

San José State University
School of Nursing
NURS 236A Nursing Administration Theories and
Concepts & Practicum I, 3 Units

Spring 2011

Instructor:	Dr. Phyllis M. Connolly & Dr. Daryl Canham
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Office Hours:	TBA
Class Days/Time:	Thursdays 4:30-7:20PM online supervision on Elluminate weekly
Classroom:	IS 134A 1/27/2010 and 2/3/2010 then online In person Midterm Evaluation March 17; In person Final Evaluation May 12
Prerequisites:	One of the following courses NURS 200, or NURS 202, or NURS 204 and Consent of Instructor
Course Fees:	Special Sessions: \$400.00/unit

Faculty Web Page <http://www.sjsu.edu/people/phyllis.connolly>

Course Description

This online course includes emphasis on administrative concepts necessary for management of a health care system in a diverse environment and, an opportunity for experience in the nurse administrator role in a practicum with supervision.

Standards

This course meets the AACN Essentials of Master's Education for Advanced Practice Nursing (2010). In addition the course incorporates the American Nurses Association Scope and Standards for Nurse Administrators (2009).

Course Goals and Student Learning Objectives

Upon successful completion of this course, students will be able to:

LO1. evaluate the applicability of management concepts and theories to health care systems;

- LO2. contrast current models and theories of resource management;
- LO3. analyze management strategies for creating and maintaining health care systems for designated populations at risk;
- LO4. analyze patterns of interaction within a health care system from psychological, sociological, political, and economic perspectives;
- LO5. examine ethical issues associated with resource management and allocations to selected populations at risk;
- LO6. synthesize strategies for addressing selected administrative and leadership problems;
- LO7. select appropriate information and data base systems and strategies to manage care within a rapidly changing health care environment;
- LO8. apply appropriate change theories for an identified nursing administration problem and,
demonstrate core competencies of nursing leader.

Required Texts/Readings

Textbook

American Nurses Association. (2009). *Scope and standards for nurse administrators (3rd ed.)*. ANA: Washington, DC.

American Psychological Association. (2009). *Publication manual (6th ed.)*. Washington, DC:

American Psychological Association.

Nyberg, J. (1998). *A caring approach in nursing administration*. eBook ISBN 0585042446,

Niwot, CO: University Press of Colorado. And in

Martin Luther King library.

Roussel, L. & Swansburg, R. (2009). *Management and leadership for nurse administrators (5th ed.)*. Boston: Jones & Bartlett.

Recommended

Porter-O'Grady, T., & Malloch, K. (2011). Quantum leadership: Advancing innovation, transforming health care (3rd ed.). Sudbury, MA: Jones & Bartlett.

Illuminate

Illuminate Web site for archived Illuminate lectures

<http://elm.illuminate.com/HOSTEDSJSU/>

Library Liaison

The research librarian is Ms. Valeria Molteni, Health and Science Librarian. Her contact information for the Dr. Martin Luther King, Jr. Library, San Jose State University, One Washington Square, San Jose, California 95128-0028. Her office phone is 408-808-2023 and her email address is: valeria.molteni@sjsu.edu.

Classroom Protocol

Appropriate e-mail and Course online communications. Email Etiquette:
<http://owl.english.purdue.edu/owl/resource/636/01>

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-298.html). [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/). Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

COURSE REQUIREMENTS

a. Clinical learning objectives	10 Pts
b. Weekly Activity Log	12 (12 X 1 Pts)
c. Weekly Illuminate Supervision Sessions	36 (12 X 3 Pts)
c. Leadership/Management Synthesis paper	86 + 4 prelim bib Pts.
d. Class participation (Discussion Boards)	58 Pts.
e. Clinical logs	30 Pts.

f. Completion of 54 clinical hours	54 Pts.
g. Portfolio	5 Pts.
h. Midterm & Final self-evaluations	5Pts.
TOTAL	300 Points

