Credit Hours: 4 credit hours (3 credit didactic and 1 credit hour clinical)  
Room: eCampus  
Schedule: Online

Course Instructor:  
Office Phone: 541-322-xxxx  
E-Mail: xxxxx.xxxxx@osucascades.edu  
Office Hours: 

COURSE DESCRIPTION: Explores the role of the nurse leader, integrating prior learning with an understanding of the nature of leadership as well as leadership and management theories. An introduction to the principles of project management with application to a clinical leadership project is included. Consideration of individual student growth, particularly related to the student outcomes of the program and personal goals for future growth will be a focus. Application of the content will occur in the 54-hour independent clinical practicum, under the direction of the faculty, to develop and implement a clinical leadership project.

Prerequisites: Acceptance in the RN to BSN Program  
Co-requisites: None

LEARNING RESOURCES:  
2. Internet access to our Canvas site at: https://oregonstate.instructure.com  
3. Online library access and other online resources to access supplemental readings

STUDENT LEARNING OUTCOMES:  
Upon completion of this class, students in NUR 423 will be able to:  
1. Discuss leadership as a strategy to improve patient outcomes and a healthy work environment.  
2. Differentiate between leadership and management.  
3. Describe the use of power and conflict to impact change.  
4. Discuss the impact of gender and diversity on leadership in health care.  
5. Explore the potential of a leadership as a career opportunity.  
6. Develop and implement a quality improvement project in a clinical setting.

PROGRAM COMPETENCIES IN NURSING:  
Upon satisfactory completion of the degree in Nursing, the students will have met the program competencies found at http://health.oregonstate.edu/degrees/competencies

COURSE CONTENT: Topics covered will include:  
1. Leadership versus management  
2. Strategies for being a leader and/or follower  
3. Every nurse is a leader regardless of position
4. Vision and creativity in leadership
5. Quality improvement projects

**EVALUATION OF STUDENT PERFORMANCE:**

<table>
<thead>
<tr>
<th>Evaluation Item</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Self-Assessment</td>
<td>5 pts</td>
</tr>
<tr>
<td>Organizational Assessment</td>
<td>25 pts</td>
</tr>
<tr>
<td>Clinical Assignment: Quality Improvement Project</td>
<td>40 pts</td>
</tr>
<tr>
<td>Participation in Discussion (3 pts per week)</td>
<td>30 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100 pts</td>
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</tbody>
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Grading Standard: 100 points possible

- A 93-100%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%
- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 63-66%
- D- 60-62%
- F 0-59%

**Description of Evaluation Items**

**Leadership Self-Assessment:**
Using the American Organization of Nurse Executives (AONE) competencies for nurse managers, complete a self-assessment of your leadership skills. Identify your strengths and opportunities for improvement and develop an action plan for professional development. **Due Week 3**

**Organizational Assessment:**
Assess the organization where you practice. Discuss the type of organizational structure. Review the organizational chart to identify the formal and informal chains of command. Discuss how the generational, cultural and social influences of the community impact the delivery of care within the organization. Assess the role of nursing in the implementation of the mission, vision and decision making within the organization. What does the future look like for the organization? **Due Week 7**

**Clinical Assignment: Quality Improvement Project:**
Identify a clinical issue for a quality improvement project within your practice setting. Collaborate with the organization’s nursing leadership to develop a proposal for improvement supported by a SWOT assessment, budget and action plan for implementation. **Final paper due Week 9 and power point presentation for class due Week 10**

- **Week 4:** Description of the clinical issue to be addressed for the quality improvement project supported by rationale and submitted to faculty for approval. Include an overview of best practices from the literature related to the topic. (1 point)
- **Week 5:** Report on the SWOT (strengths, weaknesses, opportunities and threats) analysis conducted related to the approved topic. Include an analysis of the SWOT as the foundation for the action plan for improvement. (3 points)
- **Week 7:** Outline the action plan for implementing the quality improvement project, including the resources that will be needed. (1 point)
• **Week 9:** Quality improvement paper will include 1) an assessment of the clinical issue, 2) summary of SWOT analysis, 3) summary of discussion with stakeholders and decision makers involved in the quality improvement plan, 4) discussion of resources needed to implement the quality improvement plan (budgetary, personnel, time, etc.), 5) action plan for quality improvement project including benchmarking with best practices from the literature and 6) projected implementation plan, timeline and strategies to evaluate effectiveness. (25 points)

• **Week 10:** Present your quality improvement project to the class via a PowerPoint presentation. (10 points)

**Participation in Discussion – Ongoing every week**

**Discussion question response:** Post a 150 – 200-word substantive response to the discussion question(s) posed by the due date. A substantive response needs to include the rationale for your answer as well as how it can be applied to practice. The substantive response needs to be supported by the readings for the week and/or your practice experience. Include examples if relevant.

