York College
The City University of New York
Department of Nursing

Course Syllabus **2021-2022**

Course Number: NURS 314
Course Title: Management and Leadership in Professional Nursing/Client Intersystem
Credits: 3 Credits
Lecture Hours: 3 hours
Prerequisite: Nursing 301and Writing 303
Faculty: Dr. Renée Wright
Contact Information: rwright@york.cuny.edu **Office Phone Number**: 718-262-2793
Office Hours Wednesdays 12 pm to 2pm via Zoom and by appointment.
****Please note: This syllabus is a tentative agreement and the instructor(s) reserve the right to make changes as needed.**

Course Description:
This course introduces the process of decision-making, leadership, management, change, collaboration and advocacy as a basis for planning strategies, which facilitate the professional nurse individual/family/group inter-systems in the promotion and maintenance of health. Topics such as performance improvement and peer review will be analyzed.

Student Learning Outcomes (SLOs):
At the completion of the course, the student will be expected to:

1. Integrate theoretical and empirical knowledge from the natural and behavioral sciences, humanities and nursing management and leadership theories in decision making process to promote/ maintain wellness in multicultural individual, family and group client systems.
2. Identify effective communication techniques for managers.
3. Use the nursing process, management and leadership theories as the basis for planning and decision making in management of an organization.
4. Use critical-thinking skills to analyze the dynamics of leadership and management in nursing.
5. Use research findings related to management and leadership as a basis for planning professional strategies with clients and the health care team.
6. Collaborate with significant systems, utilizing advocacy and change theory in conflict management and performance appraisal for the delivery of professional nursing care.
7. Apply quality control standards as a basis for evaluating the effectiveness of organizations.

8. Analyze the dynamics of leadership and management in change strategies as they relate to the ethical, moral and legal dimensions of professional nursing.
9. Identify accountability for own professional nursing practice utilizing management/leadership theories.
10. Incorporate budget and resource allocation into management role.

Required Texts:

Marquis, B. L. & Huston, C. J. (2020). *Leadership Roles and Management Functions in Nursing. Theory and Application* (10th ed.). Enhanced CoursePoint. Philadelphia: Lippincott Williams & Wilkins ISBN:

Link to Purchase CoursePoint Enhanced:

https://lippincottdirect.lww.com/NursingEducation-CUNYYorkCollege-Fall2021

Publication Manual of the American Psychological Association 7th Edition (2019). ISBN:13: 978-1-4338-3217-8

Course Assignments and Grade Allocation:

1.	Leadership Presentation	15%
2.	CoursePoint Assignments	5%
3.	Midterm	10%
4.	Change Process Group Paper	31%
5.	Data Analysis Assessments	4%
6.	Discussion Board	15%
7.	Resume & Cover Letter	10%
8.	Final Exam	10%
9.	Kaplan Management of Care	No Grade
		100%

Grades will be calculated according to college policy as follows:

A+ 97 - 100%	A 93 – 96.9%	A- 90 – 92.9%
B+ 87 - 89.9%	B 83 – 86.9%	B- 80 – 82.9%
C+ 77 - 79.9%	C 73 – 76.9%	C- 70 – 72.9%
D+ 67 - 69.9%	D 60 – 66.9%	F 0- 59.9%

INC -Incomplete (counts as an F unless work is completed within six months)
WU -Withdrew Unofficially (counts as failure)
W -Withdrew without penalty

Students are expected to take all exams on the scheduled dates. All makeup final exams will follow the college policy. Students who do not take an exam on the scheduled date are required to take a makeup. All makeup exams will be given at the end of the semester. Students who fail to take the scheduled makeup exam will receive a grade of zero for that test.

