**Administration & Management in Nursing**

**7402407\2hrs**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course title** | **Administration & Management in Nursing** | **Instructor** | Dr. Samah Ishtieh Buzieh |
| **Course code** | 7402407 | **Office** | Room: 17B2030 |
| **Credit hours** | 2 | **Office hours** | Sunday & Monday 9-10:30 am |
| **prerequisite** | **Critical Care Nursing (**7401301)  **Children & Adolescent Health Nursing (**7403301) | **Email** | s.ishtieh@najah.edu |
| **Text (s)** | **Marquis, B., L. and Huston, C., J. (2017). 8th edition. *Leadership Roles and Management Functions in Nursing. Theory and Application*. Copyright © 2015 Wolters Kluwer Health | Lippincott Williams & Wilkins.** | | |
| **Additional Reading Material** | Roussel, L., Thomas, P.L., & Harris, J.L. (2016). *Management and leadership for nurse administrators*, 7th ed. Burlington, MA: Jones & Bartlett.  ISBN 978-1-4496-5171-8  Marquis, B., L. and Huston, C., J. (2015).8th edition. Leadership Roles and Management Functions in Nursing. *Theory and Application.* Copyright © 2015 Wolters Kluwer Health | Lippincott Williams & Wilkins.  **Sullivan, E.J. and Decker, P.J. (2005). Leading and managing*: Effective leadership and Management in Nursing. 6th ed*, California: Addison Wesley Co.** *Upper Saddle River, NJ: Pearson Prentice Hall*, 43-66.‏  **Marquis, B. L., and Huston, C. J. (2006).** Creating a Motivating Climate. ***Leadership roles and management functions in nursing: Theory and Application. 5th ed***, 443-466.‏ ***Philadelphia: Lippincott Co.***  **Clark, C. (2009). Creative Nursing Leadership and Management. USA.**  **Ellis, J. and Hartley, C. (2005). 4th edition. *Management and coordinating nursing care. Lippincott Williams Wilkins.***  **Essentials of Nursing Leadership and Management. Copyright © 2001 by F. A. Davis Company. RUTH M. TAPPEN, SALLY A. WEISS, DIANE K. WHITEHEAD. Printed in the United States of America. Philadelphia.**  Sullivan, E.J. and Decker, P.J. (2005): *Effective leadership and Management in Nursing. 6th ed*, California: Addison Wesley Co.  Marquis B.L. and Huston C. J. (2006): *Leadership roles and management functions in nursing; theory and application. 5th ed.* Philadelphia: Lippincott Co.  Mathis R. and Jackson J. (2003): *Human Resources Management. 10th ed.* USA: Melissa Acuna Publisher.  Rees, D. and Porter, c. (2001): Skills of management, 5th ed. Thomson Learning, Australia.  Reviews and articles from international journals on the website.  Internet resources. | | |

1. **Academic regulations**

**I-Attendance Policy**

Please see regulations

**Attendance**

Attendance at all class sessions is expected. Students missing a class session are expected to contact the teacher and are responsible for all information presented. Only in case of emergency, the participant can be excused from attendance. Chronic tardiness and absenteeism are viewed as unprofessional behavior. Absences over two may result in a reduction of one letter grade for the overall course grade. If a pattern of absenteeism or tardiness occurs, individual conferences will be held to discuss progression in the course.

**Missing an Exam**

In the event of exceptional circumstances that make it impossible for a student to be present for a scheduled test, it is the responsibility of the student to notify the teacher before exam time. Makeup exams must be scheduled within one week of the originally scheduled exam. Alternate forms of the examination may be utilized in the make-up exam.

**Course Requirement and Evaluation:**

Some assignments will be performed to gain a concrete understanding of the major topics. Students should expect to have a quiz each lecture.

**LATE OR MISSING WORK**

All written assignments are due at the beginning of the class and must be submitted as hard copies. Up to 5 points will be deducted for each day that a written assignment is submitted past the due date, including holidays and weekends. Up to 10 points will be deducted for papers that do not comply with the page requirements.

**II-Academic Honesty**

Please see regulations:

<https://www-cdn.najah.edu/media/filer_public/c3/a0/c3a0bd4c-aa60-463b-9148-09f7667e6e6c/college_guide.pdf>**.**

1. **Course Details**

**I. Course Description:**

This course provides students with knowledge of management and leadership principles, theories, and related functions needed and utilized by the nurse leader to organize effective client care in various health care clinical settings. This course aims at sharpening student skills in managing personnel and programs as well as integrating knowledge and skills gained in other modules during the student studying in the university, and help students to start new programs and innovative approaches to planning, implementing, and evaluating programs and projects at student's community-related work settings and sites. The course introduces the concept of health economics, health systems financing, and cost-effectiveness of services while emphasizing the maintenance of the effectiveness of care to demonstrate social responsibility. The course will be implemented using the project-based learning methodology.

1. **Course Objectives:** The overall objective of this course assist nursing students to conceptualize and apply the manager & leader role related to patients, units, and personnel management to run nursing departments and units and prepare them for the internship course

**II. COURSE LEARNING OUTCOMES**

**Upon successful completion of the course, the student should be able to:**

1. Identify current philosophies of Administration & Management in Nursing, the theoretical basis for various approaches, and the key management process of leadership in developing effective decision making that needs in healthcare.
2. Demonstrate the head nurse role, supervisor, nurse manager, and leader through clinical practice in healthcare cost, safety, and quality of care and what factors influencing nursing leadership roles.
3. Display analytic methods and evidence-based practices to improve practice outcomes and the practice environment.
4. Demonstrate leadership/management and analytical thinking processes in the delivery of competent, legal, ethical safe, and effective nursing care to individuals and groups in a variety of settings.
5. Apply ethical healthcare information systems and patient care technology to improve the quality of patient health outcomes and care systems.
6. Analyze factors influencing organizational structure, power, and politics.
7. Compare and contrast nursing care delivery models.
8. Discuss various human resource processes of staff recruitment and professional development.
9. Adapt interdisciplinary team dynamic skills to create change and attain the goal.
10. Create a project that will help the student to use the theoretical concept and apply patient safety principles (QSEN).
11. **TEACHING METHODS**
12. **Class Discussion**: you are encouraged to learn actively and cooperatively in teams that consist of four to five students to undertake a group project.

