blogs):**

If assigned, each student is responsible for entering a Blog on Bb each week during the semester that documents his/her activities and experiences at their clinical placement site. *References to clients and healthcare staff should be confidential and HIPPA compliant.*

### **Clinical Evaluation:**

At appropriate times during the semester, the student will be provided with feedback on his/her performance with recommendations for improvement if required. The grade for the clinical component of this course is pass/fail.

Any absence from a clinical day must be re-scheduled by the individual student in collaboration with the clinical facilitator and clinical instructor. It is the responsibility of each student to notify the clinical nurse manager facilitator, clinical instructor, and/or course coordinator about unanticipated absence/lateness from clinical and/or lecture.

If a student fails either portion of the course, he/she will fail the entire course. At the end of each semester it is each student's responsibility to make a copy of the Evaluation of Clinical Performance Tool for B.S. Nursing Students in Course NUR 3110: Leadership in the Management of Client Care and complete it with his/her clinical nurse manager or facilitator and clinical instructor.

## **STUDENT RESPONSIBILITIES**

### **Communication with the Faculty:**

It is your responsibility to keep the course coordinator and/or the instructional faculty for your assigned section up-to-date on progress, problems, concerns, and questions you may have. You may contact the faculty by way of the message function in Blackboard, City Tech email (preferred), or by phone (voice mail, leave a reliable phone number and time that is good to contact you). Cell phone number (for this faculty member) is also provided in this syllabus for text messaging. Please identify yourself in the message and use this number sparingly before 10 PM. The course faculty will notify you if they are going to be out-of-town or unavailable for a period of time. **Check your City Tech email and Blackboard DAILY for any messages or announcements.**

### **Computer Requirements:**

All students must have access to a computer with email and Internet access.

**All students need to obtain a City-Tech email account.** This will permit students to have access to the Blackboard course site and will allow students and instructors to exchange attached documents electronically. If you are not familiar with your computer, email systems, electronic attachments, etc., then you should enhance your knowledge of this, as it will be vital to your academic and professional success.

*You are expected to turn in all written assignments as electronic submissions via the Turnitin assignment submission function in Blackboard*, as directed by the course coordinator and instructional faculty for each section. Additionally, the faculty will regularly communicate with you by email, and through Blackboard “announcement” function to convey information about classes, assignments, and other issues that will be useful to you.

*Be advised that all email correspondence is through the City Tech email system only.* Students are expected to check their City Tech email account on a daily basis. If you choose to forward City Tech email to a personal email account you know you will check regularly, be advised that some attachments (i.e. graded assignments with imbedded comments from faculty) may be blocked and not forwarded.

### **Submission of Assignments:**

All written assignments will be submitted via Turnitin blackboard link on the assigned date other than discussion forum assignments. All discussion forum assignments are submitted through Blackboard by creating or replying to a discussion thread. **Non-submission of online discussion forum assignments by designated date and time will result in an absence for the class and loss of earned grade for that discussion. No late submissions are accepted.** Should you have difficulty or questions when completing a written assignment, contact the course coordinator or instructional faculty for your assigned section *before* the assignment is due. Late written assignment/papers will receive a grade penalty of one point per day up to 5 days. After the 5<sup>th</sup> day the assignment will not be accepted. Papers must be typed and adhere to format. APA style and form must be used for all papers. The Baccalaureate Program in Nursing adheres to the New

York City College of Technology/CUNY Policy on Academic Integrity. This policy spells out in detail what constitutes Academic Integrity/Plagiarism. All students are responsible for following this policy. This detailed policy can be found in the NYCCT 2011-2013 College Catalog (pages 64-65) or on the College Website [www.citytech.cuny.edu](http://www.citytech.cuny.edu)

Each assignment should be typed in Times New Roman font, 12 pt (see APA 6<sup>th</sup> ed. regarding fonts and typefaces). The assignments should be formatted in APA style, and presented professionally with an appropriate cover page, reference list, and appendixes as needed. Errors in spelling, grammar, sentence structure, punctuation, and format will result in a point deduction from the total point score for the assignment. Please be sure that you identify the electronic files you will be submitting by your last name and the name of the assignment (i.e. Smith-BPAssign1.doc).

Proofread your papers before turning them in. If you have difficulty proofreading then have someone else proof your paper. It is expected that all assignments will meet the standard for baccalaureate level work. The course coordinator reserves the right to refuse to grade any assignment that is not submitted as required and does not meet the expected standard for professional preparation and appearance. This may result in a zero for the assignment and a failure for the course.

Grading criteria rubrics will be provided for course assignments. Use them to ensure that you have addressed all required components for an assignment. A completed scoring will be returned with each assignment that will show you how your work was evaluated. If you have questions or comments about a grade, please contact the course coordinator.