COURSE REQUIREMENTS

- 1. Approximately 4 hours/week or 54 hours (54 Pts) for participation on site for clinical experience under the supervision of a master's prepared preceptor. Six hours will be credited towards the 54 hours for participation in the weekly Elluminate Supervision Sessions. Total hours on site 48 hours.**

This includes:

- Ongoing administrator role responsibilities, based on ANA Scope and Standards for Nurse Administrators (2004)
- Weekly Activity Log
- Specific clinical logs
- Preparing on-going portfolio
- Scheduled meetings with preceptor
- Participation in online clinical reflections as scheduled
- Updated immunizations
- A copy of current CPR certification
- A copy of personal medical insurance
- A copy of current California RN license
- Background checks if required by agency.

- 1.1 Prepare and submit Clinical Learning Objectives (10 Pts.)**

- 2. Meeting online in the Elluminate session for clinical supervision weekly.**

- 3. Weekly Activity log (12 Pts; 1 Pt X 12 weeks)**

- 4. Clinical logs, includes Reflection and description of theories being used to meet clinical objectives (30 Pts.; 5Pts X 4 logs; 10Pts clinical research log)**

Note: March 10 Clinical log should include reflections on your clinical experience and

the analysis of a research based article (within the last 3 years) that is related to your clinical practicum. Include the following:

- 1. A complete citation in APA format**
- 2. A brief summary**
- 3. What statistical tests were used and why (reference from statistics textbook)?**
- 4. How were human subjects protected?**
- 5. What is the relevance for nursing administration?**
- 6. Will other nurses use the results, if not why not?**

7. Post copy on Discussion Board Clinical Log Research.

5. Leadership/Management Synthesis paper (86 Pts + 4 Pts for preliminary bibliography). Leadership/Management Theory or Style and issue with a preliminary bibliography (five resources) are to be submitted by the designated date **March 24th**. The paper should analyze a leadership/management theory or style and describe how it would be applied to solve an issue in contemporary nursing administration practice. Specifically, the student should describe a specific leadership/management style and its relevance in resolving an important nursing administration issue. Attention should be paid to the evidence that a specific leadership/management style would be the best to resolve the issue in nursing and nursing administration. The paper should demonstrate an understanding and integration of concepts and theories covered in the course relevant to the problem. The paper should be congruent with provided guidelines and is limited to 10 pages typed double-spaced. The paper needs to be submitted to the Assignment Area in Desire2Learn by the designated date.

6. Class participation/Discussion Board (58 Pts). Participation is an essential activity in understanding the concepts related to administration theory and practice. Course participation relies heavily on actively engaging in online Discussions and assisting in creating a learning environment for yourself and your peers. Therefore, self-motivation, discipline and accountability are required to maximize the outcomes of this course. You will be expected to complete assignments and to post timely on the designated Discussion Boards.

7. Portfolio (5 points) Prepare a portfolio based on provided guidelines for midterm and final evaluations. Include copies of Clinical Logs and Weekly Activity Logs.

8. Midterm and final Self-evaluation and conference (5 points).

Self-evaluation based on the ANA Standards for Nurse Administrators, the course objectives, and individual objectives based on both. In addition, the student must arrange for either an Elluminate Session or telephone conference call with the faculty member and the preceptor for both mid-term and final evaluations.

9. Completion of 54 Clinical hours

All written papers for classes will be scholarly and use the APA Manual (6th edition). Papers should be submitted to the designated web based Assignment area.

Late papers are not accepted unless negotiated with the faculty member at least 48 hours prior to the due date of an assignment.

Scholarly class papers will include the following parts:

1. Title page (School of Nursing Format)
2. Body of paper
3. References
4. Appendices (optional, only when applicable)

Class papers **do not include** the following (unless specifically requested by the faculty member):

1. Running head/Short title
2. Abstract
3. Footnotes
4. Author notes
5. Figure captions on separate page

COURSE EVALUATION AND GRADING

1. Evaluation is a continuous process and is the responsibility of both the student and the faculty member. Opportunity is provided for the student to evaluate self, the course, and the instructor.

