UNIVERSITY OF WEST GEORGIA  
School of Nursing  
RN/BSN Program  
SPRING 2009  
NURS 4475-01– NURSING LEADERSHIP AND MANAGEMENT  
FOR RN STUDENTS

Credit: 3-6-6

Prerequisites: N3122W

Faculty: Carol B. Wilson, PhD, RN  
Professor  
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678-839-6553 (Fax)  
cwilson@westga.edu  
Room 291, Ed. Annex

Office Hours: As posted

Course Description: This course is designed to focus on the theoretical concepts relevant to the practice of nursing management. This course includes classroom/clinical experience and enrollment is limited to Registered Nurse students only.

Learning Goals:
1. Define the role of the nurse leader/manager. (1)*
2. Compare and contrast management, organizational and leadership theories and apply to professional nursing practice. (6)
3. Use critical thinking, decision-making theories, and domains of practice in the management of nursing situations. (1, 6)
4. Examine concepts of managed care and case management in a variety of practice settings. (1)
5. Examine the roles of holism and professional nurse caring in organizations with cultural diversity. (3, 5)
6. Collaborate with interdisciplinary team members to create change and attain goals. (8)
7. Participate in evidence-based quality improvement processes to evaluate outcomes of practice changes (6)
8. Consider scientific and humanistic concepts, theories and evidence-based research findings that influence health care organizations and the practice of nurse leaders/managers in local and global communities. (6, 7)
9. Utilize leadership/management skills in the delivery of caring, competent, legal and ethical nursing care to individuals and groups in a variety of settings. (4)
10. Use concepts of effective communication to manage a variety of nursing situations. (9)  

*Program objectives
Course Content:
Framework for Leadership and Management
  Economics and Managed Care in Health Care Delivery
  Nurse Leader/Manager Roles and Domains of Practice
  Organizational Management Theory
  Nursing Care Delivery Systems
  Caring & Holism in Management
  Leadership Theory

Key Skills in Nursing Management
  Problem Solving/decision Making
  Communication in Organizations
  Groups, Committees, and Teams
  Conflict Management
  Managing Time
  Effective Delegation
  Change Theory

Resource Management
  Budgeting
  Effectiveness, Efficiency, Productivity
  Staffing and Scheduling
  Performance Appraisal
  Motivating, Coaching, and Disciplining
  Managing Cultural Diversity
  Quality Management
  Case Management

Textbooks:


Learning Activities:
  Assigned readings
  Independent study & multi-media materials
  Classroom and online activities and discussions
  Clinical learning experiences with reflective journaling
  Formal and informal writing/presentation activities
  Examinations
  Evidence Based QI Educational Project
Methods of Evaluation:

Final course grades will be calculated as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Component</th>
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<tbody>
<tr>
<td>10%</td>
<td>Class attendance and participation</td>
</tr>
<tr>
<td>45%</td>
<td>Quizzes (3 exams at 15% each)</td>
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<tr>
<td>45%</td>
<td>Evidence Based QI Educational Project</td>
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<tr>
<td>Pass/Fail</td>
<td>Leadership Practicum</td>
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Grading System:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-74%</td>
</tr>
<tr>
<td>F</td>
<td>below 60%</td>
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Leadership Practicum

The clinical component of the course is graded on a pass/fail basis. Students must pass the clinical component to pass the course. A passing grade is earned by demonstration to the faculty and the clinical preceptor that the learning objectives were met by the last clinical day. Student’s reflective journal entries will be used by faculty to assess learning related to course goals. Completion of the Evidence Based Quality Improvement Educational Project is also required to pass the course.

Clinical experiences may be scheduled between the first and last day the class is officially scheduled to meet. All clinical documentation requirements of the SON must be met prior to and throughout the clinical experience (see 2008-2009 BSN Student Handbook). Students who have not achieved the required clinical hours at the clinical site, and/or have not achieved the learning goals, will be graded as failing. A failure in the clinical component results in an automatic “F” in the classroom component of the course. No course credit can be earned unless both classroom and clinical performances are satisfactory.