Teaching/Learning Strategies

Games
Power Point Presentation
Simulations/Role Playing

Lecture /Discussion
Small group discussions
Audio-visual media

Data Analysis Assessments (4 % of class grade)

The instructor in this class is participating in a CUNY-wide initiative, supported by the National Science Foundation, to infuse data analysis across the curriculum. As part of this initiative, faculty in courses across CUNY are administering assessments in their classes. These assessments are designed to measure students' attitudes and skills relating to data analysis and quantitative reasoning. There will be an assessment administered very early in the semester and one at the end of the semester. **These assessments count for 4% of your class grade (each assessment is 2%), but you are NOT graded on your performance**. That said, we do ask that you try your best since student performance on these assessments speaks to the skills and talents of CUNY students. Before you take the assessment, you have the option of indicating whether or not you want your assessment data to be used for research purposes. If you opt to allow the data to be used for research purposes, you will be compensated $5 for each assessment you complete. Additional information about the assessments will be provided in Blackboard.

NURS 314
Assignments and Readings

Week/Date	Reading Assignments	Topics	SLOs	Supplement Readings and CoursePoint Assignments
Week 1 **8/25** **Online Meeting**	Marquis & Huston (2020) Chapters 1 & 9	**Course Introduction & Overview** **Data Analysis Research Study Discussion** **Prioritization** **Decision Making & Critical Thinking Process** The decision-making process The problem-solving process Critical thinking Skills in building and using power Assertiveness Use of group systems in problem solving **Time Management** ****August 30, 2021, DARE Survey to be completed****	1, 2, 3, 4, 5, 6, 8	**CoursePoint Interactive Modules:** **8.01, 8.02, 8.03, and 8.04**
Week 2 **9/1**	Marquis & Huston (2020) Chapters 2 & 3	**Perspectives of Management & Leadership in Professional Nursing:** What is management? Organizational Development and Leadership in Nursing Why Management and Leadership in Nursing?	1, 2, 3, 4	**CoursePoint Interactive Modules:** **1.01, 1.02, 1.03**

Week 3 **9/8**	Marquis & Huston (2020) Chapters 2 & 3	**Management Theories, Concepts & Principles:** Traditional concepts of Management The human relations era Systems approach and contingency management Management theories, principles and concepts in professional nursing Phases of the management process Management by objectives Use of transactional analysis in management **Leadership:** Approaches to the study of leadership Leadership theories, principles and concept in professional practice Models of leadership Application of theory to practice in professional nursing ****Change project topic selection due****	1, 2, 3, 4, 5, 6, 8	
Week 4 **9/22** **Online Meeting**	Marquis & Huston (2020) Chapter 8	**Change Process in Professional Nursing** Dynamics of change Change theories Models and approach to planned change Resistance to change Evaluation of change agent's performance Managing conflict in change Advocacy role and change Research applicability in the change process ****Group leadership presentations****	1, 2, 3, 4, 5, 6, 8	**CoursePoint Interactive Modules:** **6.01, 6.02, 6.03, and 6.04**

Week 5 **9/29**	Marquis & Huston (2020) Chapter 18	**Motivation** Motivation theories Human needs and motivation Application of motivation theory in professional nursing ****Each group submit survey questions ****	2, 3, 4, 5, 6, 8	**CoursePoint Video Case: Leadership Succession and Creating a Motivating Climate** Stanley, D. (2010). Multigenerational workforce issues and their implications for leadership in nursing. *Journal of Nursing Management* 18, 846–852. Hendricks, J. M. (2013). Generational diversity: What nurse managers need to know? *Journal of Advanced Nursing* 69(3), 717-725.
Week 6 **10/6** **Online Meeting**	Marquis & Huston (2020) Chapter 23	**Performance/Quality Improvement** Quality Indicators Root Cause Analysis Regulatory Agencies QSEN ***In class review of survey questions**	6, 7, 8,	**CoursePoint Interactive Modules:** **4.01, 4.02, 4.03, 4.04, and 10.01**
Week 7 **10/13** **Online Meeting**	Marquis & Huston (2020) Chapters 21 & 22	**Mursion Simulation Addressing Conflict** **Dealing with Conflict** The nature of conflict Intercultural conflict Approaches to conflict resolution Techniques of resolving conflicts Conflict management **Collective Bargaining and Unionization**	1, 2, 3, 4, 5, 6, 8	**CoursePoint Interactive Modules:** **7.01, 7.02, 7.03, and 7.04**

