

Preceptor Manual

Nursing Systems Administration Sequence

Mennonite College of Nursing

Illinois State University

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ILLINOIS STATE
UNIVERSITY



MENNONITE COLLEGE OF NURSING

Dear Preceptor,

Thank you for agreeing to serve as a preceptor for the Nursing Systems Administration sequence of our graduate program. Illinois State University Mennonite College of Nursing is committed to producing the preferred graduate, and to ensure the high quality outcomes for our students we maintain a strong clinical and leadership component for the program. This strength is based on the quality of our experienced clinical preceptors, as well as our curriculum, faculty, and students.

This preceptor manual has been developed to provide you with information about the graduate program and the clinical courses for which you might serve as a preceptor. It also includes guidelines related to your preceptor role. We ask that you read this manual prior to precepting the student and to use it whenever a question might arise related the student's clinical practicum. We encourage you to contact the course faculty should you have any questions or concerns about the clinical practicum or any student practicing with you. Contact information for course faculty is provided to you in writing at the beginning of each semester in which you are serving as a preceptor.

We hope you will find your role as a preceptor both personally and professionally satisfying. And, again, we thank you for your contribution to the education of our future nurse leaders!

Sincerely,

The Faculty
Nursing Systems Administration Sequence
Mennonite College of Nursing Graduate Program

Caroline Mallory, PhD, RN
Associate Dean for Research and Graduate Program Coordinator

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Resources used to develop this manual:

National Organization of Nurse Executives (ANONE).

Council for Graduate Education for Administration in Nursing (CGEAN).

Ball State University. Preceptor orientation manual.

“Nurse Practitioner Clinical Preceptor Guide” Mennonite College of Nursing at Illinois State University
Clinical Nurse Practitioner Preceptor Guide.

Mission

Mennonite College of Nursing at Illinois State University creates a dynamic community of learning to develop exceptionally well prepared nurses who will lead to improve health outcomes locally and globally. We promote excellence in teaching, research, service, and practice with a focus on the vulnerable and underserved. We are committed to being purposeful, open, just, caring, disciplined, and celebrative.

Vision Statement

The vision of Mennonite College of Nursing is to be a premier college of nursing dedicated to improving local and global health outcomes.

Graduate Program: Purposes and Outcomes Objectives

The Master of Science in Nursing degree program offered at Mennonite College of Nursing is designed to prepare nurses to function in selected advanced practice nursing roles, including as family nurse practitioners and nursing systems administrators. The program builds on the generalist base of a baccalaureate program which focuses on nursing practice with individuals, groups, and community systems.

Purposes

- Prepare nurses for advanced practice in health care as family nurse practitioners or nursing systems administrators;
- Prepare graduates to assume leadership roles within the health care system at the regional, state, and national levels;
- Prepare nurses who can identify researchable problems, participate in conducting research, and promote the use of research findings in practice; and
- Provide the foundation for doctoral study.

Outcome Objectives

The master's degree in nursing from Illinois State University Mennonite College of Nursing prepares nurses to improve health outcomes by

- Advocating for compassionate patient-centered care with a commitment to serve vulnerable populations
- Leading and evaluating safe and effective change for improved quality in practice and health care systems
- Advancing a culture of excellence through lifelong learning and scholarly inquiry in a complex health care system
- Applying ethical and policy analyses to assess, intervene, and evaluate care delivery in and across healthcare systems
- Fostering and leading collaborative inter-professional care teams to provide individual, family and population based care

- Navigating and integrating services across the healthcare system that promote ethical, cost-effective, and innovative change
- Translating evidence into practice within an inter-professional healthcare system
- Using communication and information technology to collaborate with healthcare consumers and providers across the healthcare system

Nurse System Administration (NSA) Sequence

The Nursing Systems Administration (NSA) sequence, a 36 semester-hour master's degree program, prepares graduates to function as nurse leaders in a nurse supervisory, managerial or executive role within changing health care environments. The NSA utilizes participation in and use of research, development and implementation of health policy, and education of individuals and groups. The NSA sequence is based on an interdisciplinary synthesis of knowledge from the following areas: nursing theory, business administration theory, finance and economic techniques, research, roles, and legal/ethical issues, as well as content and clinical practicum dealing with care across the lifespan in a wide variety of settings. Graduates are prepared to serve as leaders in either a nurse supervisory, managerial or executive role. Graduates of the NSA sequence will be eligible to take the exam for certification in Nursing Executive Board Certified Advanced (CNEA-BC) offered through the American Nurse Credentialing Center (ANCC) when they have 2 years of experience in an administrative role. The program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

Program of Study

Course #	Course Title	Semester Hours	Clinical Hours
NUR 401	Theoretical Foundations of Nursing and Health Care	3	
NUR 405	Epidemiology and Aggregate Based Health Promotion (optional)	3	
NUR 407	Scientific Inquiry and Research Design in Nursing and Health Care	3	
NUR 425	Organizational Experience	5	5
NUR 451	Financial and Resource Management of Health Systems	3	
NUR 453	Organizational Behavior of Health Care Systems	3	
NUR 509	Introduction to Informatics	3	
NUR 511	Health Policy	3	
NUR 562	Leadership in Health Systems	3	
NUR 565	Changing Health Care Systems: Quality Science and Outcomes Management	3	
NUR 483	Advanced Concepts for Nurse Administration of Health Systems	1	3
	TOTAL HOURS	36	8 (480 contact)

NUR 425 Organizational Experience 1-4 hrs
Human resources, finances, and leadership knowledge from previous course is put into practice. 300 practice hours. This is a variable hour course so students may complete the 4 hour requirement over the course of this spring and the upcoming fall, spring and summer terms.