**Participation:** Post substantive responses to at least two classmates discussion question responses. Substantive responses need to demonstrate critical analysis of the classmate’s posting and a thoughtful response supported by the readings for the week and/or your practice. Comments such as “good idea” or “I agree” do not constitute a substantive response.

**DIVERSITY STATEMENT**

The College of Public Health and Human Sciences strives to create an affirming climate for all students including underrepresented and marginalized individuals and groups. Diversity encompasses differences in age, color, ethnicity, national origin, gender, physical or mental ability, religion, socioeconomic background, veteran status, sexual orientation, and marginalized groups. We believe diversity is the synergy, connection, acceptance, and mutual learning fostered by the interaction of different human characteristics.

**EXPECTATIONS FOR STUDENT CONDUCT**

The Student Conduct Code establishes community standards and procedures necessary to maintain and protect an environment conducive to learning, in keeping with the educational objectives of Oregon State University. This code is based on the assumption that all persons must treat one another with dignity and respect in order for scholarship to thrive. For the full Student Conduct Code see [http://oregonstate.edu/studentconduct/](http://oregonstate.edu/studentconduct/)

Academic or Scholarly Dishonesty is prohibited and considered a serious violation of the Student Conduct Code. It is defined as an act of deception in which a Student seeks to claim credit for the work or effort of another person, or uses unauthorized materials or fabricated information in any academic work or research, either through the Student’s own efforts or the efforts of another. For specifics related to offenses proscribed by the University see: [http://oregonstate.edu/studentconduct/offenses-0](http://oregonstate.edu/studentconduct/offenses-0).

**RELIGIOUS HOLIDAY STATEMENT**

Oregon State University strives to respect all religious practices. If you have religious holidays that are in conflict with any of the requirements of this class, please see me immediately so that we can make alternative arrangements.

**STUDENTS WITH DOCUMENTED DISABILITIES**

“Accommodations for students with disabilities are determined and approved by Disability Access Services (DAS). If you, as a student, believe you are eligible for accommodations but have not
obtained approval please contact DAS immediately at 541-737-4098 or at http://ds.oregonstate.edu. DAS notifies students and faculty members of approved academic accommodations and coordinates implementation of those accommodations. While not required, students and faculty members are encouraged to discuss details of the implementation of individual accommodations.”

OSU-CASCADES ETHOS STATEMENT
The guiding vision of OSU-Cascades is to contribute significantly to intellectual, cultural, ecological, social and economic vitality. To achieve that goal, the OSU-Cascades community will strive to model principles and practices of a thriving, equitable and sustainable society. A culture of learning and exploration provides significant rewards to its members; those rewards are best achieved when all community members (faculty, staff, administrators, students and Board of Advisors) strive to honor the following principles:

1. Respect the dignity and uniqueness of individuals. This principle applies to a diversity of cultures, belief systems, academic ranks and academic/ professional disciplines.
2. Aspire to excellence and integrity in every endeavor.
3. Consider current and future generations in every deliberation.
4. Demonstrate leadership in service to community.
Course Schedule

Week 1: Leadership versus Management

Textbook Readings:
- Chapter 2: The Nature of Leadership: Distinguishing Leadership from Management

Supplemental Resources:
2. Godin, S. (2013). Difference between leadership and management. Available at [https://www.youtube.com/watch?v=Xx2SV2bYSfU](https://www.youtube.com/watch?v=Xx2SV2bYSfU)
4. Inkila, M. (2014). Transactional vs. Transformational. Available at [https://www.youtube.com/watch?v=7OGfHUAfmi0](https://www.youtube.com/watch?v=7OGfHUAfmi0)

Assignment
- Complete a self-assessment of your leadership skills based on the competencies discussed in the AONE supplemental reading discussing the competencies of nurse managers. Due Week 3

Discussion Questions:
- Based on your reading and personal experience, share your perception of 3 attributes of a leader and 3 attributes of a manager.
- Based on your experience, have your direct supervisors been leaders, manager or both? Provide examples to support your assessment.