A total of 90 clinical hours are required for this course*. A minimum of sixty (60) clinical hours will be spent at the clinical site and must be accounted for on the Clinical Hours Activity Record.

The remaining 30 hours will be allocated as follows:

- 8 hours – Georgia Nurses Association’s 2009 Legislative Day Event, Tuesday, January 27, 2009
- 15 hours – work on project
- 7 hours – Reflective Journaling (see guidelines for format)
*If the student is employed at the agency where the practicum is occurring, the clinical practicum hours must be completed outside of the student’s scheduled work hours as an employee.

Class Attendance/Participation:

The Class Attendance/Participation grade is based on presence during the class as well as active participation in all activities. It is expected that each student will attend class, arrive on time, and leave at the end of class time. The attendance grade will be based on the number of classes in which the student actively participates divided by the total number of scheduled classes. This average will comprise the attendance grade. Leaving early or arriving late will be computed as 0.5 of a class attendance point.

Classroom Learning Expectations

1. All assignments are expected on the due date. Any assignment arriving after the due date will be subject to a 5 point deduction for every day that the assignment is late. Access to Web CT Vista, as well as the fax number and e-mail address on this syllabus should eliminate the likelihood of late assignments.

2. This course is supported by Web CT Vista. This means that assignments, communications, and discussion will take place every week by this means. Students are expected to check Web CT Vista frequently to receive communications and assignments as they are posted. All assignments must be posted via WebCT as indicated by instructor.

Academic Dishonesty
The academic dishonesty policies of this course are the same as those found in the University of West Georgia Connection and BSN Student Handbook, 2008-2009. Evidence of student cheating, fabrication, or plagiarism, as defined in these policies, (including copying of reference materials directly into class projects or papers without proper citations) will result in failure of the course.

Communication
It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or WebVista. Students at UWG are required to have ready access to computers for their course work and will be expected to use WebVista as directed by the faculty. Information about needed computer specifications is found at http://www.westga.edu/~techlife

NURS 4475/CW/SPRING 2009
PURPOSE

The clinical component of this course concentrates on the application of knowledge and skills necessary to provide nursing leadership in the delivery of holistic nursing care in the community. Students may participate in clinical learning activities in traditional organizational settings and/or non-traditional professional settings. The nursing leadership/management skills of communication, decision making, motivation, and managing change, conflict, stress, and time provide the clinical emphasis. Students will also consider the integration of professional nurse caring within the clinical setting.

TEACHING/LEARNING ACTIVITIES AND STRATEGIES

The faculty believes that a student can best learn to implement effective leadership/management skills when he/she has the opportunity to work closely with nursing faculty and competent nurse leaders/managers who are actively engaged in meeting the health care needs of the community. Therefore, each student will be assigned to nurse leader/manager preceptors during the clinical experience. The following guidelines will be utilized in this process:

1. Students will be asked to identify community settings/agencies for their clinical learning activities. They may choose traditional organizational or non-traditional professional settings.
2. Nursing faculty and students will collaborate on selection of appropriate preceptors.
   In order to qualify as a preceptor, the nurse must:
   A. be a registered nurse:
      (1) with a BSN degree
      or
      (2) recognized as an outstanding nurse leader/manager
   B. demonstrate competence in his/her leadership role.
   C. possess the desire and ability to facilitate student learning.
   D. have at least one year of experience in his/her current nurse leader/manager role.
   E. be available to the student and faculty at all times during the clinical learning experience.
**Please note: If the student is an employee of the institution selected for the clinical experience, the preceptor cannot be responsible for his or her direct supervision in the employer-employee relationship.

3. Students, faculty, and preceptors will communicate as needed throughout the semester to select, monitor, and evaluate the clinical learning activities and objectives.

4. Students will assist preceptors in the performance of their professional responsibilities, as established by the clinical setting, whenever possible. Students may also perform special activities which fall within the domain of the leader’s/manager’s role, but which the preceptor may not be currently performing.

5. Students will schedule clinical activities with a preceptor for a total of 60 hours for the semester. It is suggested that these hours be scheduled throughout the semester in order to allow time for planning and implementation of the project. A schedule of planned hours must be submitted to the instructor by the end of the second week of the semester. The instructor must be notified of schedule changes immediately via WebCT e-mail.