## **GRADING**

Class Participation	5 points	
Mid-term assignment	10 points	
Discussion Forum	40 points	(8 points each Discussion Forum)
Team Project	20 points	
Final Analysis	25 points	
Total	100 points	

Grading Policy for all courses designated with the prefix NUR

Grade	Definition	Quality Points (Index)
A	93–100%	4.0
A-	90-92.9%	3.7
B+	87-89.9%	3.3
B	83-86.9%	3.0
B-	80–82.9%	2.7
C+	77–79.9%	2.3
C	75–76.9%	2.0

D	60–74.9%	1.0
F	Below 60	0.0

## **TECHNOLOGY REQUIREMENTS**

This course is designated as Hybrid. Hybrid (H) courses at City Tech are any course wherein 33% to 80% of scheduled class meetings are replaced with online activities or virtual meetings. The replaced classes will utilize Blackboard or Open Lab to provide the weekly required learning opportunities.

Many students have been using Blackboard for many years and are familiar with the system. Below are the suggested minimum prerequisites that students should know/have for taking part in an online course.

1. You should have access to and be able to use Internet Explorer, Mozilla Firefox, or Safari browsers. **Blackboard does not fully support AOL.**
2. You will need a City Tech e-mail account and should be comfortable using it. The college provides an e-mail account to all students. **Personal email accounts are not to be used.**
3. You need access to a computer with at least 256 MB RAM.
4. You should have the correct Java version downloaded/ installed – if necessary. The installation is automatic. You only need to do this the first time.

Students are encouraged to go to G600 the Computer Student Lab, for assistance with Blackboard.

**The Help Desk number is 718 254-8565**

The following is a brief overview of BlackBoard 9.1 components:

**ANNOUNCEMENTS** is the entry point. Announcements tell you everything you might expect to hear at the beginning of a class if we were in a classroom. In our virtual classroom you have to read the announcements each time you enter the course by logging on. Notices, assignments, and updates are posted on a regular basis so please check these announcements daily.

**CONTENT** is where you will find week by week content material, supplemental reading and learning opportunities, and links to submit your written assignments.

**DISCUSSIONS** is where you will be participating/posting in online discussion forums and replying to your classmates' posts and comments and where you will submit your weekly clinical blog.

**TOOLS** is where you can send emails to individuals or groups in the class as well as check your grades.

## **BLACKBOARD RULES OF ETIQUETTE**

The *Blackboard Learning System* offers students a robust set of tools, functions, and features for learning. Blackboard is used by all students enrolled in the course, and faculty and there are established Rules of Etiquette. These Rules of Etiquette enable blackboard to remain a robust learning tool. Attention to these rules is expected as a member of this course.

1. Communication posted by one student is visible by all students and professors associated with the course. If you have specific questions or concerns, please e-mail or call your group professor directly. Posting of negative comments and/or opinions are both distracting and disrespectful to the professor and other students not involved in your specific conversation and/or area of concern.
2. The amount of time required to access blackboard will be directed by the professor. If group work is in progress, the group will decide (and the professor will approve) how often one must access blackboard to actively participate in group discussions. However, it is required that all students sign on blackboard once a day to pick up announcements from the professor and remain an informed group member. Contact your group professor if this is problematic.
3. It is not acceptable to complain and/or comment about other students on blackboard. Concerns of this nature are to be addressed directly with the professor via e-mail and/or phone. This type of behavior is both disrespectful to students and counter-productive to achieving course objectives.
4. Professors will post their office hours. Availability may vary between professors when more than one professor is associated with the course. It is not acceptable to complain and/or comment about professors on blackboard. Concerns of this nature are to be addressed directly with the professor via e-mail and/or phone. This type of behavior is both disrespectful to the professor and counter-productive to achieving course objectives.

## **NYCCT POLICY ON ACADEMIC INTEGRITY**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion. The Baccalaureate Program in Nursing adheres to this New York City College of Technology/CUNY Policy on Academic Integrity. This policy spells out in detail what constitutes Academic Dishonesty. All students are responsible for following this policy.

The detailed policy can be found in the NYCCT College Catalogue or on the college website [www.citytech.cuny.edu](http://www.citytech.cuny.edu). Resources on plagiarism are available in the college library.