The facilitator will utilize different teaching/learning methods. It will utilize problems based on the project. To help achieve quality projects the teacher will use handouts, other printed materials and will use lectures for discussions, case analysis, presentations, and homework.

1. **Lectures:** Class sessions will involve lectures, video shows, case studies, discussions and debates, and presentations of related topics and current issues related to course contents. In addition, practitioners will be invited to share with you students their experiences and techniques.
2. **Readings:** This is the responsibility of all of you. You need to read the relevant chapters of the textbook and materials before class. And be prepared to raise questions and arguments in class on related topics in the class schedule.

Your t's participation and readings of assignments are basic requirements to enable you to understand and comprehend the material to be presented in the classroom. Copies of handouts and articles may be circulated during the lecture, other references and reading materials will be given if needed. Accordingly, discussion handouts and audio-visual materials and articles will be used. In addition, use formative evaluation to take feedback from the learners.

1. **In-class and outclass teaching and discussions:** The lecture will be integrated with your presentations and discussions of textbook reading and primary literature discussion Boards, written assignments, class Activities, and Small Groups.

**ASSESSMENTS**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Assessment tool** | **Weight** | **Description** | **CLO** | **Due date**  **Week** | | In-Class Discussion, Readings, and learning Activities (5 x 20 points).  Through small-group and classroom discussions. Brain Storming and Critical Thinking, Assignments / Case Study.  The absence of any lecture with learning activity will result in a reduction of 20 points in that week | 100 points | Full Description is outlined below | 1, 3,2,7,8 6, 4,5,9 | 1-15 | | Individual Assignment (Student Portfolio) | 30 points | Full Description is outlined below | 2,3,5, | 11 | | Group Assignments and Student's Scholarly Presentations (project)   * Paper (100 points) * Presentation (20 points) | 120 points | Full Description is outlined below | 2, 3, 6,9,10 | 15 | | First Exams | 20 |  | 1, 3, 7, 4,6 | 7 | | Second Exams | 20 |  | 1,2,8,3 | 13 | | Final Exams | 60 |  | 1,2,8,3,7,6,4 | 17 | | **Total points** | 350 points |  |  |  | |

**Learning Activities**:

For purpose of the learning activities, the faculty will post a learning activity question or assignment related to the topic(s) of that particular week. You will work in small groups to address the learning activities or work individually. You are expected to respond to the prompt in a meaningful way, using both personal experience and references/resources to support your response. Responses will be shared via class discussion, small group presentations, or as an online discussion board. The rubric for point allocation is noted below.

**Learning Activities (20 points each) – activity 1 (CLO: 1, 3, 4, 6, 7)**

See the videos on Moodle in topic 1, then answer the following questions:

For this assignment, you will have videos posted on Moodle and you are expected to answer questions from 1 to 3 to ease doing a critique for question 4:

1. Describe the type of communication used in the organization. Cog L1
2. Illustrate the leadership style applied in this organization. Cog L2
3. Analyze the group dynamic process in this video based on what was discussed in your lecture. Cog L4
4. Critique the overall communication style applied in the organization based on your lecture and by referring to an additional minimum of two resources. Cog L5

|  |  |  |
| --- | --- | --- |
| **Points** | **Grade** | **Grading Criteria** |
| 20 | A | An accurate, thoughtful response that demonstrates an understanding/analysis of the assigned readings/video. Adds additional information from outside sources. Rare, minimal grammatical or APA errors. |
| 16 | B | The most accurate response that demonstrates a developing understanding / analyzing of the assigned readings/video. References the textbook(s) in response. Few grammatical and/or APA errors. |
| 13 | C | The most accurate response that demonstrates a developing understanding / analyzing of the assigned readings/analysis. Bases response on personal experience and opinions without references/resources. Some grammatical and/or APA errors. |
| 10 | F | Inaccurate response or demonstrates limited understanding/analyzing of assigned readings/video. Bases response on personal experience without references/resources or uses inappropriate references. Many grammatical and APA errors. |
| 0 | F | No response or late response. |

**Online Discussion Participation (conflict management and delegation) – (20 points each) (Activity 2 / CLO = 1, 3, 7, 6, 4, 9) + (Activity 3 /CLO = 1, 3, 6, 4, 5,9)**

All students are expected to participate fully in the online class discussion.

As the lecturer opens the discussion by making the first post, check into the Moodle at least once a day.

Both quantity and quality of responses will be assessed according to the student’s ability to remain focused on the assigned topic, critically respond to the questions posed, construct professional responses, and advancing the discussion, and moving beyond the assigned readings. All comments should be professional, analytic, and demonstrate synthesis and knowledge of course content.

See case study on Moodle:

For activity 2: Mark case discussion, each group are expected to answer the following question:

What is the most effective delegation task plan will Mark assign to his coworkers? Rationalize Mark's plan. (COG L 5).