**EVALUATION STRATEGIES**

Students will submit a reflective journal after each clinical experience describing the activities engaged in and relating these experiences to corresponding course objectives. Efforts should be made to engage in activities addressing all of the course objectives during the semester. (See separate Journaling Guidelines)

Preceptors will evaluate clinical performance as Satisfactory or Unsatisfactory through a formal written evaluation at the end of the semester (See attached Preceptor Evaluation of Student Form).
PRECEPTOR ROLES AND RESPONSIBILITIES

The preceptor is an experienced competent nurse who serves as a nursing leadership/management role model and clinical educator for a registered nurse student. As a role model, the preceptor exemplifies the practice of professional nursing in his/her specific position and setting and orients the student to the philosophy, goals, policies, procedures, role expectations, and physical facilities of that setting. As clinical educator, he/she works closely with the student and the faculty to assess student learning needs, plan learning experiences, implement the learning plan, and evaluate student performance.

An effective preceptor leader/manager has the knowledge, skills, and attitudes necessary to:

1. Manage nursing personnel and patient care according to established standards of practice.

2. Maintain collaborative working relationships with patients, students, faculty, colleagues, and other members of the health team.

3. Utilize resources successfully and appropriately.

4. Demonstrate leadership skills in the motivation of others, planned change, decision making/problem solving, verbal/written communication, and organization/delegation.

5. Practice the principles of teaching/learning and adult education.

6. Offer constructive guidance that is respectful, open-minded, and supportive.

7. Display enthusiasm for nursing and the preceptorship experience.

PRINCIPLES OF TEACHING AND LEARNING

1. Learning is an experience that occurs inside the learner and is activated by the learner.

2. Learning is the discovery of the personal meaning and relevance of ideas.

3. Learning is a consequence of experience.
4. Learning is a cooperative and collaborative process.

5. Learning is an evolutionary process--change requires time and patience.

6. Learning is sometimes a painful process.

7. One of the richest resources for learning is the learner's own self.

8. Learning is holistic.

9. The processes of learning are highly individual and unique.

**CONDITIONS THAT FACILITATE LEARNING**

1. Learning is facilitated in an atmosphere that encourages people to be active.

2. Learning is facilitated in an atmosphere that emphasizes the uniquely personal and subjective nature of learning.

3. Learning is facilitated in an atmosphere that consistently recognizes people’s right to make mistakes.

4. Learning is facilitated in an atmosphere that consistently recognizes people’s right to make mistakes.

5. Learning is facilitated in an atmosphere that tolerates ambiguity.

6. Learning is facilitated in an atmosphere that views evaluation as a cooperative process with emphasis on self-evaluation.

7. Learning is facilitated in an atmosphere that encourages openness of self rather than concealment of self.

8. Learning is facilitated in an atmosphere that encourages people to trust in themselves as well as in external sources.

9. Learning is facilitated in an atmosphere that respects and accepts individuals and their feelings.

10. Learning is facilitated in an atmosphere that permits confrontation.

CHARACTERISTICS OF ADULT LEARNERS

Have established beliefs and values
Are less flexible in thinking & doing
Have rich reservoir of experiences
Learn by experience of self and others
Have heterogeneous backgrounds
Have mixed motives for learning
Are accustomed to responsibilities
Are busy with many obligations
Less secure in learning situations
Fear inadequacy and failure
May need more time to learn
Time perspective is immediate
Don’t see teacher as all-knowing
Are problem-centered learners
Are reality-oriented learners

IMPLICATIONS FOR PRECEPTORS

Takes longer to change beliefs and values
Reluctant to change practices
Provide sharing of experience
Teach by actual experience
Be open-minded to alternatives
Keep expectations realistic
Involve actively in learning
Avoid wasting their time
Ensure chances for success
Provide support and guidance
Give learner control over pace
Make learning useful to work
Relate to as helpful colleague
Address perceived problems first
Make applications to practice

GENERAL GUIDELINES

The role as a leadership/management preceptor is to serve as a role model for the student. The preceptor is encouraged to work closely with the student to plan activities that are meaningful and to help the student meet his/her learning objectives. Please involve the student in as many activities as possible.

