

**NUR 454: Leadership and Management for Practicing Nurses**  
**ANDERSON UNIVERSITY (SC)**  
**Syllabus**

**I. COURSE INFORMATION**

NUR 454: Leadership and Management for Practicing Nurses

Credit Hours: 3 CREDIT HOURS

Course Description: NUR 454 is a study of healthcare organizational structures and the professional nurses' role as a leader, manager, and change agent. Emphasis is on the application of the theories and principles of leadership and management in the context of the healthcare delivery system and includes a focused experience based upon a change theory. Ethical and spiritual dilemmas confronting nurses are explored from multiple perspectives.

Prerequisites: None

About the Course: This is a flex program course formatted in a seven-week term, starting on \_\_\_\_\_ and ending on \_\_\_\_\_. All course material is due the final date of the course. The suggested due dates/pace guides for application assignments in the modular path and projects in the major projects path will be posted on CANVAS. Make sure to check in with your journey coach and instructor routinely throughout the term. (The recommended time for course work per week is 18-20 hours, including reading and assignments).

**II. INSTRUCTOR INFORMATION**

Name:

Title:

Telephone:

Office Hours/Best Time to Contact: I will be available for individual conferences by appointment only. I will also be available via email, text, or phone. If you send me emails, I will do my best to respond promptly, but if you have not heard from me within 48 hours, please contact me again.

Office Location: Online via Canvas

Email: \_\_\_\_\_

**III. REQUIRED MATERIALS**

Textbook: Yoder-Wise, P.S. (2015). Leading and Managing in Nursing. 6th ed. St.Louis, MO: Elsevier Mosby. ISBN: 9780323185776

Additional Materials: Headset with/microphone; Webcam (integrated or standalone)

**Technology Expectations:** Students should have a reliable computer and Internet in order to access course materials and complete assignments. Since this course is web-based, there are some expectations as to technical skills, which include uploading, downloading, and general computer skills. Instructors may require additional software or hardware.

**Online Time Expectation:** In college classes, there is a general expectation that learners will need to spend two hours out of class for every hour in the classroom. Therefore, in an online 14-week class, you should expect to work on your course for a minimum of 9 hours each week. For an online 7-week class, you should expect to work on your course for a minimum of 18 hours each week.

**Learner Expectations:** In your online courses, you are expected to be an active participant in the course. Even though you may not see your classmates and instructor, AU online and blended courses are designed to include discussion and other forms of collaboration and communication. You should be willing and ready to regularly communicate with classmates and instructors online. You will participate in weekly activities in your courses. You will need to log into your course and check your official Anderson University email account daily. Doing so will allow you to view announcements, participate in class activities, assignments, online discussions, and complete assessments. You are expected to complete all assignments, quizzes, tests, and any other activities by the due date. If difficulties or unforeseen circumstances arise during the course term, please contact the instructor promptly so that accommodations can be arranged.

Also, remember to use proper “network etiquette” when communicating with our peers. See the website, <http://www.albion.com/netiquette/corerules.html> (Links to an external site.) pertaining to “netiquette”. We will be respectful and mindful of one another in this course. Please remember that we all have different opinions and it is ok to disagree but it is important to do so in a respectful manner.

Do not hesitate to ask questions. You are strongly encouraged to contact your instructor if you have course related questions regarding course concepts, assignments, and feedback provided to you. It is recommended that you contact your instructor using email or canvas well in advance of the due date. Also, your instructors have set aside specific times to be available for phone conferences or chat sessions if you need additional course-related support. When you email questions one of your instructors refer to the course syllabus to view their policy on response time.

## **GETTING STARTED:**

Click on the “Getting Started” link in your course.

Getting Started: This course is built using modules, so you'll find everything needed for our program in the Modules tab in the left sidebar. Each module has an overview, so you'll want to start with Module 1 Overview. There's also a Syllabus page used to give you an overview of the course.

## **IV. COURSE PURPOSE, COMPETENCIES, GOALS, AND OUTCOMES**

### **COURSE PURPOSE:**

1. Understand the role of the professional nurse in developing effective relationships with others in the health care system from the perspective of a Christian worldview.