For activity 3: Please discuss the following issue:

1. Analyze the managerial conflict described in the case. COG L4
2. Develop the most appropriate conflict resolution strategy to solve the conflict. COG L6
3. Rationalize (prove) for selecting your strategy. COG L5

**Grading rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Items | Exceptional (4) | Good (3) | Needs  Improvement (2) | Inadequate (1) |
| Responses to assigned discussion questions | Postings are made in a timely fashion, giving others ample opportunity to respond. | Postings are made within the assigned time, giving others limited opportunity to respond. | Postings are made within the assigned time, but lack opportunity for others to respond. | Postings are not made within the assigned time if at all, keeping other students from reading and responding. |
| Evidence of critical thinking | Relates new content to readings and what you have already learned in the course to date and addresses inconsistencies; poses new possibilities or opinions not previously voiced. | Relates new content to readings and what you have already learned in the course to date and addresses inconsistencies; makes connections to other content and real-life situations. | Makes connections to previous or current content or real-life situations but the connections are unclear, not firmly established, or are not obvious. | Contributes no novel ideas, connections, new ideas, or real-world applications; limits responses to “I agree with …” statements. |
| Response to peers | The response includes critique and analysis of the point mentioned and how your opinion supports or questions the point mentioned. | The response includes an analysis of the point mentioned and why you agree or disagree. | Provides opinions; responses are rudimentary and superficial, lacking any degree of analysis or critique. | No responses are made to address another student’s posting. |
| Readings and resources | Readings and other resource materials are used to support comments. | Some reference to readings and other resource materials is included in comments. | Little if any reference is made to readings or other resources. | Readings and resources are not mentioned. |
| Grammar and Style | Proper grammar, spelling, and APA citations are used. | Proper grammar, spelling is used; contains a minor error in APA citations. | Occasional error in APA citations, grammar, or spelling. | Lacks proper grammar or APA citations; contains multiple misspelled words. |

**Group Assignment and Student's Scholarly Presentations (project) (120 points) (Cog. L 6) (CLO = 2,3,6,9,10)**

The assignment is about a selected topic, which is related to management or leadership. The assignment aims to reinforce the group dynamic process through interacting with group members with each other during preparing and presenting the project. You should be divided into groups of three to four members according to the total number of the class. Each group should select one topic from a list of topics prepared by the instructor. Group members should choose a leader who will distribute the workload to all group members. The group is to follow a proposed guideline prepared by the instructor and seek advice as needed. This assignment should be presented according to the guideline displayed below.

At the end of the project the student will be able to:

1. Collaborate and interact with each other in teamwork.

2. Highlight managerial issues that have not been discussed during lectures.

3. Make use of available resources to accomplish the desired project.

4. Utilize managerial skills and apply gained knowledge in clinical settings.

5. Improve writing skills and critical thinking skills.

6. Implement your project.

**The Project Assignment Guideline and assessment form:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Nr** | **Item** | **Grade** | **Student mark** |
| **1.** | **Title / Cover Page: An-Najah University / Faculty of Nursing Administration & Management in Nursing Assignment Nr. (1): About ------- Instructor: ------ Prepared by: -------- Date: ----------** | **5%** |  |
| **2.** | **Content Outline** | **5%** |  |
| **3.** | **Objectives** | **5%** |  |
| **4.** | **Introduction** \* Introduce yourself and your group \* Introduce your topic of interest \* The Importance of the Topic to Nursing \* The Importance of the Topic to the Organization | **10%** |  |
| **5.** | **The Body of the Paper** \*Definition of Terms \* Literature Review about the Topic \* Your Comments and Suggestions \* Implication into Nursing Practice and Education | **30%** |  |
| **6.** | **Conclusion** | **10%** |  |
| **7.** | **Group Work Experience** | **10%** |  |
| **8.** | **Recommendations** | **10%** |  |
| **11.** | **References** | **5%** |  |
| **12.** | **Organizing and typing** | **10%** |  |
|  | ***Total Marks*** | ***100%*** |  |

**Paper (Project) Rubric (100 points possible)**

|  |  |  |
| --- | --- | --- |
| **Points** | **Grade** | **Grading Criteria** |
| 90-100 | A | Identifies the issue and defines variables that contribute to the chosen issue and topic. Describes, in detail, the impact of the chosen issue on nursing education, identifying whether the focus is the course project in academic and leadership or in the clinical health care system that will help learners implement the theoretical concepts in a real work environment. Provides realistic solutions for resolving the issue that is supported by research. The information provided is accurate, research-based, and relevant to the course. Grammar and citations (APA) are correct or with rare errors. At least 3 resources, in addition to course textbooks, are cited in the paper. The writing style is engaging, interesting, and easy to read. |
| 80-89 | B | Clearly identifies the issue and broadly defines variables that contribute to the chosen issue. Describes the impact of the chosen issue on the course. Some realistic solutions are supported by literature and/or personal experiences. Information is mostly accurate, based on reliable references, and relevant to the management and leadership course. Grammar and citations (APA) have a few errors. At least 3 resources, including the course textbooks, are cited in the paper. The writing style is somewhat engaging and easy to read. |
| 75-79 | C | Identifies issues and broadly defines variables that contribute to the chosen issue. Minimally discusses the impact of the issue on the course and is not clear on the educational setting. Few solutions are provided that are marginally supported by literature, based on experience only, and/or are not very realistic. Information is somewhat relevant to nursing education and/or contains some errors. Some errors in grammar and citations (APA). Less than 3 resources, including course textbooks, are cited in the paper. |
| 70-74 | F | Issue poorly identified and not clearly defined. Difficult to determine the impact of the issue on this course and does not define the type of educational setting. Solutions to resolving the issue are not realistic. Information provided has many errors, is based on personal opinion only or resources are not credible. Many errors in grammar and citation. The writing style is dull, not engaging, and difficult to read. |
| <70 | F | Does not address the criteria of the paper and/or does not complete the paper as assigned. |