**Assignments designated as INFORMAL, such as the final paper for this course, are not expected to be an example of academic rigor but a process to develop personal knowledge and growth. It is still a requirement that this assignment uphold NYCCT academic integrity.**

### **STUDENT SUPPORT SERVICES**

Students with disabilities and/or learning differences are entitled to receive reasonable accommodations to support their learning in the college. After an intake appointment and assessment of student documentation, students who are registered with Student Support Services (A237) are entitled to receive reasonable accommodations to support their learning in the college. Services students may be entitled to include, but are not limited to, one on one tutoring, alternate format textbooks, American Sign Language interpreting, note taking, and access to various computer assistive technology for the enhancement of reading, writing, and creative design. Students may enroll with the program throughout the year and are responsible for alerting faculty to accommodations needed.

### **ATTENDANCE AND LATENESS**

Active participation in all course areas is required. All students are expected to attend all in person and online classes as scheduled. Please consult the college catalog and Baccalaureate Student Handbook for attendance requirements. All written assignments must be submitted on time or points will be deducted from the grade. If you are absent on the date an assignment is due, you are still responsible for timely submission or penalties will be incurred. If you have a personal emergency, please let faculty know via email ASAP and within 48 hours if any written assignment may not be submitted on time.

#### **RN-BS Nursing Program Clinical Attendance Policy:**

To encourage professionalism and to maximize student learning, it shall be the policy of the Nursing Department to require full attendance and punctuality for every scheduled clinical activity required of all courses that include a clinical component. *This will include orientation sessions, field trips or campus presentations related to the clinical requirements.*

Partial Absence: missing more than 15 minutes of the clinical day (arriving late or leaving early).

Full Absence: missing more than 30 minutes of the clinical day (arriving late or leaving early).

It is understood that there may be an instance beyond the student's control where they may miss all or part of a clinical day. **Regardless** of the reason for the absence or lateness, the following grid details *permitted* absence and consequences when this is exceeded. If the student exceeds permitted or make-up assignments, they will be at risk for failure in the course.

<b>Absence (Full or Partial)</b>	<b>Consequence</b>
One Full or Two Partial	None
Two Full or Three Partial	Make-up Assignment (see below)
Three Full	Must withdraw or File an appeal
Two Full plus Three Partial	Must withdraw or File an appeal
One Full plus Four Partial	Must withdraw or File an appeal

In those circumstances (see above) when a student is permitted to make-up the clinical day, the clinical instructor will arrange a clinical day or assign an assignment comparable in time and effort. The clinical instructor will direct the student as to when the assignment is due.

### **APPEALS COMMITTEE**

In those circumstances (see above) when the student has exceeded permitted or make-up assignments (only *one* make-up assignment will be permitted), the student may elect to withdraw from the course or file an appeal. It will be the student's responsibility to submit the appeal and to simultaneously inform their clinical instructor that they are doing so. The student may remain at the clinical site and attend lecture classes during the appeal process unless directed otherwise. If the student fails to withdraw from the course or to submit an appeal they will be at risk for failure. The clinical instructor should confirm with the course coordinator that a withdrawal or appeal has been initiated.

Upon decision of an appeal, the appeals committee will notify the student, the clinical instructor, the course instructor, course coordinator and faculty advisor of the decision. The student may elect to appeal this decision to the College Committee on Course and Standards.

### **ASSIGNMENTS**

#### **Class participation:**

Active participation in the in-person discussions is a requirement of this course. Each classroom session will have assigned open education resources to read/watch/listen *prior* to class. It is through careful consideration of the topics that relevant personal reflection and understanding will be achieved. Reflective participation each week is expected and required.

#### **Maximum points: 5**

#### **Mid-term Assignment:**

The Mid-term assignment for this course is the completion of the Institute for Health Care Improvement Open School Self Learning Modules - The Open School's Basic Certificate in Quality and Safety which comprises 13 essential courses. At the end of every session you will need to pass a post-lesson assessment by scoring 75 percent or higher. Once completed you will

receive credit and a certificate upon submission of a short survey. Submission of this certificate through the Turnitin link in Blackboard will successfully earn full mid-term assignment credit. Copy and paste this web link into your browser.

<http://app.ihi.org/lmsspa/#/certificates/6cb1c614-884b-43ef-9abd-d90849f183d4>

Improvement Capability	Introduction to Health Care Improvement– QI 101 How to Improve with the Model for Improvement– QI 102 Testing and Measuring Changes with PDSA Cycles– QI 103 Interpreting Data: Run Charts, Control Charts, and Other Measurement Tools– QI 104 Leading Quality Improvement – QI 105
Patient Safety	Introduction to Patient Safety – PS 101 From Error to Harm– PS 102 Human Factors and Safety – PS 103 Teamwork and Communication in a Culture of Safety– PS 104 Responding to Adverse Events – PS 105
Leadership	Introduction to Health Care Leadership- L 101
Person/Family-Centered Care	Introduction to Patient-Centered Care -PFC 101
Triple Aim for Populations	Introduction to the Triple Aim for Populations- TA 101