		Labor management relations ****Distribute Survey to at least 3 practicing RNs****		
Week 8 **10/20** **On-Campus**	Marquis & Huston (2020) Chapters 12, 14, & 15	**Organizational Structure** **Staffing and Scheduling** **MIDTERM EXAM**	1, 2, 3, 4, 5, 6, 8, 9	**CoursePoint Video Case:** Staffing Shortage: Who Can Handle CRRT?
Week 9 **10/27** **Online Meeting**	Marquis & Huston (2020) Chapter 15 & 24	**Human Resources Management Skills** Recruitment Interviewing and the interviewing process Legal issues Validity and legality in hiring **Performance Appraisal** Trends in employee appraisal Implementing and appraisal program Documenting performances **	1, 2, 3, 4	
Week 10 **11/03** **Online Meeting**	Marquis & Huston (2020) Chapters 10 & 25	**Problem Employees** Disciplining employees Corrective actions Progressive discipline process Chemically/Psychological impaired staff **Fiscal Management** Budget concepts and considerations Approaches to budgeting Major types of budgets Staffing needs and staffing patterns ***Data Analysis Discussion I***	1,2, 3, 4, 5, 10	**CoursePoint Interactive Modules:** **9.01, 9.02, 9.03, and 9.04**

Week 11 **11/10** **Online Meeting**	Marquis & Huston (2020) Chapter 20	**Delegation** Legality, accountability, responsibility in delegation Delegation process Ineffective delegation Summarize survey results	1, 2, 3, 4, 5, 6, 8	**CoursePoint Interactive Modules:** **5.01, 5.02, 5.03, and 5.04**
Week 12 **11/17** **Online Meeting**	Marquis & Huston (2020) Chapters 16 & 19	**Communication/ Socializing & Educating Staff for Team Building** Barriers to effective communication Developing listening skills Appropriate communication modes Difference between educating and training Socialization into the nursing role ***Data Analysis Discussion II***	1, 2, 3, 4, 5, 6, 8	**CoursePoint Interactive Modules:** **2.01, 2.02, 2.03, 3.01, 3.02, and 3.03** **CoursePoint Video Case: Team Building for Less Stress and Better Care**
Week 13 **11/24**		**Professionalism and Nursing Trends**	2, 3, 4, 6, 8, 9	
Week 14 **12/07** **On-Campus**		**Kaplan Management of Care Exam** ***Change Process Group Paper Due***	**1-9**	
Week 15 **On-Campus** **TBA**	**Final Exam**	**Topics covered from week 8 to week 14**	**1-9**	

Course Policies:

Attendance

- Lecture: No absences are permitted. In the event of an absence, it is the student's responsibility is to obtain all content covered. More than two lecture absences will result in a grade of WU (unofficial withdrawal), which is computed as an "F". Students can submit a letter of appeal to the Nursing APR committee in the event of an extraordinary situation. The student must submit proof of the event.
- Lateness of more than 15 minutes will be calculated as one-half day absence.
- Attendance will be taken at the beginning of each class period. The student will be marked absent if he/she is not present when the attendance is taken.
- All assignments are to be submitted on the due date.
- **All cell phones, pagers etc. must be turned off while in the classroom**. Participation in class discussion is essential to achieving the objectives of this course. It is expected that each student will engage in critical reading, critical thinking and problem solving.

Uniform Policy:

- **Uniforms are required for all on-campus labs and clinical experiences**
- Uniform: White uniform with the York College Nursing student patch on the left shoulder, white hosiery/ socks; clean white nursing shoes. All garments worn under the uniform should be white.
- Grooming should reflect an understanding of professionalism, asepsis, and safety.
- In keeping with the various agency policies and maintaining student and patient safety:
    - Hair should be pulled back, away from the face and off the shoulders
    - Make up should be minimal
    - No hanging or dangling jewelry (small post earrings are permitted)
    - Nails should be trimmed with clear/ pale polish; no nail enhancements/extensions
    - Refrain from the use of perfume
- No hats/ head coverings unless for religious purposes.
- Tattoos must be covered by clothing.
- No visible facial piercings; however a waiver may be granted based on religious beliefs upon student request.
- York College picture identification badge **SHOULD BE VISIBLE AT ALL TIMES**