Spring Semester

NUR 407 Scientific Inquiry and Research Design in Health Care 3 hrs
The skills of scientific investigation, analysis, evaluation and interpretation related to the conduct of nursing research. Co-requisite: Graduate level statistics.

NUR 425 Organizational Experience 1-4 hrs
Human resources, finances, and leadership knowledge from previous course is put into practice. 300 practice hours. Must complete 1 credit hour concurrently with NUR 565.

NUR 565 Changing Health Care Systems: Quality Science and Outcomes Management 3 hrs
Introduction to science of quality improvement, patient safety, models, methods, and tools with emphasis on practice of change and outcomes management.

Summer Semester

NUR 509 Introduction to Informatics 3 hrs
Overview of nursing informatics theory, practice, policy, and research trends emphasizing knowledge use to support advanced nursing practice and research.

Fall Semester

NUR 483 Executive Nursing Administration of Health Systems 4 hrs
Capstone seminar and practicum experience related to role responsibilities of the nurse executive. 192 practice hours. Pre-requisite: NUR 565 and last semester standing.

Program hours = 36

Clinical (Specialty) Courses:

Course Description, Clinical Emphasis, & Objectives

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER:	NUR 425
COURSE TITLE:	Organizational Experience
ACADEMIC CREDIT:	1 to 5 Semester Hours (Practicum)
PLACEMENT IN CURRICULUM:	MSN Program
PRE/CO-REQUISITES:	Graduate standing in nursing or consent of instructor
SEMESTER/YEAR:	Fall 2015
FACULTY:	O. Ed. Reitz, PhD MBA NEA-BC Assistant Professor Edwards Hall 209 309-438-3437 (office) 309-830-1402 (cell) oreitz2@ilstu.edu Office Hours: by appointment

CATALOG DESCRIPTION:

Human resources, finances, and leadership knowledge from previous course is put into practice. Prerequisites: Graduate student standing in Nursing or consent of the College.

COURSE: OVERVIEW:

The focus of this practicum course is the application of knowledge from previous human resource, finance, and leadership courses. The student will have the opportunity to observe, implement, and create activities together with a preceptor.

COURSE OBJECTIVES:

At the successful completion of this course, the learner will be able to:

1. Analyze the influence of organizational and environmental factors that shape efficiency and effectiveness of health care delivery systems.
2. Apply business and health care research findings to decision making processes.
3. Analyze principles of leadership within selected health care delivery systems.
4. Generate organizational strategies for producing planned change and evaluation of an identified health care systems problem.
5. Articulate appropriate organizational information to stakeholders.
6. Evaluate the influence of various interactional processes on health care systems operations.
7. Analyze the role of the nurse executive in the provision of quality health care.

TOPICAL OUTLINE:

- I. Human Resources
- II. Finances

III. Leadership

TEACHING STRATEGIES:

Practicum with preceptor developing objectives
Revised objectives
Practicum logs

EVALUATION METHODS:

Objectives	30%
Revised Objectives	10%
Practicum journal and log	60%

Grading Scale:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	<60

REQUIRED TEXTBOOKS:

None

RECOMMENDED TEXTBOOKS:

None

CREDIT HOUR POLICY:

A credit hour shall be the unit of University academic credit representing approximately three hours of work per week by a student throughout a 15 week (fall, spring) semester (exclusive of final examination period) or its equivalent.

INTELLECTUAL PROPERTY RIGHTS:

In order to encourage scientific discovery and reward innovation protection of certain intangible property included copyrighted material must occur. For further information the policies regarding intellectual property can be access at:

<http://policy.illinoisstate.edu/academic/4-1-10.shtml>.

INAPPROPRIATE USE OF TECHNOLOGY:

Inappropriate use of resources includes any use of ISU Information Technology Resources and Systems that violates state or federal law (such as sharing or selling intellectual property created by faculty members, e.g. notes, assignments, assessments, that are made available to them through enrollment in an online course), University policies or procedures, or interferes with the University mission.

TECHNICAL SKILLS AND COMPETENCIES NEEDED TO SUCCEED:

The software and hardware requirements for this course are consistent with what is available on your university computer. Participants are required to have access to and working knowledge of a computer with dependable Internet access. A good wireless connection is sufficient for most of the learning activities; however, a high-speed cable internet connection may be necessary for some video or other multimedia.