**Maximum points earned: 10**

#### **Discussion Forums:**

Discussion Questions (DQs) are posted on the Discussion section of Blackboard. The assignments designated as Discussion Forum will open prior to the scheduled online class and close after the scheduled online class. These dates will be clearly indicated on Blackboard when each discussion question is posted. Students are required to post their response AND respond to at least one of their colleague's posts. **Each student is required to post their initial response to the question by the required time and are to respond to one or more of their fellow students' posts by the close of the discussion forum.** These time frames ensure facilitation of class discussions via forum. **Late submission of online discussion forum assignments after designated due date and time will not be accepted, will not earn the points assigned for the forum, and will result in an absence for the class.** Ample time to complete the assignment is provided therefore **no late submissions are accepted.**

**Substantive Discussion Question Post and Response Post.** All answers to the DQs and peer responses must be substantive. These posts should help to further the discussion of course content. Substantive discussion includes contributions of additional ideas and sources, insights or questions about classmates' comments, connections to the course readings, or ways of applying the lessons from the course. DQ Initial response posts are to be substantive and concise, that is developed with a minimum of 300 words and no more than 500 words. Concise application of the concept is a critical objective. **Initial posts must include at least one reputable and current (within the last 5 years) outside source (other than any source provided by the professor) to earn maximum points identified on the rubric.** Posts are to be thoughtful, well organized, and free of grammatical errors. DQ response posts to your peers must be substantive and include an outside source material to support your discussion.

Responses such as “good idea” or “I agree” do not constitute substantive posts on their own. Neither do comments that are unrelated to the topics at hand. If you say you agree/disagree about something please explain why with evidence from the literature and add to the dialogue. Both the DQ initial post and the peer response post will be considered in grading.

**Maximum points earned for each discussion forum is 8 points.**

**Total maximum points earned is 40 points.**

<b>Discussion Forum Rubric</b>			
<b>Maximum points per post/response</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Understanding of topic/discussion</b>	Post is not relevant to the question posed. OR Not Substantive - Less than word 300 response <b>(1)</b>	Post is relevant to the question posed AND Not Concise - More than 500-word response <b>(2)</b>	Post is relevant to the question posed AND Substantive and concise (300 – 500-word response) <b>(2)</b>
<b>Outside Source</b>	Outside source not relevant OR Missing outside source <b>(1)</b>	Outside source does not support the discussion OR Outside source is not cited/referenced <b>(1)</b>	Outside source relevant AND cited/referenced according to APA format <b>(2)</b>
<b>Peer Response</b>	Missing peer response post.  <b>(0)</b>	Substantive peer response AND without outside source. <b>(1)</b>	Substantive peer response AND outside source cited/referenced according to APA format. <b>(2)</b>
<b>Total</b>	<b>2</b>	<b>5</b>	<b>8</b>

**Maximum points earned: 40 (8 points for each of 5 discussion forums)**

## **TEAM PROJECT**

**Video Presentation -This assignment is a team collaboration.**

Each week we will analyze evidence-based leadership concepts. One critical competency of a nurse leader is the ability to collaborate. Providing high quality and safe care to people require nurses to work on teams with other healthcare professionals. There are benefits to working collaboratively and this assignment is designed to help develop those skills. You will be assigned to work in teams to develop a video that will serve as a vehicle to teach a concept. The team is free to be creative in achieving the goal but is expected to utilize evidence-based data. A

reference list is required to support the evidence in the video. Topics for the video production are:

- The Nurse as Leader – Emotionally Intelligent Leadership
- Delegating Care – Do’s and Don’ts
- Caught Between a Rock and a Hard Place – Ethical dilemmas and Courage
- The Nurse as Error Identifier – The Culture of Safety/Speaking Up
- How to Handle a Workplace Bully – Effectively!

There are many ways to create a video. Some examples of programs are: iMovie, Windows Movie Maker, Animoto, Powtoons, Moovly, Movavi, and Filmora.