2. Recognize the importance of financial management for health care organizations in a rapidly changing medical delivery system.
3. Describe the nursing leadership and management process in relation to regulatory, legal and ethical aspects.
4. Examine the principles and effectiveness of leadership/management strategies in healthcare settings.
5. Apply concepts of change theory in identifying a necessary modification in healthcare within the focused experience

#### **COMPETENCIES for NUR454:**

1. The American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice (commonly known as the AACN BSN Essentials)
  2. The Quality and Safety Education for Nurses Competencies (commonly known as QSEN Competencies)
  3. The American Organization of Nurse Executives – Nurse Executive Competencies (commonly known as the AONE Competencies)
- See Appendix A for additional course information

#### **GOALS (Overarching and Ancillary):**

##### **Overarching Goals:**

The student will define and analyze the role of the professional nurse leader, manager, and follower within the healthcare delivery system.

The student will develop a personal awareness of manager and leader roles through the application of leadership concepts and decision making to quality and safety in a variety of healthcare settings.

The student will apply concepts of quality and safety using structure, process and outcome measures to identify clinical questions as the beginning process of changing current practice.

The student will apply leadership concepts in the development and initiation of effective plans for the microsystems and/or system-wide practice improvements that will improve the quality of healthcare delivery.

5. The student will develop, implement, and evaluate strategies of improvement, based on data from the outcomes of care processes to test changes to continuously improve the quality and safety of healthcare systems.

##### **Ancillary Goals:**

1. students will utilize APA writing style
2. students will examine how their current Christian worldview is integrated into their personal nursing practice

#### **BSN Student Outcomes:**

By the end of this course students will:

1. Explain the concept that each person is unique and holistic and has rights to self-determination regarding health matters.
2. Synthesize the nursing process to guide diverse persons toward meeting basic needs within a wellness continuum.

3. Integrate the professional nurse's role of advocate, communicator, counselor, change agent, teacher, leader, and provider and manager of care to assist the client toward optimum level of wellness.
4. Communicate collaboratively in interpersonal relationships with individuals and families, members of the healthcare system, and in effective use of technology and data documentation.
5. Think critically to integrate theoretical and experiential knowledge from nursing, the humanities, and the biologic and social sciences in the promotion of clients' health.
6. Utilize the research process and use evidence-based findings in nursing practice to contribute to the improvement of healthcare and the advancement of nursing science.
7. Assume legal and ethical responsibility for nursing activities and responsibility for professional growth.
8. Appraise personal development of character, exhibit servant leadership, and cultural engagement through the perspective of Christian values and utilize this knowledge to guide behaviors and implement decisions.
9. Evaluate evidence of care process outcomes leading to health system improvement and participate in promoting a culture of safety through increased effectiveness and performance.

#### IDEA Student Learning Outcomes:

##### Essential

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

##### Important

- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Developing skill in expressing oneself orally or in writing
- Learning how to find, evaluate, and use resources to explore a topic in depth

## V. CONTENT OUTLINE AND METHODS OF INSTRUCTION

### Content Outline:

**Modular Expectations:** If a student decides to go the modular route, they'll work through seven modules at personalized pace (do not have to accelerate if student does not want to, follow pacing guides) as well over the term. Each module has an overview with specific competencies, resources, and assignments. Each module can typically be completed in one week or sooner. Students will still meet with their instructor and peers during a web conference session each week and with the Journey Coach weekly as well.

**Methods of Instruction:** This is an online classroom. We will have textbook chapter readings, lecture notes, as well as short videos to view on specific topics for each module. Students will participate in weekly zoom sessions.

To assist students with learning proper APA formatting, there will be resources provided and students may be responsible for completing a quiz on the content.

## VI. METHODS OF ASSESSING ACHIEVEMENT OF LEARNING OUTCOMES

## Graded Projects

\* See Pacing Guides for suggested due dates for all application assignments and/or major projects. There will also be "suggested due dates" to guide you on completion of your assignments. These do not hold any late penalties but are there to aid you in staying on pace for the course.