****FAILURE TO COMPLY WITH THESE UNIFORM POLICIES WILL RESULT IN A CLINICAL ABSENCE**

Nursing Program Retention Criteria:

- Earn a grade of "C" in all of the pre or co-requisite courses.
- Earn a minimum of "C+" in all Nursing Program Courses.
- Students earning less than a "C+" grade in a Nursing Program Course may repeat the course one time and must attain a grade of C+ or better.
- A second earned grade of less than "C+" in any Nursing Program Course will result in dismissal from the program.
- Clinical Performance **is graded as pass/fail. Students must pass both clinical and theory components to pass the course**.
- Students who are dismissed from the Nursing Program may be eligible to apply for another major in the college.
- Students have the right to appeal the dismissal decision (see Nursing Student Handbook page 21-23- the Appeal Process).

Academic Integrity

By enrolling in this course, students agree to act with honesty and integrity. Academic dishonesty includes, but is not limited to, cheating, plagiarism, collusion, sabotage, and falsification of records. It is prohibited in The City University of New York and is punishable by penalties, including failing grades, suspension, and expulsion. For definitions and an explanation of specific policies, see the College's Academic Integrity Policy on the York College Website:
http://york.cuny.edu/president/legal-compliance/legal-affairs/cuny-legal-policies-procedures/Academic-Integrity-Policy.pdf/view?searchterm=academic+integrity. Should the instructor become aware of any suspicious dishonest activity, the instructor is required by College policy to submit a report of suspected academic dishonesty (cheating, plagiarism, damage to lab materials, etc.) to the Department Chair and the Dean of Students office. This report becomes part of your permanent file and may result in serious penalties.
If a student is found guilty of Academic dishonesty and received a penalty, the grade affected by this penalty cannot be dropped.

STUDENT TESTING POLICY

This testing policy is to be read and understood by all students prior to sitting to take an exam required for the York College Nursing Program. Please be advised that, pursuant to accreditation requirements, the nursing program requires the mandatory use of remote proctoring tools for exams for all students in all nursing courses, regardless of whether a course is given in person or remotely.

The Nursing Program adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to the York College Nursing Program Student Handbook, the York College Handbook, and the CUNY website.

POLICY

Students are expected to report to the testing area to take all exams on the scheduled dates. It is the student's responsibility to verify the time and location of an exam with the faculty member. Students who do not take an exam on the scheduled date are required to take a make-up. Students will be permitted to take one make-up exam per course at the discretion of the course faculty member. Faculty members reserve the right to create a make-up exam in any format deemed appropriate. Students who fail to take the scheduled make-up exam will receive a grade of zero for that exam. All make-up exams will be given at the end of the semester. **All make-up final exams will follow the college policy.**

Every student is responsible to arrive on time for an exam. If a student arrives late for an exam, he/she will forfeit the time missed. No extra time will be allowed for any student arriving late. If a student arrives more than 15 minutes late for an exam, he/she will not be allowed to enter the testing room.

All students must" log in" to the computer using their password 24 hours **prior to arriving to the testing location** to ensure they will be able to access the exam at the testing site.

TIME FRAMES FOR EXAMS

- 60 minutes for a 50-question exam
- 120 minutes for a 100-question exam

Please note: Backtracking is not permitted once you have answered a question.

TESTING AREA REGULATIONS DURING ALL EXAMS:

No electronic devices are allowed in the immediate testing area. All cell phones must be turned off completely (do not put them on vibrate) and stored in personal belongings at the front of the room. Do not wear smart watches on the day of the exam. Only calculators distributed by faculty may be used in the testing area.

Student seating for the exam will be randomly assigned at the discretion of the faculty.

Policy on INC grades

A student who, because of extenuating circumstances, is absent from the final examination and has completed the work for the course with a passing average may be assigned an INC grade. The student must contact the faculty member (in person, by phone or by e-mail) within 24 hours of the final exam to be considered for this option. If approved, the student will have up to three weeks in the subsequent semester within which to take the final and have the grade resolved. If not resolved, the INC grade will be changed to FIN by the Registrar's Office and be considered an F when computing the academic index.