2. A letter grade for the course is earned by completing the course requirements and meeting the course objectives.

3. The following percentage scale is used to compute the grade:

Point Spread	Percentages	Grade
281 – 300	94 – 100%	A
269 – 280	90 – 93%	A-
260 – 269	87 – 89%	B+
248 – 259	83 – 86%	B
239 – 247	80 – 82%	B-
230 – 238	77 – 79%	C+

218 – 229	73 – 76%	C
209 – 217	70 – 72%	C-
200 – 208	67 – 69%	D+
188 – 199	63 – 66%	D
179 – 187	60 – 62%	D-
178 & below	≤ 59%	F

Percentages calculated to the nearest .5% and rounded up (218/300 = 72.6%).

4. See the current SJSU Catalog for additional information regarding University grading policies

Attendance per se shall not be used as a criterion for grading according to Academic Policy F-69-24.)

University Policies

Academic integrity

Students should know that the University’s [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Teaching Strategies

The course will be taught as a seminar online and with some in person on campus meetings. The emphasis will be on exploring how the readings, assignments and clinical experience apply to nursing administration with which the class participants have experiences. Extensive reading is expected so that the online and classroom discussion will be meaningful. Therefore, it is absolutely essential that each student read and think about each

assignment before class; complete modules online; and actively participate in discussions and the clinical supervision sessions live in Elluminate.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required.

NURS 236A Nursing Administration Theories and Concepts & Practicum I, Spring 2011 Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 27	<p>IS 134A: Orientation, Overview, Practica Sites; Purchase Textbooks in AS Student Un</p> <p>Assignments; Preceptors; Provide copies of:</p> <ol style="list-style-type: none"> 1. Updated immunizations 2. A copy of current CPR certification 3. A copy of personal medical insurance 4. A copy of current California RN license 5. Background checks if required by agency. <p>Utilizing Desire2Learn</p> <p>Elluminate Session</p> <p>Discussion Board #1 Post on “Introductions” by 5:00PM 1/28</p>
2	February 3	<p>IS 134 A: Preceptor Assignments; Preceptor Information Form</p> <p>Complete Practicum Module (D2L Unit 1)</p> <p>Elluminate Weekly Supervision Groups Set Up</p> <p>Documentation (See Practicum Module)</p> <p>Clinical Logs</p> <p>Weekly Activity Log</p> <p>Preceptor Information</p> <p>Read Pearson et al. (2007). Comprehensive systematic review of evidence on develop nursing leadership that fosters a healthy work environment in health care. <i>International Based Health care</i>, 5, 208-253.</p> <p>Vollers, D., Hill, E., Robets, C., Dambaugh, L., & Brenner, Z. (2009). AACN’s Health standards and an empowering nurse advancement system. <i>Critical Care Nurse</i>, 29(6),</p> <p>Listen to Pod Cast: Porter-OGrady, Women Leaders http://tpogassociates.com/blog/?p=97</p> <p>Post Responses on Discussion Board “Healthy Work Environment” by 2/4 5:00PM</p>
3	February 10	<p>Practicum Learning Objectives Due (See Practicum Module & D2L for sample)</p> <p>Conceptualization of Nursing Administration: Theory and Concepts</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Complete Module Nursing in the New Millennium</p> <p>Read Roussel (2009), Ch. 2</p> <p>ANA (2009). <i>Scope and standards for nurse administrators (3rd ed.)</i>.</p> <p>Power Point</p> <p>Elluminate Supervision Session</p>
4	February 17	<p>Emotional Intelligence</p> <p>Read Roussel (2009), Ch. 3</p> <p>Akerjorde, K. & Serverinsson, E. (2008). Emotionally intelligent nurse leadership: A <i>Journal of Nursing Management</i>, 16, 565-577.</p> <p>Power Point</p> <p>Elluminate Supervision Session</p> <p>First Clinical Log Due 2/17 5:00PM</p>
5	February 24	<p>Leadership</p> <p>Read Nyberg’s (1998) Caring Model and Nurse Administrator, Ch. 2 & Ch. 3</p> <p>Roussel (2009), Ch.8</p> <p>Miles, K, & Valish, R. (2010). Creating a personalized professional practice framework <i>Economic\$, 28(3)</i>, 171-189.</p> <p>Listen to Pod Cast Porter-O’Grady Health Leader and Creativity http://tpogassociates.com/blog/?p=89</p> <p>Elluminate Supervision Session</p> <p>Post on Discussion Board “Nyberg’s Caring Model and Creativity” by 2/25 5:00PM</p>