Activity Types	Points Possible
<b>Application Assignments</b>	<b><u>84</u> % of Final Grade</b>
Introduce Yourself	5 pts
Module 1 Application Assignment #1: 16 Personalities	5 pts
Module 1 Application Assignment #2: Personality Assessment Paper	20 pts
Module 2 Application Assignment # 1: IHI Open School: Leadership L101	20 pts
Module 3 Application Assignment #1: Financial Case Study Evaluation	30 pts
Module 4 Application Assignment #1: Focused Project Details Submission	30 pts
Module 5 Application Assignment # 1: IHI Open School: Patient Safety PS 101	25 pts
Module 5 Application Assignment # 2: IHI Open School: Patient Safety PS 102	25 pts
Module 5 Application Assignment # 3: IHI Open School: Patient Safety PS 103	25 pts
Module 5 Application Assignment # 4: IHI Open School: Patient Safety PS 104	25 pts

Module 5 Application Assignment # 5: IHI Open School: Patient Safety PS 105	25 pts
Module 6 application assignment # 1: Change Project Proposal	25 pts
Module 7 application assignment # 1: Workplace Quality & Safety Reflection	25 pts
Module 7 application assignment #2: Project Timeline Submission	10 pts
<b>Total Application Assignment points</b>	<b>310 pts</b>
<b>Zoom Sessions</b>	<b><u>11%</u> of Final Grade</b>
Zoom Session 10 points each X 4	40 pts
<b><u>Self-Check Quizzes</u></b>	<b><u>5%</u> of Final Grade</b>
<b>Self-Check Quizzes 5 points each X 4</b>	<b>20 pts</b>

**Demonstration of Proficiency:** Students will have two opportunities to demonstrate proficiency of the modular assignments. If the student does not demonstrate proficiency in the allotted time, a grade of 0 will be given for that assignment and will count toward the student's final grade for the course.

### **Module Path Pacing Guide**

#### **Module 1**

Introduction Post

16 Personalities Assessment

Personality Assessment Paper

Interview Assignment Details Form

- o Posted via Flipgrid by Tuesday of the first module/week.
- o Must be completed prior to beginning the Personality Assessment Paper for module/week 1.
- o Completed by Sunday of module/week 1. Must be completed prior to moving to module/week
- o Completed by Sunday of module/week 1. Must be completed prior to moving to module/week

#### **Module 2**

Self-Assessment Module 2

Zoom Session

Manager/Leader Interview Paper

### IHI Open School: Leadership L101

- o Self-check quiz, completed by Wednesday of the second module/week of term
- o Zoom session, dates will be chosen by instructor for the week.
- o Completed by Sunday of module/week 2. Must be completed prior to moving to module/week 3.
- o Completed by Sunday of module/week 1. Must be completed prior to moving to module/week 2.

### Module 3

Self-Assessment Module 3

Zoom Session

Financial Case Study Evaluation

- o Self-check quiz, completed by Wednesday of the third module/week of term
- o Zoom session, dates will be chosen by instructor for the week.
- o Completed by Sunday of module/week 3. Must be completed prior to moving to module/week 4.

### Module 4

Self-Assessment Module 4

Zoom Session

Focused Project Detailed Submission

- o Self-check quiz, completed by Wednesday of the fourth module/week of term
- o Zoom session, dates will be chosen by instructor for the week.
- o Completed by Sunday of module/week 4. Must be completed prior to moving to module/week 5.

### Module 5

Zoom Session

IHI Open School Modules on Patient Safety: PS101, PS102, PS103, PS104 and PS105.

- o Zoom session, dates will be chosen by instructor for the week.
- o Completed by Sunday of module/week 5. Must be completed prior to moving to module/week 6.

### Module 6

Self-Assessment Module 6

Zoom Session

Change Project Proposal

- o Self-check quiz, completed by Wednesday of the sixth module/week of term
- o Zoom session, dates will be chosen by instructor for the week.
- o Completed by Sunday of module/week 6. Must be completed prior to moving to module/week 7.

### Module 7

Zoom Session

Workplace Quality and Safety Reflection

Project Timeline Submission

- o Zoom session, dates will be chosen by instructor for the week.
- o Completed by Sunday of module/week 7.
- o Completed by Sunday of module/week 7.

**There will be "suggested due dates" to guide you on completion of your assignments. These do not hold any late penalties but are there to aid you in staying on pace for the course.**

## **Rubrics**

Rubrics will be provided in each course for all written assignments. All written assignments are to be completed in APA writing style unless otherwise noted by the course instructor.

