



Undergraduate Course Syllabus

NUR 310: Nursing Leadership and Management

Center: Online

Credits: 6

Course Prerequisites

Must be enrolled in Nursing program

Course Description

This course explores the complex structures of organizations and the roles of nurses within health-care organizations. The course provides students with an in-depth understanding of how healthcare organizations are formed and how current and emerging factors influence the structure and function of the organization. The course will also integrate nurse leadership and management theories and skills. The emphasis will be on the nurse functioning within a complex organizational system to influence and improve organizational outcomes. Students will have the opportunity to develop leadership and management skills, including areas of critical thinking, problem-solving and decision-making, change and conflict management, teamwork and collaboration, delegation and competency, power and influence, resource management (planning, budget, staffing, and culturally diverse workforce), and career development.

AACN Essentials

This course meets the following AACN Essentials of Baccalaureate Education for Professional Nursing Practice:

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

Essential V: Healthcare Policy, Finance, and Regulatory Environments

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

Essential VIII: Professionalism and Professional Values

Essential IX: Baccalaureate Generalist Nursing Practice

Course Outcomes

- Discuss organizational structure and its relationship to organizational mission, vision, values and purpose.
- Compare and contrast the different leadership and management theories in organizations.
- Describe the organizational chart, its purpose, and components.
- Differentiate between organizational climate and culture.
- Recognize that continuous quality improvement is an essential part of the daily work of all health professionals.
- Identify situations of the tension between professional autonomy and system functioning.

- Describe the benefits and limitations of selected safety-enhancing technologies (such as, barcodes, Computer Provider Order Entry, medication pumps, and automatic alerts/alarms).
- Initiate plan for self-development as a team member.

Required Materials

Using your learning resources is critical to your success in this course. Please purchase directly through SNHU's online bookstore, [MBS Direct](#), rather than any other vendor. Purchasing directly from the bookstore ensures that you will obtain the correct materials and that the Help Desk, your advisor, and the instructor can provide you with support if you have problems.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978-1-4338-0561-5

Crowell, D. (2016). *Complexity leadership: Nursing's role in health care delivery* (2nd ed.). Philadelphia, PA: F. A. Davis. ISBN: 978-0-8036-4529-5

Note: The Shapiro Library offers this textbook as an eBook that can only be accessed by a limited number of people at a time. You can also download a limited number of pages from the eBook in a single session and access them offline. Otherwise, it is recommended that you purchase your own copy via the SNHU bookstore or another online bookstore.

Yoder-Wise, P. (2014). *Leading and managing in nursing* (6th ed.). St. Louis, MO: Elsevier Mosby. ISBN: 978-0-323-18577-6

Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place in Blackboard on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions forum in Blackboard so that your questions and the instructor's answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours.

Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Reflection Journal			
Part 1: Assumptions	9	1	9
Part 2: Learning	10	1	10
Values Clarification	1	5	5
Discussion	9	4	36
Case Study	3	10	30
Lateral Violence Paper	1	10	10
		Total Course Points:	100

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

University Grading System: Undergraduate

<u>Grade</u>	<u>Numerical Equivalent</u>	<u>Points</u>	<i>Total Points. 100</i>	
			<i>Lower</i>	<i>Upper</i>
A	93-100	4	93	100
A-	90-92	3.67	90	92
B+	87-89	3.33	87	89
B	83-86	3	83	86
B-	80-82	2.67	80	82
C+	77-79	2.33	77	79
C	73-76	2	73	76
C-	70-72	1.67	70	72
D+	67-69	1.33	67	69
D	60-66	1	60	66
F	0-59	0	0	59
I	Incomplete			
IF	Incomplete/Failure*			
IP	In Progress (past end of term)			
W	Withdrawn			

*Please refer to the [policy page](#) for information on the incomplete grade process.

Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Course Information area in the Assignments and Rubrics folder.

Weekly Assignment Schedule

The Learning Modules area in Blackboard contains one module folder for each week of the course. All reading and assignment information can be found in the folders. Assignments and discussion board posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module in Blackboard.

Module	Topics and Assignments
1	Healthcare Organizations Yoder-Wise (2014): Chapters 7 and 8 1-1 Reflection Journal: Assumptions and Beliefs About Organizations 1-2 Discussion: Ranking of Area Healthcare Organizations 1-3 Assignment: Values Clarification 1-4 Self-Assessment: Healthcare Organizations
2	Leadership and Management in Organizations Yoder-Wise (2014): Chapters 1 and 3 2-1 Reflection Journal: Leadership and Management 2-2 Discussion: Emotional Intelligence 2-3 Reflection Journal: Leadership Theory 2-4 Self-Assessment: Leadership and Management
3	Complexity Theory Crowell (2011): Unit 1 pp. 1-70; Unit 2, pp. 71-132 3-1 Reflection Journal: What is Complexity Theory? 3-2 Discussion: Leadership Models 3-3 Reflection Journal: The Magic of Chaos 3-4 Research Paper Introduction: Lateral Violence 3-5 Self-Assessment
4	Patient Safety and Quality Yoder-Wise (2014): Chapter 2 4-1 Reflection Journal: Assumptions about Patient Safety and Quality 4-2 Discussion: IHI and AHRQ 4-3 Case Study: IOM Competencies 4-4 Reflection Journal: Self-Care 4-5 Self-Assessment: Patient Safety and Quality
5	Managing Quality and Risk Yoder-Wise (2014): Chapters 6 and 20 5-1 Discussion: Using a Decision Grid 5-2 Reflection Journal: Mitigate Error Risks 5-3 Self-Assessment: Risk Management