**Presentation Rubric (20 points possible)**

|  |  |  |
| --- | --- | --- |
| **Points** | **Grade** | **Grading Criteria** |
| 18-20 | A | Clearly identifies issues and variables that contribute to the chosen issue. Describes, in detail, the impact of the chosen issue on the course, identifying whether the focus is nursing education in academic or healthcare institutions or both. Provides realistic solutions for resolving the issue that is supported by research. The information provided is research-based and relevant to nursing education. The presentation is engaging, not cluttered, with relevant, interesting graphics. |
| 16-17 | B | Clearly identifies the issue and broadly defines variables that contribute to the chosen issue. Describes the impact of the chosen issue on the course and identifies the educational setting. Includes some realistic solutions that are supported by literature and/or personal experiences. Information is based on reliable references and relevant to nursing education. The presentation is accurate, readable, with few errors. |
| 15 | C | Identifies issues and broadly defines variables that contribute to the chosen issue. Minimally discusses the impact of the issue on the course and is not clear on the educational setting. Few solutions are provided that are marginally supported by literature, based on experience only, and/or are not very realistic. Information is somewhat relevant to nursing education. The presentation is mostly accurate, cluttered, with errors in spelling/grammar noted. |
| 14 | F | Issue poorly identified and not clearly defined. Difficult to determine the impact of the issue on this course and does not define the type of educational setting. Solutions to resolving the issue are not realistic. Information provided has many errors, is based on personal opinion only or resources are not credible. Many errors in grammar and citation. The writing style is dull, not engaging, and difficult to read. |
| 13 | F | Does not address the criteria of the presentation and/or does not complete the presentation as assigned. |

**Individual Assignment:** **Student Portfolio (30 points) (Cog. L6) (CLO = 2,8,3, 5,10)**

This Assignment is about the portfolio. The student should read the lecture and other resources about how can build a student portfolio then the student should plan to prepare it according to his/her gained knowledge. This portfolio can be very helpful if you plan on continuing your education beyond the undergraduate level.

You should submit the assignment according to the scheduled and appointed deadline to instructors of this course and no assignment will be received after that date without accepted rationale. Assignments must be typed, well organized, and revised for spelling, grammar, and editing. The assignment should be submitted both soft copy and hard copy, typed and any handwritten one will not be accepted. It is not necessary how many pages the assignment should be, but it should be comprehensive and include all the related information that is needed.

By completing this assignment, the student will be able to:

1. Utilize the management process by planning, organizing, directing, and controlling his task.

2. Enhance their critical and analytical thinking.

3. Analyze clinical situations and identify areas that need change to facilitate work or to improve production.

4. Demonstrate various managerial skills (planning, leading, motivating, problem-solving and decision making).

5. Help as a method of self-discovery and confidence building

6. Provide tangible proof of your skills and abilities and demonstrates to the employer that you are qualified for that specific job.

7. Improve writing and reading skills.

**Individual Assignment (portfolio guideline and rubric) (30 points):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Items** | **Excellent**  **2** | **Proficient**  **1.5** | **Needs improvement**  **1** | **Student points** |
|  | Introductory Title Page |  |  |  |  |
|  | Table of Contents  a. Can be organized two ways—chronologically or functionally |  |  |  |  |
|  | Organize your pages by index tabs and/or dividers |  |  |  |  |
|  | Work Samples:  a. Provide a reflection statement for each sample  b. Reflection statement can be in either paragraph or bulleted format  c. The reflection statements should contain a brief description of the sample item and its background and a detailed list of the competencies developed by the sample |  |  |  |  |
|  | Letters of reference  • Resume or Vitae |  |  |  |  |
|  | Lists of accomplishments |  |  |  |  |
|  | Samples of work (e.g., items  produced on internship or co-op experiences, class projects, items produced from the previous job) |  |  |  |  |
|  | Memos and/or reports |  |  |  |  |
|  | Designs and Photographs |  |  |  |  |
|  | Transcripts |  |  |  |  |
|  | Licenses or Certifications |  |  |  |  |
|  | Evidence of specific skills (e.g., writing, graphic design, public speaking, leadership, event management) |  |  |  |  |
|  | The paper file was organized and neatness |  |  |  |  |
|  | Presented and properly identifies portfolio and miscellaneous and good describes |  |  |  |  |
|  | The presentation is accurate, readable, and targeted |  |  |  |  |

**Activity 4: Performance appraisal form (Evidence-based paper) 20% (CLO = 1, 3, 7, 6, 4, 5,8,9)**

The students will be divided into groups, then each group will be assigned to design one of the following performance appraisal forms. The paper should be no more than 5 pages with references. The instructions will be explained below and also in the class with emphasis on the principle of commitment & responsibility as a key character of leader and manager.

As a chief nursing officer, please design a performance appraisal form for registered nurses in the ICU, head nurse for the pediatric ward, and the supervisor, based on literature, last updated evidence-based and guidelines. The performance appraisal could be designed using Microsoft office or any other software. References should be clear and up to date. **Note:** the paper should be submitted on the due date. Any late submission will be graded failed and not accepted.

**Evidence-Based Paper Rubric (20 points possible)**

|  |  |  |
| --- | --- | --- |
| **Points** | **Grade** | **Grading Criteria** |
| 18-20 | A | Identifies the issue and defines variables that contribute to the performance appraisal process. Describes, in detail, the rationale for using this form and fully covered the whole dimension that must be applied for the position being evaluated. The information provided is accurate, research-based, and relevant to the course. Grammar and citations are correct or with rare errors. At least 3 resources, in addition to course textbooks, are cited in the paper. The writing style is engaging, interesting, and easy to read. The form must be clear and well designed using a new application (software). The paper should be no more than 5 pages with references. |
| 16-17 | B | Identifies the issue and defines variables that contribute to the performance appraisal process. Describes the rationale for using this form and partially covered the dimension that must be applied for the position being evaluated. Information is mostly accurate, based on reliable references, research-based, and relevant to the course. Grammar and citations are correct or with a few errors. At least 3 resources, including the course textbooks, are cited in the paper. The writing style is somewhat engaging and easy to read. The form is clear and designed using Microsoft office. The paper exceeds more than 5 pages with references. |
| 15 | C | Identifies issues and broadly defines variables that contribute to the performance appraisal process. Minimally describes the rationale for using this form and not covered the dimension that must be applied for the position being evaluated. The paper provided is marginally supported by literature, based on experience only, and/or is not very realistic. Information is somewhat relevant to the assigned topic and/or contains some errors. Some errors in grammar and citations. Less than 3 resources, including course textbooks, are cited in the paper. The paper exceeds more than 5 pages with references. |
| 13-14 | D | Issue poorly identified and not clearly defined. Difficult to determine the dimension of performance appraisal on this paper and does not define the rationale. The content is not realistic. Information provided has many errors, is based on personal opinion only or resources are not credible. Many errors in grammar and citation. The writing style is dull, not engaging, and difficult to read. The paper exceeds more than 5 pages with references. |
| 0 | F | The paper was submitted after the due date (late). |