## **APA Instructions**

The Anderson University School of Nursing uses the Publication Manual of the American Psychology Association (APA), latest edition, to give credit where credit is due and to offer guidelines for standards in expression and formatting of formal written work. Students in the Anderson University School of Nursing should use APA style in all their assignments.

Faculty do not want to diminish the importance of content by placing undue focus on APA formatting during the grading process. However, faculty believe that competence in APA format in professional writing is an essential skill for graduates of AU. Key items that faculty members will consider for APA style when reviewing assignments submitted in Canvas include the following:

- Title page
- Running head, header
- Double-spaced
- In-text citations
- Reference sheet, alphabetized and formatted correctly
- Indented paragraphs
- Properly formatted quotations
- Font size/type
- Third person narrative
- Margins

Penalties for APA formatting non-compliance is determined by the faculty. The assignment grading rubric, provided by your instructor, indicates potential points given for APA format. Faculty will determine a penalty for the first incidence of incorrect APA format (for example, incorrect margins), according to the rubric. Students should be aware that repeated APA infractions for the same problem (for example, repeatedly using incorrect margins) can result in increased assignment penalties, up to receiving a zero (0) for the assignment.

## **Channel of Communication**

Regular feedback about course concerns from students to faculty is welcomed. Any concerns related to a specific professor should first be discussed with the professor involved. If the situation remains unresolved, the next approach is to contact the program coordinator

\_\_\_\_\_ by phone at \_\_\_\_\_ or by email at \_\_\_\_\_. If the situation remains unresolved, the next approach is to contact the Interim Undergraduate Chair \_\_\_\_\_ by email at \_\_\_\_\_.

**STUDENT FEEDBACK:** Students can expect the instructor to respond to emails within 24-48 hours. Students can expect the instructor to grade an assignment, at times provide feedback comments, and update the Canvas grade-book within 7-10 days after the due date, but preferably 3-5 days for accelerated courses (depends upon scope and nature of the assignment as well as length of course). Students can access grades by logging into Canvas (located in the online course on the left control panel).

## **VIII. COMPUTER AND INFORMATION TECHNOLOGY USAGE**

**University Email:** All students are assigned and expected to maintain an e-mail address on the Anderson University e-mail system. Learners are expected to check their e-mail several times each week in an online course. Students are responsible for all material, assignments, and announcements sent by e-mail. Ignorance of course requirements, instructor statements and directions, and University announcements or policy statements sent through University e-mail is not an acceptable excuse

### **Technical Support**

If you encounter technical support issues (e.g., LMS is unavailable, username and password are not working), you should immediately contact the IT Help Desk. In your communication with the IT Department, be sure to describe the nature of your problem with as much detail as possible so they can provide the best possible assistance. You are encouraged to first contact the IT Help Desk using the web-based support system listed below. If you are unable to login to the system, you can reach them via phone.

**Help Desk Website:** <https://helpdesk.andersonuniversity.edu>

**Help Desk Phone:** (864) 231-2859

### **Course Related Support**

If you encounter problems in your online or blended course are beyond technical problems, contact the Center for Innovation and Digital Learning (CIDL). The CIDL manages online and blended learning at AU. The following issues are valid reasons to immediately contact the CIDL:

- An online exam or assignment is supposed to be open or made available and it is not (contact the instructor first)
- Instructor fails to respond to student questions more than 4 days.
- Instructor has not provided any grades or feedback 2+ weeks past the submission deadline.
- The instructor is not participating in the course at all.

**CIDL Website:** <https://www.aucidl.com>

**CIDL Phone:** (864) 231-2199

## 1. COURSE POLICIES

**Class Participation/Attendance:** This is an accelerated self-paced course situated within a seven-week format and a significant amount of material is covered within each module. It is important that each student participate actively in class zoom sessions/activities. Attendance is based on your mandatory for this course. Since this is an online course, students should sign in frequently throughout each week. If a student misses work for two consecutive weeks, it will be determined that they are no longer participating in the course will be dropped from the course. If the student is aware of extenuating circumstances that will interfere with this course, please notify the instructor as soon as possible. If there are issues beyond the student's control that prohibits them from completing their class work (i.e. death of loved one, hospitalization), please notify the instructor as soon as possible to make appropriate arrangements.