1. The student is required to spend a total of 60 clinical hours under the supervision of nurse leader/manager preceptors during this course. Each student will have a primary preceptor; other nursing leaders/managers may be selected as secondary preceptors as desired by the student and the primary preceptor to meet individual learning objectives. Students and preceptors will jointly plan their specific clinical schedules to best utilize time and meet objectives.

2. The student is required to set goals for each week. These should be reviewed with the student in order to plan learning activities to meet the goals.

3. Encourage the student to utilize other resources within the setting to enhance learning. Suggest other leaders/managers who may help the student meet his/her objectives.

4. Utilize professional experience and expertise to help the student grow.

5. Enjoy this opportunity and share learning experiences with the student.
STUDENT EVALUATION OF PRECEPTOR QUESTIONNAIRE

Preceptor’s Name and Position
________________________________________________________________

Student Name_____________________________________________________

Semester/Year ________________________ Preceptor’s Agency __________

The following questionnaire is designed to assist in evaluating the quality of clinical instruction provided by your preceptor. Please rate your preceptor on each item. Place in the blank space preceding each statement the number that most nearly expresses your view. If the statement is not applicable to your situation, leave the space blank and briefly explain why it is not applicable.

STRONGLY AGREE AGREE UNCERTAIN DISAGREE STRONGLY DISAGREE
   5  4  3  2  1

   1. The preceptor performs his/her role according to established standards of professional nursing.

   2. The preceptor maintains collaborative working relationships with patients, students, colleagues, and other members of the health care team.

   3. The preceptor utilizes resources successfully and appropriately.

   4. The preceptor demonstrates the ability to motivate others.

   5. The preceptor demonstrates the ability to plan change.

   6. The preceptor demonstrates the ability to make decisions and think critically.

   7. The preceptor demonstrates the ability to communicate effectively.

   8. The preceptor demonstrates the ability to manage conflict and stress.

   9. The preceptor demonstrates the ability to organize and delegate.

  10. The preceptor practices the principles of teaching/learning and adult education.
_____ 11. The preceptor offers constructive guidance that is respectful, open-minded, and supportive.

_____ 12. The preceptor displays enthusiasm for nursing and the preceptorship experience.

_____ 13. The preceptor demonstrates professional nurse caring behaviors.

_____ 14. I recommend that my preceptor be utilized again for clinical instruction.

What were your preceptor’s strengths and weaknesses?

Additional Comments:
1. What were the positive aspects of serving as a preceptor?

2. What were the negative aspects of serving as a preceptor?

3. Identify any problems experienced in the preceptorship.

4. Would you have liked more guidance from faculty about course content and the role of leadership/management preceptor? Explain.
5. What changes would you suggest?

6. Do you believe that preceptorships are an effective model for clinical nursing education? Explain.

7. Would you be willing to serve again as a leadership/management preceptor? Explain.

Please mail this evaluation form to:

Carol B. Wilson, PhD, RN
University of West Georgia
School of Nursing
1601 Maple Street
Carrollton, Georgia 30118

THANK YOU!
1. Utilized critical thinking, decision making theory and collaboration to plan, implement and evaluate clinical project.
   Met___ Not Met___

2. Completed 60 hours of clinical practice in a management setting, focusing learning goals on organizational, management and leadership theory
   Met___ Not Met___

3. Demonstrated safety, competence, professional nurse caring and holism in clinical setting
   Met___ Not Met___

4. Maintains client confidentiality and privacy
   Met___ Not Met___

5. Assumes individual accountability and responsibility
   Met___ Not Met___

Comments:

Student_______________________ Date:__________

Preceptor_____________________ Date:__________

Faculty_______________________ Date:__________
## Clinical Hours/Activities Record

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>HOURS</th>
<th>CLINICAL ACTIVITIES</th>
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**This record is an accurate representation of my clinical hours/activities for NURS 4475**

_______________________    ________________________
Student Signature/Date                  Preceptor Signature/Date