A student who has taken the final examination, but, because of extenuating circumstances, has not completed the work for the course, and has a passing average may, at my discretion, receive an INC grade. The student must receive my permission for this option before the last day of

class. If I agree, the student will have up to 10 weeks in the subsequent semester to complete the work and have the grade resolved. If not resolved in this time frame, the INC will be changed to FIN by the Registrar's Office and be considered an F when computing the academic index.

Policy on accommodations for disabled student

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities - 718-262-2191, star@york.cuny.edu. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and are encouraged to do so.

Student Support Services

Outside class, York College Student Support Services provides counselling, tutoring, computer resources and study skills workshops to improve your academic performance. Please visit AC-3E03 or visit their web site for more information: http://york.cuny.edu/student-development/support-services/services-activities.

Course Policies Regarding Written Work:

- All written assignments **MUST be submitted in Microsoft Office Word** and not in pdf format. **If submitted in pdf you will receive a zero for the assignment**.
- Students are required and must adhere to the use of APA style manual (Publication Manual of the American Psychological Association). Note: The latest edition (7th).
- All written assignments must be submitted on the due date. **Late papers will lose 5 points for each day late.** There will be strict adherence to this policy with no exceptions.
- Ten to twenty percent of the overall grade for each written assignment will be based on the communication skills and written convention. This includes grammar, spelling, sentence structure, punctuation, clarity of expression, organization, citation, quality of typing, general appearance and proper adherence to APA format.
- Assignments must have a cover/title page, be type-written, double spaced, and printed on one side of standard-sized 8.5" x 11" (22cm x 28cm) heavy, unruled white bond paper.
- Leave uniform margins of one inch at the top, bottom, left and right of every page. In most word-processing programs, one inch is the default setting for margins.
- Size 12-point Times New Roman font is recommended. Please do not use enhanced or oddly sized fonts. These are inappropriate.
- A title page must be included on all written assignments. Start the reference list on a new page. Type the word "References" centered at the top of the page. Double space all reference entries. The first line of each reference is set flush left and subsequent lines are indented.
- All pages of the paper including except the title page must be numbered. The number should appear at least one inch from the right hand edge of the page, in the space between the top edge of the paper and the first line of the text (please refer to **APA Style**

Guide 7th edition). The default setting in most word-processing software is one-half inch from the top of the page which is acceptable.

- Indent of the first line of every paragraph (use the tab key).
- It is essential that you give appropriate credit for all facts, opinions, ideas, and statements quoted or paraphrased from other sources. **York has a stringent policy about plagiarism. This is a very serious offense that will not be tolerated, and will result in automatic failure of the course. Please see the College Policy on plagiarism.**
- Students are encouraged to seek help from the Writing Center, located in room AC-1 C01.
- **Please be sure to spell check and proof read your papers out-loud before handing them in. It is also a good idea to have someone else proofread your paper.**
- **Make photocopies of all written work before submission**.

Nursing 314

To access Blackboard you must activate your York email account. You can do this by contacting York College IRT helpdesk at: helpdesk@york.cuny.edu, or office AC – 2EO3

CoursePoint Assignments:

This semester you will be required to complete assigned CoursePoint Interactive Modules. Please refer to Bb for the CoursePoint Assignments. Please remember to use Firefox or Internet Explorer to access CoursePoint. You must listen and complete the module in its entirety to receive full credit.