Week 2: Leadership in Health Care

Textbook Readings:
- Chapter 4: The World and New Leadership: Changing Our Thinking About Leadership

Supplemental Resources:

Assignment:
- Write an Organizational Assessment paper incorporating the health care organization’s mission, vision, strategic plan and organizational chart. Due Week 7
Discussion Questions:
✓ Based on your reading, do you think chaos theory or quantum theory would be an effective framework for nurse leaders in your practice arena?
✓ What are your thoughts about this quote from page 72 of the Grossman and Valiga textbook?
“\textit{We have to realize that adapting to the new science of leadership, with its focus on empowering followers and alleviating the bureaucratic organizational structure, will assist us in developing new ideas and new ways of working.}”

Week 3: Every Nurse is Leader

Textbook Readings:
• Chapter 6: Leadership as an Integral Component of Each Nurse’s Professional Role

Supplemental Readings:
• Benner, P. (2015) Lessons in Leadership: Patricia Benner RN, Ph.D., FAAN. Available at https://www.youtube.com/watch?v=oXuzS4nHaLo

Clinical Assignment: 54 hours
• Identify a nursing leadership issue in your workplace that is in need of improvement.
• \textbf{Week 4}: Research the issue and submit a paper providing a thorough assessment of the issue and why a quality improvement project is needed. Include best practices from the literature as benchmarks. This paper will serve as the background and literature related to your topic for your final paper.
• \textbf{Week 5}: Research challenges and opportunities related to the issue. Submit a SWOT (strengths, weaknesses, opportunities and threats) analysis of the issue.
• \textbf{Week 7}: Collaborate with stakeholders within the organizations to identify an action plan to address the issue. Submit an a summary of stakeholders input and an outline of the action plan.
• \textbf{Week 9}: Submit the cumulative clinical project that includes previous assignments.
• \textbf{Week 10}: Develop a 6–8 slide presentation to share your clinical project with your classmates.

Discussion Questions:
✓ What issues are you considering for your clinical project and why?
✓ Based on your readings this week, how has your perception of “every nurse is a leader” changed?

Week 4: Dealing with Change

Textbook Readings:
• Chapter 3: Disequilibrium and Chaos

Supplemental Resources:

**Discussion Questions:**
- How can you use chaos and disequilibrium as an opportunity for change? Include an example to support your thoughts.

**Week 5: Stepping Outside the Box**

**Textbook Readings:**
- Chapter 7: Vision and Creativity

**Supplemental Resources:**

**Discussion Questions:**
- In your practice setting, who participates in setting the vision for nursing and quality of care?
- How could you advocate for thinking outside the box in your practice setting to look at new and innovative strategies to improve the quality of care?

**Week 6: Recruitment and Retention Issues**

**Textbook Readings:**
- None

**Supplemental Resources:**
9. lynda.com (2013). Team Building Tutorial: Motivating Your Team. Available at https://www.youtube.com/watch?v=B6I8vAF08i8

**Discussion Questions:**
- What strategies would you recommend your employer implement to improve staff nurse job satisfaction and retention?
- Why would these strategies be effective?

**Week 7: Men and Women as Leaders**

**Textbook Readings:**
- Chapter 8: Gender Perspectives in Leadership

**Supplemental Resources:**

**Discussion Questions:**
- Based on the readings what are your thoughts about the impact of gender on leadership in nursing?
- Do you think there is a gender difference in the model used for decision making? Provide examples to support your thoughts.

**Week 8: Empowering Colleagues and Staff**

**Textbook Readings:**
- Chapter 5: Followership and Empowerment

**Supplemental Resources:**

**Discussion Questions:**
- Based on your readings and class discussion, what does “Every nurse is a manager, a leader and a follower…” mean to you now and why?
Week 9: Building a Career as a Nurse Leader

Textbook Readings:
- Chapter 10: Developing a Leader Throughout One’s Career

Supplemental Resources:

Discussion Questions:
- What do you see as your future as a nurse leader?
- Identify three strategies that you will include in your 5 year career plan?

Week 10: Quality Improvement Projects

Textbook Readings:
- None

Supplemental Resources:
PowerPoint presentations posted by classmates sharing their Quality Improvement Projects.

Discussion Questions:
- Pose at least two critical thinking questions after reviewing each of your classmates’ Quality Improvement Project presentations.
- Respond to peers’ questions raised regarding your Quality Improvement project.
- What was your greatest ‘aha’ moment in this class? How will this new insight impact your practice?