**Academic Dishonesty:** Students at Anderson University are expected to conduct themselves with integrity and to be honest and forthright in their academic endeavors. The University faculty's expectations define the following areas that would violate Academic Honesty: plagiarism, fabrication, cheating, and academic misconduct. The policy, process, and penalties, for academic dishonesty are described in the University Catalog. (.285,). See a more detailed description of this issue in the Student Handbook, (42-45) located at <http://www.andersonuniversity.edu/campus/student-handbook> (Links to an external site.).

### Statement on Disabilities and Academic Adjustments

If you have a disability that may interfere with your learning, testing, or assignment completion in this course, you may be eligible to receive an academic adjustment to help provide you with an equal opportunity to participate in and benefit from this course. Please contact the staff of the Center for Student Success (<http://www.andersonuniversity.edu/student-success> (Links to an external site.)) who will advise you on appropriate documentation, determine reasonable adjustments, and notify me of any adjustments for which you are eligible. Once you have been approved for an academic adjustment through the Center for Student Success, please discuss with me its appropriate implementation in this course. Documentation must meet the guidelines specified by university policy, and no one else can be notified of your disability or adjustment without your written consent. This process must be repeated for every semester you are enrolled at Anderson University and wish to receive an adjustment. Changes cannot be made to grades earned before a student has requested an adjustment, so please attend to this early in the semester.

**Withdrawal Deadlines for the Course:** The last day to drop with NO GRADE and NO CHARGE is \_\_\_\_\_. The last day to withdraw with a Grade of "W" is \_\_\_\_\_.

## 1. LEARNING FACILITIES AND RESOURCES AVAILABLE

### Thrift Library

Monday through Thursday - 7:45 a.m. to midnight; Friday - 7:45 a.m.to 5:00 p.m; Saturday - 11:00 a.m.to 5:00 p.m; and Sunday - 3:00 p.m to midnight (Closed on all university holidays.)

<http://www.andersonuniversity.edu/library> (Links to an external site.)

**Computer Labs** located in Vandiver (first floor) and Bunton (Thrift Library basement)

**The Writing Center NEW:** The Writing Center and the Center for Innovation and Digital Learning are excited to announce the launch of the AU Online Writing Center. There is an option for live chat support or assignment-drop off, and there are helpful resources located on the site (built within Canvas). This is currently *only* for students in online classes.

<http://bit.ly/auwriting> (Links to an external site.)

The **Center for Student Success** is located on the third floor of the Thrift Library. The Center provides support for academic assistance, tutoring services, as well as study skills seminars. Call 864-328-1420 to contact the Center or visit their website at <http://www.andersonuniversity.edu/student-success> (Links to an external site.).

## **Appendix A:**

### **COURSE PURPOSE, GOALS, AND OUTCOMES**

#### **Purpose:**

1. Understand the role of the professional nurse in developing effective relationships with others in the health care system from the perspective of a Christian worldview.
1. Recognize the importance of financial management for health care organizations in a rapidly changing medical delivery system.
2. Describe the nursing leadership and management process in relation to regulatory, legal and ethical aspects.
4. Examine the principles and effectiveness of leadership/management strategies in healthcare settings.
5. Apply concepts of change theory in identifying a necessary modification in healthcare within the focused experience

#### **Goals:**

By the end of this course students will:

#### **Overarching Goals:**

1. The student will define and analyze the role of the professional nurse leader, manager, and follower within the healthcare delivery system.
2. The student will develop a personal awareness of manager and leader roles through the application of leadership concepts and decision making to quality and safety in a variety of healthcare settings.
3. The student will apply concepts of quality and safety using structure, process and outcome measures to identify clinical questions as the beginning process of changing current practice.
4. The student will apply leadership concepts in the development and initiation of effective plans for the microsystems and/or system-wide practice improvements that will improve the quality of healthcare delivery.

5. The student will develop, implement, and evaluate strategies of improvement, based on data from the outcomes of care processes to test changes to continuously improve the quality and safety of healthcare systems.