CoursePoint assignments are listed under topics and assignments in the syllabus and within each weekly module. CoursePoint assignments will be used to assist in disseminating information about nursing leadership. You must achieve a score of 80% or better on the post-test. All modules must be completed with a pretest and posttest. In addition, **the modules must include a date with start time and end time.** Please see sample under CoursePoint Modules on Bb. Grading for CoursePoint is as follows:

36/36= 100; 35/36= 97; 34/36= 94; 33/36= 91; 32/36= 88; 31/36= 86; 30/36=83; 29/36=80; 28/36=77;

27/36= 75; 26/36= 72; 25/36= 69; 24/36= 66; 23/36= 63; 22/36=61; 21/36= 58; 20/36= 55; 19/36= 52;

18/36= 50; 17/36=47; 16/36= 44; 15/36= 41; 14/36= 38; 13/36=36 12/3633; 11/36=30; 10/36= 27;

9/36= 25; 8/36= 22; 7/36= 19; 6/36= 16; 5/36= 13; 4/36= 11; 3/36=.08 2/36=0.05; 1/36= .02; 0/36= 0

****All the modules must be completed by December 8, 2021 by 9 am. ****

Instructions for Online:

Use an original thread to do your original post. **Do not use attachments!** Write directly onto the discussion board. Use at least 2 references to support your response. **Your responses should be supported with references beyond the textbook (see grading rubric). Focus on the quality of your post not the quantity.** Review the posting of one classmate and respond to their post. You may respond to other classmates if you desire. Please follow the rules of courtesy, that is, do not be rude or offend anyone.

Read any original thread by the professor, this is a part of the discussion/interaction and learning environment on Bb. Reading other students' posts and responding is a learning format, you are expected to participate fully in the discussions.

Your initial post must be completed by Friday at 11:59 pm (if not you will lose 5 points starting at 12:01am). The response to a classmate should be posted no later than Monday at 11:59 pm. The penalty for being late is you will lose 5 points starting at 12:01am). **All posts are to adhere to APA format (7th edition). However, Do Not include a title page or abstract in the post.**

Discussion Board (DB) Grading Matrix

1. **Initial Post**

Criteria	Absent to poor (69 and below)	Fair (70-79)	Good (80-89)	Excellent (90-100)
Initial response to questions with at least 2 references (current professional literature found in professional nursing & other professional journals and **if a website site is used it has to be a professional nursing organization/association),** related, organized and	Does not post or posts after required date for response or response not relevant or related to topic.	Initial response without references or Does not use professional literature or is disorganized with many grammatical errors. Used only website or textbook.	Initial response with 1 reference related to and relevant to topic (current professional literature found in professional nursing & other professional journals and **if a website site is used it has to be a professional nursing organization/associ**	Initial post with at **least 2 references** (current professional literature found in professional nursing & other professional journals and **if a website site is used it has to be a professional nursing organization/association).** Post should be organized, with proper grammar and relevant to topic. Adheres to APA format consistently and accurately throughout the post.

relevant to topic. Adheres to APA format consistently and accurately throughout the post.			**ation).** Not completely organized, relevant to topic but minimal grammatical errors.	

2. **Response to Classmates**

Criteria	Absent to poor (69 and below)	Fair (70-79)	Good (80-89)	Excellent (90-100)
Respond to at least 1 classmates with at least 1 references (current professional literature found in professional nursing & other professional journals and **if a website site is used it has to be a professional nursing organization/association) .** Related, organized and relevant to topic. Adheres to APA format consistently and accurately throughout the post.	Does not respond to any classmate or response not relevant or related to topic. **Five or more APA format errors.**	Respond to 1 classmate without references or does not use professional literature or is disorganized and difficult to follow. Use only website or textbook. Does not clarify nor critique posting. No evidence of research and/or documentation of research (only cites textbook and/or website). **Three to four APA format errors.**	Respond to at least 1 classmate but with 1 reference related to and relevant to topic. Further clarifies classmate's posting and adds to the substance of the contribution using limited research and documentation in the area (only cites textbook of website). Student critiques contribution in a positive manner with limited research and documentation (student references current professional literature found in professional nursing & other journals and not text or website) Not completely organized. **One or two APA format errors.**	Respond to at least 1 classmate with at least 1 references. Further clarifies classmate's posting and adds to the substance of the contribution with researched (cites the current professional literature found in professional nursing & other journals and not just the textbook or nonprofessional nursing organization/association website) related, organized, proper grammar and relevant to topic and document response, or critiques the contribution in a positive manner. Student shares personal experiences in the subject area that further clarifies the topic. Well written and easy to follow. Adheres to APA format consistently

				and accurately throughout the post.