Week	Date	Topics, Readings, Assignments, Deadlines
6	March 3	<p>Managers versus Leaders</p> <p>Complete Leadership Module</p> <p>Read Roussel (2009), Ch. 21; Transformational Leadership Pw Pt.</p> <p>Strategic Management, Roussel, Ch. 9</p> <p>Nyberg (1998), Ch. 5 & Ch.9</p> <p>Nielsen, K., & Munir, F. (2009). How do Transformation leaders Influence followers? Exploring the mediating role of self-efficacy. <i>Work and Stress</i>, 23(4), 313-339.</p> <p>O'Brien, J., Martin, D., Heyworth, J., & Meyer, N. (2008). Negotiating transformational leadership for effective collaboration. <i>Nursing and Health Sciences</i>, 10, 137-143.</p> <p>White, R. (2010). The micromanagement disease, symptoms, diagnosis, and cure. <i>Public Management</i>, 39(1), 71-76.</p> <p>Wong, C., & Cummings, G. (2007). The relationship between nursing leadership and organizational performance: a systematic review. <i>Journal of Nursing Management</i>, 15, 508-521.</p> <p>Listen to Pod Cast Self Care Leadership http://tpogassociates.com/blog/?p=77</p> <p>Illuminate Supervision Session</p> <p>2nd Clinical Log Due 3/3 by 5:00PM</p>
7	March 10	<p>Effective Communication Information Management</p> <p>Complete Communication Module</p> <p>Read Roussel (2009), Ch. 6 & Ch. 13; Pw Pt</p> <p>Farag, A., Tullai-McGuinness, S., & Anthony, M. (2009). Nurses' perception of their managers and unit climate: Are there generational differences? <i>Journal of Nursing Management</i>, 17(1), 1-10.</p> <p>Ochs, L. & Adams, R. (2009). Generational stereotyping. <i>Radiation Therapist</i>, 18(2), 1-10.</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Anthony & Vidal (2010). Mindful Communication: A novel approach to improving delirium patient safety. <i>OJIN</i>, 15(2) http://web.ebscohost.com.libaccess.sjlibrary.org/ehost/detail?vid=1&hid=105&sid=45ab5b0581892c%40sessionmgr110&bdata=JnNpdGU9ZWhvc3QtG12ZQ%3d%3d#db</p> <p>Review the Power Point for this module, the “Emotional Side of Conflict Resolution</p> <p>Illuminate Supervision Session</p> <p>Post on Discussion Board Leaders Versus Managers 3/11 by 5:00PM (see Module)</p>
8	March 17	<p>In person midterm evaluations IS 134A 4:30-7:20 PM</p> <p>Written Self-Evaluations Based on ANA Standards and Clinical Objectives Portfolios Due</p> <p>Set up Telephone Conference call or Illuminate Session with Preceptor and Faculty</p> <p>Ersser, S. (2010). Navigating a research paper: Understanding the map. <i>Dermatology</i>.</p> <p>Gifford, W., Davies, B., Griffin, P. & Lybanon, V. (2007). Managerial leadership for nursing evidence: An integrative review of literature. <i>Worldviews on Evidence-Based Nursing</i>, 3(1)</p> <p>3rd Clinical Log with research critique due by 5:00PM (see Grading Rubric)</p>
9	March 24	<p>Competency; Coaching & Mentoring (Pw Pt.)</p> <p>Complete Module Competency</p> <p>Read: Tyra (2009); & Touchstone (2009)</p> <p>Kerfoot (2009)</p> <p>Kerfoot (2010)</p> <p>Illuminate Supervision Session</p> <p>Post on Discussion Board “Competency & Coaching” 3/25 by 5:00PM</p>
10	March 31	SPRING BREAK
11	April 7	<p>Ethics</p> <p>Complete Ethics Module</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Read Roussel (2009), Ch. 4 Pw Pt.</p> <p>Nyberg (1998), Ch. 8; Johnson (2009); Lamontagne (2010); Murray (2009); Park (2009); Parker, 2007) and I</p> <p>Elluminate Supervision Session</p> <p>4th Clinical Log due April 7 by 5:00PM</p> <p>Post on Discussion Board Moral Courage and Nurse Leader 4/8 by 5:00PM</p>
12	April 14	<p>Culturally Diverse Workforce</p> <p>Complete Cultural Diversity Module</p> <p>Read Roussel (2009), Ch. 23; Pw Pt.</p> <p>Edwards (2009); Johnson & Ostendorf (2010); Vogler et al. (2010)</p> <p>Elluminate Supervision Session: Be prepared to discuss solutions to the challenges of managing culturally diverse staff</p>
13	April 21	<p>Change & Decision Making</p> <p>Complete Change Module</p> <p>Power Points</p> <p>Read Roussel, Ch.5; Glen (2010); Kim (2009); Gilliam (2010); Silberstein (2010)</p> <p>AACN (January 2002). White Paper: Hallmarks of the Professional Nursing Practice E at http://www.aacn.nche.edu/Publications/positions/hallmarks.htm</p> <p>Baulcomb, J. S. (2003). Management of change through force field analysis. <i>Journal of Management</i>, 11(4), 275 – 280.</p> <p>Bennett, M. (2003). Implementing new clinical guidelines: The manager as agent of change. <i>Management</i>, 10(7), 20 – 23.</p> <p>Elluminate Supervision Session</p>