**Ancillary Goals:**

1. Students will utilize APA writing style
2. students will examine how their current Christian worldview is integrated into their personal nursing practice

**Competencies: AACN BSN Essentials, QSEN Competencies, and AONE Competencies**

1. **The American Association of Colleges of Nursing Essentials of Baccalaureate Education for Professional Nursing Practice (AACN) {commonly called the BSN essentials}.**

Essential I: Liberal education for baccalaureate nursing practice

Essential II: Basic organizational and systems leadership for quality care and patient safety

Essential III: Scholarship for evidence-based practice

Essential IV: Information management and application of patient-care technology

Essential V: Health-care policy, finance, and regulatory environments

Essential VI: Interprofessional communication and collaboration for improving patient health outcomes

Essential VII: Clinical prevention and population health

Essential VIII: Professionalism and professional values

Essential IX: Baccalaureate generalist nursing practice

**The Quality and Safety Education for Nurses Competencies (QSEN Institute defined six pre-licensure quality and safety competencies for nursing).**

1. Patient –centered care
  2. Teamwork and collaboration
  3. Evidence-based practice
  4. Quality improvement
  5. Safety
  6. Informatics
- **The American Organization of Nurse Executives –Nurse Executive Competencies (Regardless of educational level or titles in different organizations, the AONE suggest that managers at all levels must be competent in five areas)**

1. Communication and relationship building
2. A knowledge of health-care environment
3. Leadership
4. Professionalism
5. Business Skills

### **BSN Student Outcomes:**

The graduate of the baccalaureate nursing program will be able to:

1. Explain the concept that each person is unique and holistic and has rights to self-determination regarding health matters.
2. Synthesize the nursing process to guide diverse persons toward meeting basic needs within a wellness continuum.
3. Integrate the professional nurse's role of advocate, communicator, counselor, change agent, teacher, leader, and provider and manager of care to assist the client toward optimum level of wellness.
4. Communicate collaboratively in interpersonal relationships with individuals and families, members of the healthcare system, and in effective use of technology and data documentation.
5. Think critically to integrate theoretical and experiential knowledge from nursing, the humanities, and the biologic and social sciences in the promotion of clients' health.
6. Utilize the research process and use evidence-based findings in nursing practice to contribute to the improvement of healthcare and the advancement of nursing science.
7. Assume legal and ethical responsibility for nursing activities and responsibility for professional growth.
8. Appraise personal development of character, exhibit servant leadership, and cultural engagement through the perspective of Christian values and utilize this knowledge to guide behaviors and implement decisions.
9. Evaluate evidence of care process outcomes leading to health system improvement and participate in promoting a culture of safety through increased effectiveness and performance.

### **IDEA Student Learning Outcomes:**

#### **Essential**

- Learning to analyze and critically evaluate ideas, arguments, and points of view

#### **Important**

- Learning to apply course material (to improve thinking, problem solving, and decisions)
- Developing ethical reasoning and/or ethical decision making
- Learning to apply knowledge and skills to benefit others or serve the public good

**Module Learning Outcomes:****Module 1**

<b>Assignment Name</b>	<b>Learning Objectives</b>	<b>BSN Essentials</b>	<b>QSEN Competency</b>	<b>AONE Competency</b>	<b>Program Objective/BSN Student Outcomes</b>
Introduction Post	1. Identify and define your current role within the healthcare system.	I, II	2	1,2	PO: 1 SO: 3,4
16 Personalities Assessment	2. Analyze your personality as a professional.	II	2	2,3,4	SO: 8
Personality Assessment Paper	3. Extract and compare the results of your personality to the qualities of the professional nurse as a leader and manager.	VIII	2	2,3,4	PO: 3 SO: 3,4,8
Interview Assignment Details Form	**This assignment is a lead in assignment for the Manager/Leader Interview assignment in Module 2.**				

**Module 2**

<b>Assignment Name</b>	<b>Learning Objectives</b>	<b>BSN Essentials</b>	<b>QSEN Competency</b>	<b>AONE Competency</b>	<b>Program Objective/BSN Student Outcomes</b>
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Self-Assessment Module 2	2. Appraisal of leadership concepts and decision making to quality and safety.	I, II	2,4,5	1,2,3,4	PO: 2 SO: 3,4
Manager/Leader Interview Paper	1. Investigate the role of your current manager or leader. 2. Appraisal of leadership concepts and decision making to quality and safety.	II, VIII	2	1,2,3,4	PO: 3 SO: 3,4
IHI Open School: Leadership L101	1. Investigate the role of your current manager or leader. 2. Appraisal of leadership concepts and decision making to quality and safety.	II, IV, V, VI, VIII	1,2,3,4,5,6	1,2,3,4, 5	PO: 2 SO: 2, 5, 7
Zoom Session					

