COURSE NUMBER: NURS 772

COURSE TITLE: The Nurse as Leader

CREDIT HOURS: 3 credits

PREREQUISITES: Admission into doctoral (DNP or PhD) program or permission of instructor.

PLACEMENT IN CURRICULUM: Spring, Summer

COURSE DESCRIPTION: Leadership models as templates for nurse educator, advanced practice, or management roles and relationships; mentorship, service and knowledge dissemination as leadership activities; use of informatics as leadership resource; impact of diversity on ethical leadership practices.

COURSE DELIVERY METHOD: Online

FACULTY:
<table>
<thead>
<tr>
<th>COURSE LEARNING OUTCOME</th>
<th>DNP PROGRAM LEARNING OUTCOME</th>
<th>DNP ESSENTIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Perform ongoing self-analysis of leadership behaviors through self-reflection and assessment of interpersonal skills and emotional intelligence</td>
<td>2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.</td>
<td>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking.</td>
</tr>
<tr>
<td>2. Analyze leadership models and theories applicable to nursing in clinical practice, clinical teaching and healthcare analysis</td>
<td>2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems. 5. Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession.</td>
<td>I. Scientific Underpinnings for Practice.</td>
</tr>
</tbody>
</table>
| 3. Evaluate how ethical issues impact nursing leadership | 2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems. 5. Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession. | I. Scientific Underpinnings for Practice.  
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking. |
| 4. Use leadership skills in a variety of settings to advance a vision of nursing | 2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems. 5. Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession. | II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking.  
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care |
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<tbody>
<tr>
<td>5. Discuss how social, political and legal forces influence nursing leadership</td>
<td>2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.</td>
<td>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking. V. Health Care Policy for Advocacy in Health Care</td>
</tr>
<tr>
<td>6. Analyze the integrated roles of leadership and management in education and healthcare organizations</td>
<td>2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems. 5. Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession.</td>
<td>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking.</td>
</tr>
<tr>
<td>7. Discuss an environment that promotes professional and ethical conduct for the nurse leader.</td>
<td>2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.</td>
<td>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking. VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
</tr>
<tr>
<td>8. Develop potential areas for research in nursing leadership and the application of evidence-based practice or evidence-based education.</td>
<td>1. Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings. 2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.</td>
<td>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking. VII. Clinical Prevention and Population Health for Improving the Nation’s Health VIII. Advanced Nursing Practice</td>
</tr>
<tr>
<td>9. Discuss how trends in nursing, education, and health care influence nursing leadership initiatives and priorities.</td>
<td>2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.</td>
<td>II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking.</td>
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<tr>
<td>5. Act as change agent, leader, and advocate in the design, implementation, and evaluation of health care policy as it affects populations and the nursing profession.</td>
<td>4. Collaborate with interprofessional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.</td>
<td>VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
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<tr>
<td>10. Examine how culturally diverse communities influence leadership styles.</td>
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</table>

**REQUIRED TEXTS:**


**TEACHING/LEARNING METHODS:**

This is an online course that uses a variety of teaching/learning methods.

Please note: The instructor reserves the right to make changes to this syllabus during the semester if determined to be needed to best address the specific needs of the class.

**Online Learning Strategies**

1. Contact the IT Help Desk for technical support: 702-895-0777, daily from 7 am to 11 pm or [http://oit.unlv.edu/students](http://oit.unlv.edu/students).
2. In order to avoid formatting problems, please type your documents in Microsoft Word and then attach (or cut and paste) on the Discussion Board under the appropriate topic. This will also help you avoid losing your work should the internet or WebCampus go down.

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3. I will respond to e-mails within 24 hours (unless otherwise posted). Please note that e-mails sent after 3 PM on Friday may not receive a reply until Monday morning.
4. I am available for telephone conferences or on-campus meetings. Please e-mail me through the course if you would like to meet.
5. Your ongoing feedback on the course is very important. A topic on the Discussion Board entitled Anonymous Feedback to the Instructor has been set up so that you may provide your constructive comments regarding the course anonymously. I will consider all comments and make general responses to the whole group as appropriate. I encourage you to use the area!
6. Due times for all WebCampus course assignments and responses to other students are due by midnight Pacific Time (PT).
7. To stay engaged, receive course updates, and generally get the most out of the course, you are encouraged to login every day.

EVALUATION METHODS:
Look to the course calendar in the Essential folder for all due dates.
Any written assignment should be formatted in APA. You can find additional assistance with APA style at the library's website:
http://www.library.unlv.edu/help/morebibtools.html
http://writingcenter.unlv.edu/writing/

Group activities (working in pre-assigned groups of 3-5 students):
  ● Homework assignments (1, 3, 5, 6)

Individual Activities/Assignments:
  ● Draft paper and Final Paper
  ● Homework 2 and 4
  ● For scoring of each activity, see the Course Rubrics folder. All assignments are due on the date assigned and should be submitted no later than 11:59pm Pacific Time. If an extension of more than a day is needed the instructor should be notified no later than 5 days before the due date. **If paper is posted after the due date/time, it will lose 10 points for the first 24 hours and 10 points per day following the first day**
  ● Everyone is responsible to participate in the group activities. If a student doesn't show up to assist with the group homework assignment he or she will be expected to complete that homework assignment individually. This will be allowed only one time. If this occurs a second time the student will receive a zero for that assignment.
  ● For each group assignment students will be completing a student evaluation form on each group member. If a student receives a mean score from the peer evaluation between 2 and 3 he or she will lose 30% of the group grade for that assignment. If the student mean score is between 1 and 2 the student will lose 60% of the group grade. For each peer evaluation score that is below a 3 the evaluating student is required to give rationale for his or her score.
  ● Your final course grade will be calculated from the grades you earn from the following
activities:

<table>
<thead>
<tr>
<th>Project</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>0%</td>
</tr>
<tr>
<td>Group Homework 1</td>
<td>8%</td>
</tr>
<tr>
<td>Individual Homework 2</td>
<td>8%</td>
</tr>
<tr>
<td>Group Homework 3 (Leadership in Action)</td>
<td>20%</td>
</tr>
<tr>
<td>领导人论文 - 草稿</td>
<td>5%</td>
</tr>
<tr>
<td>Individual Homework 4</td>
<td>8%</td>
</tr>
<tr>
<td>Group Homework 5</td>
<td>8%</td>
</tr>
<tr>
<td>Group Homework 6</td>
<td>8%</td>
</tr>
<tr>
<td>领导论文 - 草稿（5%）和最终（35%）</td>
<td>40%</td>
</tr>
</tbody>
</table>

**GRADING SCALE:**
Grades will not be increased to the next highest number; for example, 82.99% will not be rounded up to become 83%.

100 – 93 = A   87 – 83 = B   77 – 75 = C   67 – 63 = D
92 – 90 = A-   82 – 80 = B-   74 – 70 = C-   62 – 60 = D-
89 – 88 = B+   79 – 78 = C+   69 – 68 = D+   < 60 = F

**PASSING GRADE:**
The minimum passing grade for graduate courses is 83%.

**TOPICAL OUTLINE**

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Learning Module and Units</th>
<th>Course Objectives by Number</th>
<th>Activities</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: Nurse as Leader</td>
<td>1. Examine the definitions and qualities of leadership styles.</td>
<td>Respond to questions on the discussion board</td>
<td></td>
</tr>
</tbody>
</table>

June 14, 2017
<table>
<thead>
<tr>
<th>Module 1:</th>
<th>Module 2:</th>
<th>Module 3:</th>
<th>Module 4:</th>
<th>Module 5:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership defined and described</td>
<td>How motivation drives the structure of path-goal theory and interactions directs leader member exchange theory</td>
<td>New leadership paradigm: transformational leadership and team leadership</td>
<td>Personality traits and gender's influence on leadership styles</td>
<td>Culture and a situation's influence on leadership</td>
</tr>
<tr>
<td>6. Analyze the integrated roles of leadership and management in education and healthcare organizations.</td>
<td>1. Examine the definitions and qualities of leadership styles.</td>
<td>4. Discuss how social, political and legal forces influence nursing education and nursing leadership.</td>
<td>2. Analyze leadership models and theories applicable to nursing leadership in educational settings.</td>
<td>5. Analyze the integrated roles of leadership and management in nursing education.</td>
</tr>
<tr>
<td>Introduction video</td>
<td>Homework</td>
<td>Leadership in Action (LIA) Individual participation will be worth 5% of each individual's grade.</td>
<td>Homework</td>
<td>Homework</td>
</tr>
<tr>
<td></td>
<td>Homework</td>
<td>LIA paper 15% addressing the leadership problem presented in the module</td>
<td>Articles posted in the module</td>
<td>Articles posted in the module</td>
</tr>
<tr>
<td></td>
<td>Homework #1</td>
<td></td>
<td>Homework #2</td>
<td>Homework #4</td>
</tr>
<tr>
<td></td>
<td>Articles posted in the module</td>
<td>Provide possible solutions to the leadership problems embedded in the case study assignments</td>
<td>Provide possible solutions to the leadership problems embedded in the case study assignments</td>
<td></td>
</tr>
</tbody>
</table>
Provide possible solutions to the leadership problems embedded in the case study assignments

Module 6: Leadership Ethics

3. Evaluate how ethical issues associated with nursing education influence the educational process.

Homework

Articles posted in the module

Leadership problems embedded in the case study assignments

Final week: Writing

8. Develop potential areas for research in nursing leadership and the application of evidence-based practice or evidence-based education.

9. Discuss how trends in nursing, education, and health care influence nursing leadership initiatives and priorities.

Final Paper

UNIVERSITY POLICIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV’s function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the Student Academic Misconduct Policy (approved December 9, 2005) located at: https://www.unlv.edu/studentconduct/student-conduct.

Copyright—The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

June 14, 2017
Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information: https://www.unlv.edu/provost/teachingandlearning https://www.unlv.edu/provost/transparency

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student’s control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Library Resources
Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students’ access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.
**Tutoring and Coaching**—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit [http://www.unlv.edu/asc](http://www.unlv.edu/asc) or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

**UNLV Writing Center**—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student’s Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: [http://writingcenter.unlv.edu/](http://writingcenter.unlv.edu/).

**Rebelmail**—By policy, faculty and staff should e-mail students’ Rebelmail accounts only. Rebelmail is UNLV’s official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students’ e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

**Final Examinations**—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: [http://www.unlv.edu/registrar/calendars](http://www.unlv.edu/registrar/calendars).

**SCHOOL OF NURSING POLICIES**

**Civility**—The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.
Teaching Evaluations – Evaluating the effectiveness of teaching at UNLV requires it to administer course evaluations at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

UNLV School of Nursing
Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center

1. This course increased my knowledge.
2. The course provided sufficient opportunity for me to learn.
3. The course challenged me intellectually.
4. The instructor made a significant impact on my understanding of course content.
5. The course objectives were clear.
6. My grades adequately reflected the quality of my performance in this course.
7. The instructor’s expectations for assignments were clear.
8. The instructor’s assessments reflected what was covered in the course.
9. The instructor was well prepared for each session.
10. The instructor’s explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: Learning Ratings  ASSESSMENT RATINGS  Instruction Ratings