**Learning Activity 5: (20 points)**

**Activity 5: Staffing and Scheduling program 20%** (**COG L 6) (CLO = 2,8,7,6,4)**

The students will be divided into groups, then each group will be assigned to imagine that you were appointed as a head nurse for the pediatric open word, the capacity of the department is 15 beds, occupancy rate 100%, based on the given information answer the following questions:

1. What is the suggested staffing plan for your department?
2. Plan nursing scheduled for your staffing supposing you have 12 nurses (10 registers 3 of them have experience of 4 years) and two diplomas have 2 years of experience).

**Notes:**

1. This assignment will be submitted on Moodle and each group will discuss and critique the staffing schedule of at least one other group. The leader of each group will be responsible for submitting the assignment and reflecting on the group's opinions.
2. Both quantity and quality of responses will be assessed according to the student’s ability to remain focused on the assigned topic, critically respond to the questions posed, construct professional responses, and advancing the discussion, and moving beyond the assigned topic on Moodle. All comments and critiques should be professional, analytic, and demonstrate synthesis and knowledge of course content.

**Grading rubric:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Items | Exceptional (4) | Good (3) | Needs  Improvement (2) | Inadequate (1) |
| Responses to assigned discussion questions | Postings are made in a timely fashion, giving others ample opportunity to respond. | Postings are made within the assigned time, giving others limited opportunity to respond. | Postings are made within the assigned time, but lack opportunity for others to respond. | Postings are not made within the assigned time if at all, keeping other students from reading and responding. |
| Evidence of critical thinking | Relates new content to readings and what you have already learned in the course to date and addresses inconsistencies; poses new possibilities or opinions not previously voiced. | Relates new content to readings and what you have already learned in the course to date and addresses inconsistencies; makes connections to other content and real-life situations. | Makes connections to previous or current content or real-life situations but the connections are unclear, not firmly established, or are not obvious. | Contributes no novel ideas, connections, new ideas, or real-world applications; limits responses to “I agree with …” statements. |
| Response to peers | The response includes critique and analysis of the point mentioned and how your opinion supports or questions the point mentioned. | The response includes an analysis of the point mentioned and why you agree or disagree. | Provides opinions; responses are rudimentary and superficial, lacking any degree of analysis or critique. | No responses are made to address another student’s posting. |
| Readings and resources | Readings and other resource materials are used to support comments. | Some reference to readings and other resource materials is included in comments. | Little if any reference is made to readings or other resources. | Readings and resources are not mentioned. |
| Grammar and Style | Proper grammar, spelling, and APA citations are used. | Proper grammar, spelling is used; contains a minor error in APA citations. | Occasional error in APA citations, grammar, or spelling. | Lacks proper grammar or APA citations; contains multiple misspelled words. |