**Maximum points earned: 20**

**Team Video Rubric**

Dimensions of Performance	Rotten Tomatoes Score: 1	Home Video Score: 2	Academy Award Nominee Score: 3	Academy Award Winner Score: 4	Total
<b>Script</b>	Little effort has been spent on brainstorming and refining a concept	Has brainstormed the concept but no clear focus has emerged	A fairly good picture of how the concept will be achieved	A clear understanding of the concept emerges from the beginning, well-rehearsed	
<b>Content &amp; Organization</b>	Not organized. Difficult to follow. Poor quality shows poor effort. Missing references.	Portions may be poorly documented and/or organized. Hard to follow the progressions of the story. Explanation shows some effort. Some references are older than 5 years.	Fairly well documented and organized. Format is easy to follow. Good explanation shows good effort. References are relevant and recent.	Program shows a continuous progression of ideas and tells a complete, easily followed story. Well documented and organized. Excellent well thought out explanation shows superior effort. References used are foundational and clearly evidence based.	
<b>Quality</b>	Movie did not flow. Tape was unedited, with no transitions or audio support of any kind.	Movie had very little if any editing. Many poor shots remain. Video is fragmented and choppy with little to no audio reinforcement.	Movie was complete and had all required elements. Editing was not done well. Some poor shots remain. Movie is somewhat choppy. Audio and other enhancements were utilized but not well.	Movie was complete and had all required elements. Video was well edited and moves smoothly from scene to scene with proper use of transitions. Audio and other enhancements were used well.	

<b>Teamwork</b>	Obvious that the presentation was created by one or two members of the team. Very low level of collaboration among team members.	Presentation a result of a group effort, but only some members contributed. Collaboration demonstrated among some team members.	Team members worked together and were assigned different roles. Team members mostly showed collaboration with each other.	Effective teamwork. The final product represents something that would have been impossible to accomplish working alone. Clear respectful collaborative relationships.	
<b>Creativity</b>	Little or no enhancements or excessive use of enhancements that distract.	Enhancements present but they do not support the thesis or are random.	Enhancements used are combined smoothly and effectively.	Enhancements are planned and purposeful adding impact to the story line.	

### **FINAL PAPER: *My Personal Leadership Analysis***

The American Organization of Nurse Executives (AONE) has identified critical competencies for nurse managers found at [www.aone.org](http://www.aone.org). During this course we focus on the “Leader Within,” utilizing the set of guidelines and tenants which facilitate reflective practice. The “Dimensions of Leadership” developed by the Center for Nursing Leadership, offer an example of a set of guidelines/tenants that can be used as a tool to guide personal reflection of an individual’s leadership behaviors. *Reflection includes a definition of the concept to demonstrate understanding and an example of how you have used or will potentially use this skill.*

Utilizing what you have learned (from the AONE Nurse Manager competencies, your assigned Nurse Leader, class discussions, assigned readings, videos, podcasts and articles, and discussion forums) write a scholarly paper presenting a reflection of your personal leadership best practices (actual and/or aspirational) incorporating **ALL** of the following content points:

1. Holding the truth: The presence of integrity as a key value of leadership.
2. Appreciation of ambiguity: Learning to function comfortably amid the ambiguity of our environments.
3. Diversity as a vehicle to wholeness: The appreciation of diversity in all its forms: race, gender, religion, sexual orientation, generational, the dissenting voice and differences of all kinds.
4. Holding multiple perspectives without judgment: Creation and holding a space so that multiple perspectives are entertained before decisions are rendered.
5. Discovery of potential: The ability to search for and find the potential in ourselves and in others.
6. Quest for adventure towards knowing: Creating a constant state of learning for the self, as well as an organization.

7. Knowing something of life: The use of reflective learning and translation of that learning to the work at hand.

8. Nurturing the intellectual and emotional self: Constantly increasing one’s knowledge of the world and the development of the emotional self.

9. Keeping commitments to oneself: Creating the balance that regenerates and renews the spirit and body so that it can continue to grow.

Your paper should be a minimum of 8 pages and a maximum of 10 pages, double spaced, APA format excluding Title page and Reference Pages. You must cite at least five outside source references from peer reviewed journals within the past 5 years to explain and support your position. Textbook and credible and reputable internet sources may be used in addition to journal references.

**Reference style:** American Psychological Association (2009). Publication Manual of American Psychological Association (6<sup>th</sup> Ed.). Washington, D.C.  
Reference

American Organization of Nurse Executives. (2015). AONE Nurse Manager Competencies. Chicago, IL: Author. Retrieved April 11, 2017 from: [www.aone.org](http://www.aone.org)

**Proofread paper for spelling, grammar, sentence structure, before submitting.**

***Late submission of papers will result in a one (1) point deduction for each day the assignment is late after due date. Papers will not be accepted after five (5) days late and will result in a failure for the assignment.***