### Module 3

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	AONE Competency	Program Objective/BSN Student Outcomes
Self-Assessment Module 3	1.Examine the complex concepts of organizational systems, finances, values and beliefs	II, VI, V, VI	2,4	1,2,3,4,5	PO: 1 SO: 3, 4, 5, 7

	within the healthcare organization.				
Financial Case Study Evaluation	<p>1.Examine the complex concepts of organizational systems, finances, values and beliefs within the healthcare organization.</p> <p>2. Apply the leadership skills of quality and safety through the use of structure, process and outcomes.</p>	II, VI, V, VI	2,4	1,2,3,4,5	<p>PO: 2, 3</p> <p>SO: 2,3,4,5</p>
Zoom Session					

#### Module 4

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	AONE Competency	Program Objective/BSN Student Outcomes
Self-Assessment Module 4	1. Evaluate the development and implementation of imaginative and creative strategies used to enable systems to change.	II, III,VI,	2,3,4,5	1,2,3,4,5	<p>PO:1</p> <p>SO: 3,4,5,6</p>
Focused Project Detailed Submission	1. Evaluate the development and implementation of imaginative and creative strategies	II, III,VI, V, VI, VIII	2,3,4,5	1,2,3,4,5	<p>PO: 2, 3</p> <p>SO: 3,4,5,6</p>

	used to enable systems to change.  2. Apply leadership concepts for effective plans to improve the quality of healthcare delivery.				
Zoom Session					

## Module 5

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	AONE Competency	Program Objective/BSN Student Outcomes
IHI Open School Modules on Patient Safety: PS101, PS102, PS103, PS104, PS105.	1. Appraisal of leadership concepts and decision making to quality and safety.  2. Examine the complex concepts of organizational systems, finances, values and beliefs within the healthcare organization.  3. Apply the leadership skills of quality and safety through the use of structure, process and outcomes management.  4. Demonstrates the ability to use strategies of improvement based	II, III,IV,V, VI, VIII	1,2,3,4,5,6	1,2,3,4,5	PO:2 SO: 1, 3, 4, 6

	on data from outcomes in healthcare systems.				
Zoom Session					

## Module 6

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	AONE Competency	Program Objective/BSN Student Outcomes
Self-Assessment Module 6	<p>1. Apply the leadership skills of quality and safety through the use of structure, process and outcomes management.</p> <p>2. Apply leadership concepts for effective plans to improve the quality of healthcare delivery.</p>	II, III,VI, V, VI, VIII	1,2,3,4,5,6	1,2,3,4,5	PO: 1 SO: 3,4
Change Project Proposal	<p>1. Apply the leadership skills of quality and safety through the use of structure, process and outcomes management.</p> <p>2. Apply leadership concepts for effective plans to improve the quality of healthcare delivery.</p>	II, III,VI, V, VI, VIII	1,2,3,4,5,6	1,2,3,4,5	PO: 2,3 SO: 5,6,9

	3. Demonstrates the ability to use strategies of improvement based on data from outcomes in the healthcare system.				
Zoom Session					

## Module 7

Assignment Name	Learning Objectives	BSN Essentials	QSEN Competency	AONE Competency	Program Objective/BSN Student Outcomes
Workplace Quality and Safety Reflection	<p>1. Apply the leadership skills of quality and safety through the use of structure, process and outcomes management.</p> <p>2. Apply leadership concepts for effective plans to improve the quality of healthcare delivery.</p> <p>3. Demonstrates the ability to use strategies of improvement based on data from outcomes in the healthcare system.</p>	II, III, VI, V, VI, VII	1,2,3,4,5	1,2,3,4	PO: 2,3 SO: 5,6,9

Project Timeline Submission	**This assignment is a lead in assignment for future courses in the RN to BSN curriculum.**				
Zoom Session					