1. **COURSE SCHEDULE**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *CLO* | ***Assignment*** | **Outcomes** | **Subject\Topics** | **Day\Week** |
| ---- | -- | Identifythe overall outcomes of the course | \* Orientation and Introduction to Course  \* Course Outline Distribution \* Explanation of Assignments | **First Week Sunday /8/2021** |
| 1,2,8,3,7,6,4 | Lecture | Utilize current philosophies of Administration & Management in  Nursing. | **I. Leadership and Management**  \* Management Functions  \* Nursing Management  \* Organizational Hierarchy | **Monday**  **/9/2021** |
| 2, 3, 6,9,10 | Starts project | Apply management function and management process.  Create a project that will help the learner to use theoretical concepts and apply QSEN | **II. Developing Leadership Behavior and Management Skill: Operational Management**  \* Planning - Planning Hierarchy - Strategic Planning - Planning Models \* Organizing - Organizational Structure \* Directing \* Controlling  **Organizational Structure**  **III.** **I. Effective Leadership and Management Framework for Leadership and Management**  \* Management Concept \* Leadership  \* Leadership Style \* Theories of Leadership & Management  **Project orientation and topic selection.** | **Second Week**  **Sunday /9/2021**  **&**  **Monday**  **/9/2021**  **Third Week**  **Sunday**  **/9/2021**  **Monday**  **/10/2021** |
| 1, 3, 7, 6, 4, | Learning Activity 1: (20 points)  See the videos on the Moodle then answer the following questions:  Describe the type of communication used in the organization. Cog L1  Illustrate the leadership style applied in this organization. Cog L2  Analyze the group dynamic process in this video based on what discussed in your lecture. Cog L4  Critique the overall communication style applied in the organization based on you lecture and by referring to additional minimum two resource. CogL5 | - Use concepts of effective communication to manage a variety of nursing situations.  - Organize work to make more effective use of available time.  - Apply principles of delegation to achieve the work. | **IV. Key Skills in Nursing Management**   1. Organizational Communication 2. Time Management 3. Delegation 4. Group Dynamics 5. Work-Related Stress and Burnout - Job Stress Management | **Fourth Week**  **Sunday /10/2021**  **Monday /10/2021** |
| 1, 3, 7, 6, 4, 9 | Learning Activity 2: 20 points)  See case study on Moodle:  What is the most effective delegation task plan will Mark assign to his coworkers? GIVE RATIONAL to his plan COG L 5 | - Discuss various decision-making and problem-solving models.  - Elaborate nursing care delivery models | **V. Organizations, Power, and Empowerment**  1. Dealing with Problems and Conflicts and How can Managing Conflict: Conflict Resolution & Management  2. Decision Making  3. Negotiation  **Research as a problem-solving exercise; evaluating medical sources; raising a question (write problem statement).**  **VI**. Nursing care delivery models | **Fifth Week**  **Sunday /10/2021**  **Monday**  **/10/2021** |
| 1, 3, 6, 4, 5,9 | Learning Activity 3: group discussion for case analysis (20 points)  Please discuss the following issue:  Analyze the managerial conflict described in the case. COG L4  Develop the most appropriate conflict resolution strategy to solve the conflict. COG L6  Rationalize (prove)for selecting your strategy. COGL5 | Use various change theories as frameworks for initiating change. | \* The Change Process & Planned Change  **\* Data collection and problem presentation in class and have it approved by the course teacher.**  \* Motivating and Building | **Sixth Week**  **Sunday /11/2021**  **Monday**  **/11/2021** |
| 1, 7,3 4,6 | **First Exam (20 points)** | | | |
| 1,2,3,7,6,4 | Lecture | Analyze nursing research as the mechanism to provide evidence-based nursing and best practice. | Evidence-based practice: The key to advancing quality and safety in healthcare:  \* The Workplace (safety and health)  **\* Project proposed design and project report**  \* Nursing Practice and the Law:  - Managerial Ethics, Values, and Ethics | **Seventh Week Sunday /11/2021**  **Monday /12/2021**  **(Second period)** |
| 2, 5, 8 | Lecture and discussion by students | Identify what is type of budget  Discuss budgeting as a management control process.  Analyze the unit need for supplies and equipment | \* Managing Resources Responsibly (Budgeting and Managing Resources)  Enhancing Resource Management  **1**) **Budgeting& Resource Allocation** \* Budget \*CostContainment  \* Productivity  **\* Start analysis of the results**  **2) Enhancing human Resource Management**  \* Interviewing  \* Recruitment / Selection / Retaining | **Eighth Week**    **Sunday /11/2021**  **Monday /12/2021** |
| 1, 3, 7, 6, 4, 5,8,9 | Learning Activity 4: (20 points)  Evidence based appraisal paper: (return back to instruction and rubric)  The instructions will be explained in the class with emphasis on the principle of commitment & responsibility as a key character of leader and manager | Describe the relationship between management by objectives  (MBO) and performance appraisals.  Identify common types of performance appraisal tools.  Describe various care delivery models and staffing and scheduling systems utilized by nursing services. | \* Giving and Receiving Feedback (performance appraisals):  - Performance appraisals  - Staff Development Activities  - Job Description  **\* Continue analysis of the results and starts to write the data analysis report.** | **Ninth Week**  **Sunday /12/2021**  **Monday /12/2021** |
| 2,8,7,6,4 | Lecture:  Class Discussion  Learning Activity 5: (20 points)  Group discussion: Develop staffing and scheduling program | Describe various care delivery models and staffing and scheduling systems utilized by nursing services.  Use networking opportunities to facilitate obtaining your first job in nursing | - Orientation  - Staffing & Scheduling  \* Portfolio  **\* Data analysis report** | **Tenth Week**  **Sunday /12/2021**  **Monday /12/2021** |
| 2,8,3,5,10 | Lecture  Individual assignment: (30 points)  Portfolio | Fostering innovative and creative approaches to the nursing care of patients to achieve improved competence in nursing practice | **\* Effective Teaching & Learning** **Strategies for Adults**  1) Effective Teaching Strategies    2)Mandatory Continuing Education  **Submission of the portfolio.** | **Eleventh Week**  **Sunday /01/2022**  **Monday /01/2022** |
| 1,2,8,3 | **Second Exam (20 points)** | | | |
| 2,8,4,5  2,3,6,9,10 | Lecture  Discuss the analysis of project | Demonstrate EBP that achieve quality and safety | 3) Accreditation / Competency / Certification  4) [Health-care-informatics-technology](https://moodle.najah.edu/mod/resource/view.php?id=371948)  **Team project Design: use problem analysis tools to find alternative solutions** | **Twelfth Week**  **Sunday /01/2022**  **Monday /01/2022** |
| 1,2,8,3,7,6,4,5,9 | Lecture | Describe qualities, roles, options, and benefits of the nurse  intrapreneur and entrepreneur.  Describe organization characteristics that support  intrapreneurship.  Define marketing, mentoring, and networking, and relate them to the roles of nurse intrapreneur and entrepreneur | **Employee Separation Workforce Reduction & Retirement**  - Labor Relations  **Finalization of project paper** | **Thirteenth Week Sunday**  **Monday** |
| 1,2,3,7,6,4,5,9,10 | Lecture | Focus on disaster planning and preparedness and the resources dedicated to improving response and resiliency surge | **Disaster Planning**  \* Disaster Concepts  \* Disaster Preparedness  \* Event Response  \* Triage | **Fourteenth Week Sunday**  **Monday** |
| 2,3,7,4,5,9,10 | Lecture | Examine the concept of the Cost of Quality and how it can impact any organization.  Collaborate with team members to create a project of own selection- the project will demonstrate the ability to define problems and develop cost-effective solutions for these problems. | **- Quality Concepts**  **- Case Management**  **- Management by Objectives**  **- Discussions and Revision**  **Project submission** | **Fifteenth Week Sunday**  **Monday** |
| 2, 3 6,9,10 | Presentation Group project = 120 Points |  | * **Project presentation** * **Course product presentation** * **Course Feedback & Evaluation** | **Sixteenth Week Sunday**  **Monday** |
| 1,2,8,3,7,6,4 | **Final Exam (60 Points**) | | | **7th week**  **Sunday** |