**Maximum points earned: 25**

**My Personal Leadership Analysis Rubric**

<b>Dimension of Performance</b>	<b>Max. Points</b>	<b><u>Novice</u> Concept missing or incorrectly defined</b>	<b><u>Competent</u> Concept defined correctly w/o personal reflection</b>	<b><u>Proficient</u> Concept defined correctly w/ personal reflection</b>
<b>1.</b> Introduction	<b>1</b>			
<b>2.</b> The presence of integrity as a key value of leadership	<b>1</b>			
<b>3.</b> Learning to function comfortably amid the ambiguity of our environment	<b>1</b>			
<b>4.</b> The appreciation of diversity in all its forms, the dissenting voice, and differences of all kinds	<b>1</b>			
<b>5.</b> Creation and holding a space so that multiple perspectives are entertained before decisions are rendered	<b>1</b>			
<b>6.</b> The ability to search for and find the potential in ourselves and in others	<b>1</b>			
<b>7.</b> Creating a constant state of learning for the self, as well as an organization	<b>1</b>			
<b>8.</b> The use of reflective learning and translation of that learning to the work at hand	<b>1</b>			

9.	Constantly increasing one's knowledge of the world and the development of the emotional self	1			
10.	Creating the balance that regenerates and renews the spirit and body so that it can continue to grow.	1			
11.	Summary and implications for the future	3			
12.	The paper is organized logically and the story flows	2	N/A	N/A	N/A
13.	The paper is insightful, complies with specific format and submission requirements	5	N/A	N/A	N/A
14.	The paper is written in APA format. Citations include current and credible sources from professional literature that support the thesis.	5	N/A	N/A	N/A

### CLASS ASSIGNMENT AND TOPICAL OUTLINE

Week/Unit	Objectives	Assignments
Class 1	<p>Syllabus overview</p> <ul style="list-style-type: none"> <li>• The Future of Nursing</li> <li>• Finding my “Leader Within”</li> <li>• Am I an imposter?</li> </ul>	<p><b>Traditional Class</b></p> <p>Imposter Syndrome questionnaire</p> <p>Blackboard assignments</p> <p>Personal Leadership Statement</p>
Class 2	<p>The Knowledge Worker and Leading Others</p> <ol style="list-style-type: none"> <li>1. Professional work is knowledge work.</li> <li>2. Understand the characteristics and components of personal leadership within a profession.</li> <li>3. Define the role of the professional knowledge worker as a leader in the nursing profession and its impact on the role of the members.</li> <li>4. The Leadership Styles</li> <li>5. Leaders vs. Managers</li> </ol>	<p><b>Online Class</b></p> <p>Discussion Forum #1</p> <p>Blackboard assignments</p>
Class 3	<p>Teamwork and Conflict Management</p> <ol style="list-style-type: none"> <li>1. Understand the elements and processes associated with interdisciplinary team leadership and the particular role of the team leader.</li> <li>2. Define the role of the professional nurse as team leader and identify the unique skills required.</li> <li>3. Outline the characteristics of team dynamics related specifically to team roles, interaction, terms of engagement, and stages of team action.</li> <li>4. State normative challenges that teams confront in undertaking their work and identify mechanisms for managing those challenges.</li> </ol>	<p><b>Traditional Class</b></p> <p>DiSC questionnaire</p> <p>Blackboard assignments</p>
Class 4	<p>Conflict</p> <ol style="list-style-type: none"> <li>1. Understand the importance of identifying signs of</li> </ol>	<p><b>Online Class</b></p> <p>Discussion Forum #2</p>

	<p>conflict.</p> <ol style="list-style-type: none"> <li>2. Identify the causes of unresolved and chronic conflict and the impact to teamwork.</li> <li>3. Determine the requirements for creating a safe space for conflict.</li> <li>4. Identify the kinds of conflict and solutions to diffuse each type.</li> <li>5. Develop awareness of personal barriers to engaging conflict.</li> </ol>	
Class 5	<p>The presence of integrity as a key value of leadership</p> <ol style="list-style-type: none"> <li>1. Describe the key concepts and related concepts of healthcare ethics.</li> <li>2. Identify the risks and consequences that may be experienced when nurses' personal values and their organizations' values differ.</li> <li>3. Identify the challenges for nurses in addressing common ethical dilemmas.</li> <li>4. Describe strategies to address ethical dilemmas related to patient, nurse, and organizational issues.</li> <li>5. Delineate strategies to develop competence in ethical decision making.</li> <li>6. Analyze the potential ethical risks in using technology applications specific to patient privacy and confidentiality.</li> <li>7. Gain an appreciation of the personal risks in taking courageous ethical actions.</li> </ol>	<p><b>Online Class</b>  Discussion Forum #3  IHI Module:  Improving Health Equity - TA 102</p> <p>Blackboard assignments</p>
Class 6	<p>The Rising Cost of Healthcare</p> <ol style="list-style-type: none"> <li>1. Understand the differences between fee for service and value-based care delivery systems.</li> <li>2. Understand basic data measurement concepts, analysis, and interrelationships in determining healthcare equity.</li> <li>3. Discuss the impact of the Affordable Care Act of 2010.</li> <li>4. Describe how nurses can lead the transformation of healthcare and why they should.</li> <li>5. Equity and healthcare economics</li> </ol>	<p><b>Traditional Class</b></p> <p>Blackboard assignments</p>
Class 7	<p>Learning to function comfortably amid the ambiguity of our environment.</p> <ol style="list-style-type: none"> <li>1. Identify the role of the nursing process in critical thinking.</li> <li>2. Understand the basic elements and characteristics of professional accountability.</li> <li>3. Define the unique characteristics of an obligation of ownership and its relationship to accountability.</li> </ol>	<p><b>Traditional Class</b>  IHI Module: Building a Culture of Safety – PS 202</p> <p>Blackboard assignments</p>