Discussion Board Due Dates		
Date	**Initial Post Due**	**Response to Classmate**
September 29, 2021	**October 1, 2021**	**October 4, 2021**
October 6, 2021	**October 8, 2021**	**October 12, 2021**
November 3, 2021	**November 5, 2021**	**November 8, 2021**

Online Assignments

WEEK 5: Guidelines for Discussion Board September 29, 2021: Motivation
The assignments for this week are:

1. Read Marquis & Huston (2020) Chapter 18
2. Review the PowerPoint presentation on Bb
3. Complete assignment posted on Bb

WEEK 6: Guidelines for Discussion Board October 6, 2021: Performance /Quality Improvement
The assignments for this week are:

1. Read Marquis & Huston (2020) Chapter 23
2. Review the PowerPoint presentation on Bb
3. **CoursePoint Interactive Modules: 4.01, 4.02, 4.03, 4.04, and 10.01**
4. Complete assignment posted on Bb

WEEK 12: Guidelines for Discussion Board November 3, 2021: Communication, Building and Managing Teams
The assignments for this week are:

1. Read Marquis & Huston (2020) Chapters 16 & 19
2. **CoursePoint Interactive Modules: 2.01, 2.02, 2.03, 3.01, 3.02, and 3.03**
3. Review the PowerPoint presentation on Bb
4. **Watch CoursePoint Video Case: Team Building for Less Stress and Better Care**
5. Complete assignment posted on Bb

Assignments

Assignment #1

Due: September 22, 2021

Working in pairs, each pair will **identify a leader that all members of the class would be aware of and indicate what *three factors you feel make the person a leader in their field or in general*.** Each group (pair) will have to identify a different leader. ***Please email your Professor the name of the leader your group has selected.** Using your textbook and other resources align the leader you have selected with **one of the leadership styles and one management theory** listed below:

Leadership Style	Management Theory
• Situational Leadership	• The Great Man Theory
• Transformational Leadership	• Employee Participation (Argyris)
• Servant Leadership	• Activities of Management (Gulick)
• Emotional Intelligence	• Scientific Management (Taylor)
• Democratic Leadership	• Bureaucratic Functions (Weber)
• Autocratic Leadership	• Participative Management (Follett)
• Laissez-faire Leadership	• Management Organizations (Fayol)

Guidelines/Grading Criteria	
-Identified a known leader that all members of the class would be aware of -Provided at least three factors that identifies this person a leader in their field or in general -Present Leadership Style or Management Theory in a concise, understandable, manner. -Provided a summary of the Leadership Style or Management Theory. - Displayed knowledge of the topic by referring to more than one source.	20%
-Leadership Style or Management Theory were clearly stated.	20%

-The presentation was organized in a clear and easy to follow in a logical manner. -Transitions between sections of the presentation were smooth and coordinated.	
-Maintained good eye contact with audience throughout presentation. -Was aware of audience responses and kept their attention. -Spoke clearly and directly addressed the audience. -Used notes appropriately but did not read to audience. -When used, visual aids (PowerPoint slides, demonstration, handouts) were well coordinated with the content and used effectively to make the content more easily understood. -**Adhered to time requirements (MAX 5 MINUTES)** -Each member of the team presented a distinct part of the overall discussion. -Demonstrated a professional manner appropriate for a college-level class presentation.	25%
-Initiated discussion. -Controlled flow of questions and focus of discussion. -Responded to inquiries confidently and knowledgeably	10%
Written summary identifying at least 5 key points about the Leadership Styles/Management Theories handed to the Professors on day of presentation and posted on Bb for the class.	15%
The summary shall reflect a scholarly effort, proper grammar, coherence and spelling, and accurately use APA 7th edition format. References should be published within the past 5-10 years and at least 2 references are beyond the Marquis and Huston text book.	10%
TOTAL	100