|  |  |  |
| --- | --- | --- |
| CLO  1, 7, 4,6  1  4  7  1,3, 6, 4, | This exam will cover all educational material discussed in week one through 6. The exam consists of 2 parts: MCQ 10 questions and two essay questions.  Each MCQ question will be graded 1(mark), and the essay questions 5 marks for each one.  Sample of questions:  **Part I**  1. Identify which concept of the following determines how the roles, power and responsibilities are assigned, controlled, and coordinated, and how information flows between the different levels of management.? COG L1  A. Authority and span of control  B. Communication  C. Strategic planning  D. **Organizational structure.**  2. Which of the following leadership style is most effective? COG L4  A. Laissez-Faire Leadership  B. Autocratic Leadership  **C. Democratic Leadership**  D. Bureaucratic Leadership  3. By the beginning of the morning shift in the surgical ward at N Hospital, Mr. Ahmed Faris the head nurse ward, distribute the patients for the available nurses so that each nurse is responsible to provide comprehensive care to 4-5 patients admitted in the ward. Based on your analysis of the given information which types of structuring nursing care delivery system does Mr. Ahmed use? COG L5   1. Functional method 2. **Total patient care** 3. Case management 4. Case method 5. Team nursing   **Part II:**  The change process model was developed by many theories such as Lewin's Force-Field Model (1951). Please discuss this theory through example and compare it with another theory from your choice (5 marks). COG L3  Rubric:  All the following concepts must be covered in the student's answer. If partially cover the concepts, the mark will be discounted according to number of concepts.  The concepts that must be discussed:   1. A social-psychological view of changing process (2 point) 2. A three-step process: unfreezing, moving, and refreezing (3 points) | **Example for First Exam** |

|  |  |  |
| --- | --- | --- |
| 1,2,8,3  CLO  2, 8  1, 3, 8  1,2 | This exam will cover all educational material discussed in week 7 through 11. The exam consists of 3 parts: MCQ 10 questions (1 marks of each), Matching (5 marks), and True/false (5 marks).  Sample of questions:  **Part I:**  The nurse manager of a busy pediatric unit wants to purchase additional computers for patient data collection and for online continuing education programs. The total cost is about $1.500. She should include this expense in what portion of her budget? COG L4  A. **Capital**  B. Personnel  C. Operational  D. Managerial  Ahmad is the chief nurse officer at X Hospital, He announced internally for a supervisor position (employment) with the following qualification:1. Has at least three years of experience. 2. have no penalty 3. Annual evaluation must be 3 or above. Which strategy did Ahmad apply? COG L 4   1. **Recruitment** 2. Retention 3. Induction 4. Orientation   **Part II: True/False**:  Please read carefully the following statements and answer by (T) if True, and (F) if false:  1. Simulation:is to imitate a real-life event, situation or skills and to responding effectively and safely to it. (T) COG L1  2. Powerless the first senior nurse in your department was nominated to attend a conference, another nurse objected so the head nurse rationalizes that he is the senior and have the right to go without any other criteria. The behavior of the head nurse toward objected nurse is empowerment to encourage him in future. (F) COG L4  3. Prohibition of smoking in health facilities and conducting routine fire training is an essential part of work place safety. (T) COG L4  4. Productivity is neither quantity nor quality of work performance, with the resource utilization taken into account. (F) COG L1 | **Example for Second Exam** |

|  |  |  |
| --- | --- | --- |
| CLO  1  2,4 | This exam will cover all educational material discussed in week 1 through 16. The exam will consist of 5 parts:  Part1: MCQ 30 questions (1 marks of each),  Part 2: Matching (5 marks).  Part3: True/false (5 marks).  Part 4: Short Answer/Fill-in-the-Blank (10 marks).  Part5: One essay question (with Rubric) (10 marks).  Sample of questions:  **Part I: MCQ (1 mark of each)**   1. The Power-coercive strategy of change is characterized by: COG L1    1. **Use legitimate power and muscles to induce change**    2. Based on assumption that people are committed to socio cultural norms    3. Use heart and emotions to make change    4. Use brain to follow own interest 2. Omar is a newly hired nurse in the medical department, he is a new graduate with no work experience, he hesitates to take decision, so the head nurse of the department plan an orientation competency-based program to ease Omar's familiarity with new position. From your opinion what is the leadership style applied by the head nurse. COG L6    1. **Autocratic**    2. Authoritative    3. Pacesetting    4. Coaching | **Example for Final Exam** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Number** | **Item** | **Grade** | **The Assessment methods** | **CLO** | **Date of Accomplishment** |
| **1** | First Exam | 20% | *MCQ exam+ Essay* | 1,3,4 ,7,6 | 7th week |
| **2** | Second Exam | 20% | *MCQ question, Matching True/false* | 1,2,8,3 | 13th week |
| **3** | Individual assignment: Student Portfolio | 30% | *Submission file* | 2,8,3,5,10 | 11th week |
| **4** | Learning activity in class and group discussion | 20%\*5 | *Provide paper Short Written Assignments & Rubric* | 1, 3,2,7,8 6, 4,5,9 | 1-15th week |
| **5** | Group project assignment and presentation | 100%+20% | *Rubric and provide paper* | 2, 3, 6,9,10 | 15th -16th week |
| **6** | Final Exam | 60% | *MCQ* *question, Matching, True/false, Essay* | 1,2,8,3,7,6,4 | 17th week |
|  | ***Total Grade*** | ***350 %*** |  |  |  |

**VI. COURSE LEARNING OUTCOMES ASSESSMENT**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Outcomes** | **Portfolio** | **Group assignment (Project)** | | **Learning activities** | **Exams** |
| **Paper** | **paper** | **presentation** | **All Weeks** |  |
| 1 |  |  |  | √ | √ |
| 2 | √ | √ | √ |  | √ |
| 3 | √ | √ | √ | √ | √ |
| 4 |  |  |  | √ | √ |
| 5 | √ |  |  | √ | √ |
| 6 |  | √ | √ | √ | √ |
| 7 |  |  |  | √ | √ |
| 8 | √ |  |  |  | √ |
| 9 |  | √ | √ | √ | √ |
| 10 | √ | √ | √ |  |  |