	<p>4. Define normalized deviance and its relationship to accountability.</p> <p>5. The Culture of Safety: Identify the three types of behavioral choices.</p> <p>6. Examine the reasons and environment which inhibit speaking up.</p> <p><b>MID-SEMESTER EVALUATION</b></p>	<p><b>Mid Term Assignment:</b></p> <p><b>IHI MODULES DUE</b></p>
Class 8	<p>The appreciation of diversity in all its forms: race, gender, religion, sexual orientation, generational, the dissenting voice and differences of all kinds.</p> <ol style="list-style-type: none"> <li>1. Incivility and workplace violence</li> <li>2. Define lateral violence and other forms of workplace harassment.</li> <li>3. Determine the signs of being bullied.</li> <li>4. Develop actions to take if bullied.</li> </ol>	<p><b>Online Class</b></p> <p>Discussion Forum #4</p> <p>Blackboard assignments</p>
Class 9	<p>Creation and holding a space so that multiple perspectives are entertained before decisions are rendered.</p> <p>Delegation</p> <ol style="list-style-type: none"> <li>1. Appreciate the complexities of management and clinical delegation.</li> <li>2. Describe the basic concepts of delegation and supervision as they relate to the delegation of nursing work.</li> <li>3. Identify inappropriate delegation processes and the implications for negatively impacting patient care.</li> <li>4. Develop strategies to address the common errors and breakdowns in delegation and supervision.</li> </ol>	<p><b>Traditional Class</b></p> <p>Blackboard assignments</p>
Class 10	<p>The ability to search for and find the potential in ourselves and in others.</p> <ol style="list-style-type: none"> <li>1. The importance of mentoring</li> <li>2. Personal Mission Statement</li> <li>3. What does your social (Networking) face look like?</li> <li>4. Aspirations and the four nursing “tracks”</li> </ol>	<p><b>Traditional Class</b></p> <p>Blackboard Assignments</p>
Class 11	<p>Creating a constant state of learning for the self, as well as the organization.</p> <ol style="list-style-type: none"> <li>1. What impacts life-long learning?</li> <li>2. Professional organizations – why join?</li> <li>3. Evidence-based practice and the connection to life-long learning</li> </ol> <p>The use of reflective learning and translation of that learning to the work at hand.</p>	<p><b>Online Class</b></p> <p>Discussion Forum #5</p> <p>IHI Module: A Guide to Shadowing: Seeing Care Through the Eyes of Patients and Families – PFC 201</p>

	<ol style="list-style-type: none"> <li>1. The experience of learning</li> <li>2. Different perspectives of care</li> </ol>	
Class 12	<p>Constantly increasing one’s knowledge of the world and the development of the emotional self.</p> <ul style="list-style-type: none"> <li>• Activism</li> <li>• Global Health</li> <li>• Emotional Intelligence</li> <li>• Self-Awareness</li> <li>• Compassion Fatigue</li> </ul>	<p><b>Traditional Class</b>  IHI Module:  Incorporating  Mindfulness into  Clinical Practice –  PFC 103</p>
Class 13	<p>Creating the balance that regenerates and renews the spirit and body so that it can continue to grow.</p> <ul style="list-style-type: none"> <li>• Self-Care</li> <li>• Super Powers</li> </ul> <p>The “Practice” of Leadership</p> <ol style="list-style-type: none"> <li>1. Define the basic elements of leadership and translate them into situations and scenarios that require leadership application.</li> <li>2. Outline the approaches to issue identification and selection of appropriate strategies to reflect on the issue and to construct mechanisms for its resolution.</li> </ol>	<p><b>Traditional Class</b></p> <p>Blackboard  Assignments</p>
Class 14	Team Project Presentations	<b>All Videos Due</b>