Week	Date	Topics, Readings, Assignments, Deadlines
		<p>Post on Discussion Board “Change” 4/22 by 5:00PM</p>
14	April 28	<p>Quality Management; Magnetism; Recruitment & Retention</p> <p>Complete Quality Management Module</p> <p>Read Roussel (2009), Ch. 8; Ch.12; Ch. 22; Nyberg, Ch.10 Sammer et al. (2010); and Ingersol (2010)</p> <p>Elluminate Supervision Session</p> <p>5th Final Clinical Log: Describe what is being done related to recruitment and retention at your site’s Magnet Status? What Quality Management efforts are in place?</p>
15	May 5	<p>Budgeting; Staffing & Scheduling</p> <p>Complete Module Budgeting & Staffing</p> <p>Read Roussel (2009), Ch. 10, Ch. 11 Nyberg (1998) Ch. 7 Buerhous et al. (2009); Anderson & Kerfott (2010); Douglas (2009); Radin et al. (2010)</p> <p>Review Power Points</p> <p>Elluminate Supervision Session be prepared for directed discussion (see Module Budgeting & Staffing)</p>
16	May 12	<p>In person final evaluations IS 134A 4:30PM – 7:20</p> <p>Portfolios and final typed self-evaluations based on objectives and ANA (2009) Standards</p> <p>Include: final reflections what worked what did not work. Describe at least 3 significant learning experiences gained during this clinical.</p> <p>Synthesis Paper Due 5/12 by 5:00PM</p>

Week	Date	Topics, Readings, Assignments, Deadlines
Final Exam	Week of May 16th	Telephone Conference Calls or Elluminate Meetings with Preceptors: Students must meet with preceptor and be present.