**Mapping Course Learning Outcomes (CLOs) to BCs Program Learning Outcomes (PLOs)**

**Program Learning Outcomes:**

1. Prepare a nurse who can practice safely, competently, and effectively.
2. Educate students who are flexible and adaptable in their approach to work with patients their families during illness.
3. Prepare qualified professional nurses to meet the need of the local communities.
4. Raise the standards of health care both in health and sickness by preparing independent qualified nurses who can function competently at the preventive and curative level.
5. Critique concepts (such as evidence-based practice, health promotion, humanities, information technology, life sciences, professional issues, psychology, social policy, and sociology) that contribute to nursing Knowledge and evaluate their relevance for practice.
6. Understand different methodological approaches to research and appreciate the contribution research makes to the development of nursing knowledge.
7. Analyze theories of innovation, change, and decision making to analyze the changing structure of health care and the role of nursing within a multi-disciplinary environment.
8. Utilize the principles of praxis to develop practice.
9. Integrate the academic disciplines that contribute to nursing and use them to analyze specific aspects of practice.
10. Evaluate the usefulness of evidence selected from various contemporary sources in the development of nursing practice.
11. Use various methods, including information technology, to collect and analyze evidence from a wide range of sources.
12. Demonstrate an ability to synthesis information to analyze clinical problems
13. Analyze principles of communication theory for presenting information to the users and providers of health care.
14. Provide a broad general education, an excellent grounding in health economics, and sufficient development in a major or concentration to ensure that students can make competitive contributions to health organizations or centers upon graduation.
15. To ensure that all graduates are capable as well as knowledgeable and prepared to develop and assume greater responsibility throughout their careers.
16. To encourage and develop intellectual curiosity, analytical and research capability, sound management Decision-making processes, and the ability to plan, organize and control activities to achieve goals.
17. Improve the knowledge about human health, especially through education, research and practice.
18. Assist students in obtaining education and training required to enter and advanced within the nursing profession.

**Upon successful completion of the course, you should be able to:**

1. Identify current philosophies of Administration & Management in Nursing and key structural factors that shape leadership decision-making and problem-solving in the healthcare system.
2. Demonstrate the head nurse role, supervisor, nurse manager, and leader through clinical practice in healthcare cost, safety, and quality of care and what factors influencing nursing leadership roles.
3. Discuss various human resource processes of staff recruitment and professional development.
4. Display analytic methods and evidence-based practices to improve practice outcomes and the practice environment.
5. Compare and contrast nursing care delivery models.
6. Analyze factors influencing organizational structure, power, and politics.
7. Demonstrate leadership/management and analytical thinking processes in the delivery of competent, legal, ethical safe, and effective nursing care to individuals and groups in a variety of settings.
8. Implement ethical healthcare information systems and patient care technology to improve the quality of patient health outcomes and care systems.
9. Adapt interdisciplinary team dynamic skills to create change and attain the goal.
10. Create a project that will help the student to use the theoretical concept and apply patient safety principles (QSEN).

**Upon successful completion of the course, you should be able to:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **PLO-1** | **PLO-2** | **PLO-3** | **PLO-4** | **PLO-5** | **PLO-6** | **PLO-7** | **PLO-8** | **PLO-9** | **PLO-10** | **PLO-11** | **PLO-12** | **PLO-13** | **PLO-14** | **PLO-15** | **PLO-16** | **PLO-17** | **PLO-18** |
| **CLO-1** |  |  |  |  |  |  | √ | √ | √ |  |  | √ |  | √ |  | √ |  | √ |
| **CLO-2** | √ |  |  | √ |  |  | √ | √ | √ |  |  |  |  | √ | √ | √ | √ | √ |
| **CLO-3** |  | √ |  | √ | √ | √ | √ | √ | √ | √ | √ | √ |  | √ | √ |  | √ | √ |
| **CLO-4** | √ |  |  |  | √ | √ | √ |  | √ |  | √ | √ | √ |  | √ |  | √ | √ |
| **CLO-5** |  |  |  |  | √ |  |  |  |  |  | √ |  | √ |  | √ |  | √ | √ |
| **CLO-6** |  |  |  |  |  |  | √ |  |  |  | √ | √ |  |  |  | √ |  | √ |
| **CLO-7** |  | √ | √ | √ |  |  | √ |  |  |  |  |  |  |  |  |  | √ | √ |
| **CLO-8** |  |  | √ | √ |  |  |  |  |  | √ |  |  |  | √ |  |  |  | √ |
| **CLO-9** |  | √ | √ | √ | √ |  | √ |  |  |  | √ |  |  | √ | √ | √ | √ | √ |
| **CLO-10** | √ |  |  |  | √ |  |  |  |  | √ |  | √ |  | √ |  |  |  | √ |

**LIST OF ADDITIONAL RESOURCES**

1. Marquis, B., L. and Huston, C., J. (2017). **8**th edition. *Leadership Roles and Management Functions in Nursing. Theory and Application.* Copyright © 2015 Wolters Kluwer Health | Lippincott Williams & Wilkins.
2. Sullivan, E.J. and Decker, P.J. (2005): *Effective leadership and Management in Nursing. 6th ed*, California: Addison Wesley Co.
3. Marquis B.L. and Huston C. J. (2006): Leadership roles and management functions in nursing; theory and application. 5th ed. Philadelphia: Lippincott Co.
4. Clark, C. (2009). Creative Nursing Leadership and Management. USA.
5. Internet Resources:

<https://convertkit.s3.amazonaws.com/landing_pages/incentives/000/441/301/original/PresentationRubric.pdf?1534704210>

1. Philadelphia University. Faculty of Nursing. First Semester, 2009/2010

<https://www.philadelphia.edu.jo/nursing/syllabus/910437-en.pdf>

1. <https://www.who.int/hrh/nursing_midwifery/nursing_convention_C149.pdf>
2. <https://silo.tips/download/suez-canal-university-faculty-of-nursing-ismailia-course-specification-nursing-a>
3. <http://www.nursing2.zu.edu.eg/NewsDetails.aspx?NewsID=4171>
4. <https://www.apa.org/science/programs/testing/standards>
5. [www.najah.edu](http://www.najah.edu)