Assignment #2: Resume
Due: November 10, 2021

Student Name: Resume Grading Rubric

Criteria	100%	75%	50%	25%	Points
1. Format/Layout	The resume consistently follows formatting guidelines for length, layout, spacing, and alignment. Format and layout make the resume exceptionally attractive, drawing attention to the content, and enhancing readability.	Formatting guidelines for length, layout, spacing, and/or alignment are almost always followed. 1-2 problems in format and layout, but readability and attractiveness are not affected.	Formatting is repeatedly inconsistent in length, layout, spacing, and/or alignment, reducing readability and attractiveness.	Formatting guidelines for length, layout, spacing, and/or alignment are not followed, making the resume unattractive or hard to read	15/
2. Style	The fonts are consistent and easy to read. Font size varies appropriately for headings and text. Use of font styles (italic, bold, underline) is used consistently and improves readability.	The fonts are consistent and easy to read. Font size varies appropriately for headings and text.	Fonts are not used consistently, varying in style and size and making the text difficult to read.	No consistency in fonts. A wide variety of fonts, styles and point sizes was used.	15/
3. Content	The resume includes all necessary items (headings) and follows	Almost all necessary items are included and guidelines are followed for the most	Several necessary content items are missing or there are	Presentation of content contains many errors or	50/

	guidelines consistently (e.g. objective, action verbs, dates,, places). Relevant education and experience substantiate position sought and are presented in reverse chronological order.	part. 1-2 errors in presentation of the content (e.g. objective, dates/places, action verbs, use of reverse chronological order). Relevant education and experience mostly support position sought.	several errors in presentation (e.g. objective, dates, places, actions verbs or use of reverse chronological order). Relevant education and experience provide little support for position sought.	omissions, e.g. in the use of chronological order, action verbs, objective, dates, places, etc. Position sought is not supported by relevant education and experience.	
4. Grammar/Vocabulary	The resume uses accurate English grammar and vocabulary (word forms, word choice). Action verbs are consistently used in past tense for previous jobs and present tense for current jobs.	There are 1-3 errors in the use of English grammar and vocabulary (word forms, word choice). Action verbs are almost always used in past tense with the exception for current jobs.	There are 4-5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are often not used in past tense for past jobs.	There are more than 5 errors in English grammar and vocabulary (word forms, word choice). Action verbs are usually not used in past tense for past jobs or current job is written in past tense.	10/
5. Mechanics: Spelling, punctuation, and capitalization	There are no errors in spelling, punctuation, or capitalization in the resume.	There are 1-3 errors in spelling, punctuation, or capitalization in the resume.	There are 4-5 errors in spelling, punctuation, or capitalization in the resume.	There are more than 5 errors in spelling, punctuation, capitalization in the resume.	10/

Comments: **Total=**

Assignment # 3: Change Process Group Paper

Due: December 8, 2021

Guidelines and grading criteria for Change Process Paper

You are a Nurse Manager of a health care facility. Identify a problem or process that needs to be changed. Your group will develop a research question based on a change project.

Criteria	Possible Points	Earned Points
Identify need for the change or enhancement, including driving forces such as: a) Regulatory agencies b) Benchmarking c) Patient experience/satisfaction (Press Ganey or HCAHPS) d) Joint Commission/Department of Health standards/ e.g. safety issues ***Select two or three driving forces**	**15**	
Introduction and application of Management theory and leadership style you would use.	**15**	
Analyze the role of the Professional Nurse as a change agent in these four areas: motivation, morale building, employee satisfaction and job enrichment (**must address all four areas**).	**20**	
Identify the specific motivation theory and rationale for the use of that theory.	**10**	
Use of research literature to support proposed change process in professional nursing practice and summary. **Incorporate actual strategies to be used to implement the proposed change**.	**15**	
Incorporate data collection/data analysis (develop a survey based on the change topic, administer, and analyze). See guidelines for instructions.	**15**	
The content outline shall reflect a scholarly effort; proper grammar, coherence and spelling, and shall be at MAXIMUM of 8 double spaced type-written pages in length (excluding title page and references) in a size 12 font. Follow APA format 7th edition. References should be published within the past 5-10 years.	**10**	

Total	**100**	