**NOTE:**

All IHI assigned modules can be retrieved through the following link:

<http://www.ihl.org/education/IHIOpenSchool/courses/Pages/default.aspx>

**REFERENCES**

American Organization of Nurse Executives. (2015). AONE Nurse Manager Competencies. Chicago, IL: Author. Retrieved April 11, 2017 from: [www.aone.org](http://www.aone.org)

Institute for Healthcare Improvement. (2018). IHI Open School Online Courses. Retrieved from: <http://www.ihl.org/education/IHIOpenSchool/courses/Pages/default.aspx>



## NEW YORK CITY COLLEGE OF TECHNOLOGY

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# NEW YORK CITY COLLEGE OF TECHNOLOGY

## CLINICAL EVALUATION TOOL

**NUR 3110: LEADERSHIP IN THE MANAGEMENT OF CLIENT CARE**

**STUDENT NAME:**

**FACULTY NAME:**

**DATE:**

**MID SEMESTER**

**FINAL**

Organizational/Professional Objectives	Criteria Met	Criteria Not Met	Criteria Not Applicable	Criteria Pass/Fail	Comments
• Identify nursing department/unit mission and philosophy of nursing statements.					
• Identify the clinical objectives for the nursing department/unit to which he/she is assigned.					
• Obtain a copy of the organizational structure to illustrate the formal hierarchy and reporting structure for this nursing division, department, service, or unit.					
• Assess the informal network that might influence communication and leadership competencies within this structure.					
• Attend at least four (4) of the following organizational meetings: staff meetings/rounds, ad hoc meetings, task forces, and/or committee meetings to assess how change/innovation is accomplished.					
• Identify barriers to change/innovation at a meeting attended.					

<b>Nursing Leadership and Managing Practice</b>	<b>Criteria Met</b>	<b>Criteria Not Met</b>	<b>Criteria Not Applicable</b>	<b>Criteria Pass/Fail</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>Identify the differences between management and leadership competencies in this nursing division/department/unit.</li> </ul>					
<ul style="list-style-type: none"> <li>Identify personal attributes and characteristics of the leader you are assigned to.</li> </ul>					
<ul style="list-style-type: none"> <li>Indicate three method(s) used in self-development of current staff in their various professional and ancillary roles</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss with the nursing manager how she/he engages staff.</li> </ul>					
<ul style="list-style-type: none"> <li>Observe plans, including strategies, for overcoming any staff member's resistance to change/innovation (e.g., corrective action plans (CAP), performance appraisal, union arbitration process, etc.).</li> </ul>					
<ul style="list-style-type: none"> <li>Identify the Patient Care Delivery Model used and how it supports a staffing pattern for this nursing department/unit (obtain copies of staffing plan and budget)).</li> </ul>					
<ul style="list-style-type: none"> <li>Discuss the need for a Just Environment and how it is developed.</li> </ul>					
<b>Advancing Evidence Based Practice</b>	<b>Criteria Met</b>	<b>Criteria Not Met</b>	<b>Criteria Not Applicable</b>	<b>Criteria Pass/Fail</b>	<b>Comments</b>
<ul style="list-style-type: none"> <li>Use CDC.gov, or other reputable website, to obtain information about the demographics of the community that this nursing department/unit serves (population</li> </ul>					

demographics/statistics).						
• Assess the method by which the unit's services are marketed to the specific health (physical, mental, social, and cultural) needs of this community.						
•Who are the key stakeholders?						
• Identify dashboards and measures of unit-based performance improvement projects.						
• Identify the transdisciplinary partnerships of the nursing department/unit.						
•What is the team-based decision process and how does the professional nurse share nursing care practices?						
<b>Professional Accountability and Ownership</b>	<b>Criteria Met</b>	<b>Criteria Not Met</b>	<b>Criteria Not Applicable</b>	<b>Criteria Pass/Fail</b>		<b>Comments</b>
• Adheres to schedule of assigned department/unit.						
• Adheres to department/unit/hospital policies and procedures.						
• Demonstrates professional demeanor, behavior, and dress code.						

**Evaluation key:** √ = criteria met; X= criteria not met; n/a = not applicable (if criteria not met or criteria not applicable, please add reason(s) in "Comments" column.

**Mid-semester Evaluation/Student Comments:**

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**Name of Instructor (print):** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Name of Student (print):** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

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**Semester Final Evaluation:**

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<b>Name of student (print):</b>
<b>Signature of student:</b>
<b>Name of facilitator (print):</b>
<b>Signature of facilitator:</b>
<b>Assigned hospital site:</b>
<b>Assigned nursing department/unit:</b>
<b>Date of evaluation:</b>