6	<p>Socioeconomic Drivers of Healthcare</p> <p>6-1 Reflection Journal: Healthcare Delivery Drivers</p> <p>6-2 Discussion: Transcultural Nursing</p> <p>6-3 Research Paper Reminder</p> <p>6-4 Reflection Journal: Drivers of Healthcare</p>
7	<p>Organizational Climate and Culture</p> <p>Yoder-Wise (2014): Chapters 14, 23, and 25</p> <p>7-1 Reflection Journal: Organizational Climate and Culture</p> <p>7-2 Discussion: Questions About Changes in Staffing Patterns</p> <p>7-3 Research Paper: Lateral Violence</p> <p>7-4 Reflection Journal: Managing Conflict</p> <p>7-5 Self-Assessment: Healthcare Organizations II</p>
8	<p>Communication and Collaboration</p> <p>Yoder-Wise (2014): Chapter 10</p> <p>Crowell (2011): Chapter 8</p> <p>8-1 Reflection Journal: What is Power?</p> <p>8-2 Discussion: Power, Influence, and Policies</p> <p>8-3 Case Study: Inter-professional Collaboration</p> <p>8-4 Reflection Journal: Communication Style</p> <p>8-5 Self-Assessment: Communication and Collaboration</p>
9	<p>Leading Teams through Collaboration and Partnerships</p> <p>Yoder-Wise (2014): Chapter 18</p> <p>9-1 Reflection Journal: Collaboration Versus Cooperation</p> <p>9-2 Case Study: Interdisciplinary Communication</p> <p>9-3 Reflection Journal: Personal Development</p> <p>9-4 Self-Assessment: Collaboration and Partnerships</p>
10	<p>Tension Between Professional Autonomy and System Functioning</p> <p>Crowell (2011): Chapters 4, 10, and 11</p> <p>Yoder-Wise (2014): Chapter 13</p> <p>10-1 Reflection Journal: Autonomy in Nursing?</p> <p>10-2 Discussion: Primary Nursing Care</p> <p>10-3 Reflection Journal: Work Groups</p> <p>10-4 Self-Assessment: Autonomy and System Functioning</p> <p>10-5 Reflection Journal: Final Reflection</p>

Attendance Policy

Online students are required to submit a graded assignment/discussion to Blackboard during the first week of class. If a student does not submit a posting to the graded assignment/discussion during the first week of class, the student is automatically withdrawn from the course for non-participation. Review the [full attendance policy](#).

Late Assignments Policy

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

SNHU College of Online and Continuing Education Student Handbook

Review the [student handbook](#).

Diversity and Disability Statement

The College of Online and Continuing Education (COCE) at SNHU values diversity and inclusion. SNHU strives to create inclusive and welcoming academic environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion, please notify the Disability Resource Center (DRC) as soon as possible. We will work with you and your instructor to address needs and concerns. We encourage all students with known or suspected physical, medical, sensory, psychiatric, and/or learning disabilities to register with the Disability Resource Center (DRC) in order to assess learning needs and take advantage of available academic accommodations and support services.

SNHU does not discriminate on the basis of race, color, national origin, sex, disability, age, religion, citizenship, marital status, gender identity or expression, sexual orientation, veteran/military status, or genetic information in its programs and activities. Requests for disabilities accommodations within COCE should be directed to:

Disability Resource Center (DRC)

(866) 305-9430

(877) 520-8916 (fax)

drc@snhu.edu

We welcome COCE students, faculty, and staff to consult with the Disability Resource Center (DRC) on disability-related questions or concerns. We look forward to hearing from you.

Complaints regarding discrimination and accommodations should be directed to:

(603) 645-9664

(603) 645-9717 (fax)

adacompliance@snhu.edu

Academic Honesty Policy

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic honesty policy](#).

Copyright Policy

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

SNHU College of Online and Continuing Education Withdrawal Policy

Review the [full withdrawal policy](#).

Southern New Hampshire University Policies

More information about SNHU policies can be found on the [policy page](#).

Assessment Calibration and Student Work Samples

For the purpose of continuous improvement of our educational training, Southern New Hampshire University's College of Online and Continuing Education may, on occasion, utilize anonymous student work samples for internal professional development and staff training. If you have any questions or concerns, contact your advisor. If you would like to withdraw permission for use of your work, please contact the assessment calibration administrator at assessmentcalibration@snhu.edu. See [this document](#) for more information.