Participants should have the following software installed on the primary computer used for nur 451, Financial and Resource Management of Health Systems:

1. **MS Word.** You can purchase a “home” copy of Microsoft Office from TechZone in the Bone Student Center. MS Word is included in Microsoft Office.
2. **Microsoft Office Add-in: Microsoft Save as PDF.** This should be part of the standard install on your departmental machine.
3. **Microsoft Excel.** You can purchase a “home” copy of Microsoft Office from TechZone in the Bone Student Center. MS Excel is included in Microsoft Office.
4. **Adobe Reader.** This is a free program which allows your computer to view/read PDF files.
5. **Firefox** (for Windows). Firefox is a free browser and can be downloaded from the Internet
6. **Safari** (for Mac). Safari is a free web browser and can be downloaded from the Internet

If you need assistance installing software on a departmental machine, please contact your local (departmental or college) tech support person. If you need assistance installing software on a personal computer, you should contact the [Illinois State University Computer Help Desk](#) at (309)438-HELP, from 7:30AM – Midnight, 7 days a week.

TEACHING STRATEGIES:

A variety of approaches will be used such as discussion, media usage, and informatics applications.

ACADEMIC POLICY: ‘C’ POLICY

For the student enrolled in graduate coursework at Mennonite College of Nursing, a grade of “C” is not considered “passing” work.

Any student receiving a C or below in a course must repeat the course. A maximum of 3 hours of retake is allowed. GPAs are monitored by the Graduate School. Students with cumulative GPAs of less than 3.0 are notified by the Graduate School.

ACADEMIC INTEGRITY

Academic integrity is expected in all educational endeavors. Students are responsible for upholding ISU policies related to academic dishonesty: It is the student’s and faculty’s responsibility to uphold the principles of Academic Integrity. Academic Integrity should be used in preparation for this course, in class time, clinical time, regarding exams and with regard to all assignments. Violations of academic honesty will result in grade penalties to be determined at the discretion of the faculty member and may include but not be limited to the following: a failing grade for the assignment/exam, failure for clinical component of the course, and/or failure of the course. To uphold ISU’s Code of Student Conduct, Faculty will report all instances of

academic dishonesty to Community Rights and Responsibilities. ISU Code of Student Conduct: <http://www.deanofstudents.ilstu.edu/downloads/crr/code-of-student-conduct.pdf>

NETIQUETTE

To help guide our online interactions, MCN requires both facilitators and participants demonstrate appropriate netiquette, i.e. internet etiquette. That is, that we agree to interact in a positive, cooperative and supportive manner and display respect for the privacy and rights of others. This policy is inclusive of, but not limited to the following guidelines:

- Keep your questions and comments relevant to the discussion topic. If another participant posts a comment or a question that is off topic, do not reply. A facilitator will reply in private to the participant.
- Be courteous and treat colleagues with respect, modeling the same standards of behavior online you would follow in a face-to-face discussion.
- Be respectful and open to opinions and ideas that differ from yours. Being deliberately hostile and insulting online, i.e. flaming, is not appropriate under any circumstance. When responding to messages or posts made by others, address the ideas not the person.
- All course communication should be conducted in Standard American English to ensure understanding among diverse participants.

DISABILITY CONCERNS

- Disability Concerns is the designated office to provide approved accommodation services for students. Disability Concerns obtains and maintains documentation of disability, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, activities and employment offered by Illinois State. If you need a special accommodation to fully participate in this class, please contact Disability Concerns: 438-5853 (voice), 438-8620 (TDD). You may also refer to their website: <http://www.disabilityconcerns.ilstu.edu/>

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER:	NUR 565
COURSE TITLE:	Changing Health Care Systems: Quality Science and Management
ACADEMIC CREDIT:	3 Semester Hours (Theory)
PLACEMENT IN CURRICULUM:	Doctor of Nursing Practice (DNP) Program
PRE/CO-REQUISITES:	Doctoral student status or consent of Graduate Director; NUR564 Evidence-based Practice; and previous or concurrent enrollment in a Finance course (either NUR451 Financial and Resource Management of Health Systems [for DNP students who are advanced practice nurses] OR NUR569 Advanced Financial and Resource Management of Health Systems [for DNP students who are nursing administrators])
SEMESTER/YEAR:	Spring 2015
FACULTY:	Deborah Smith, DNP, RN, MBA, NEA-BC, FAEN Instructional Associate Professor Deborah.smith@osfhealthcare.org OR debsdarb@msn.com 309-665-5756 (WORK) 309-838-6137 (MOBILE) Office Hours: By appointment

CATALOG DESCRIPTION:

Introduction to science of quality improvement, patient safety, models, methods and tools with emphasis on practice change and outcomes management.

COURSE OVERVIEW:

This course equips students with the knowledge, skills and tools needed for design, implementation, and evaluation of clinical practices and systems in health care. Financial planning, effectiveness, and implications for practice will be addressed. Role of the DNP prepared nurse in leading change efforts designed to leverage positive practice and systems outcomes is emphasized.

COURSE OBJECTIVES:

At the successful completion of this course, the learner will be able to:

1. Utilize quality science tenets and processes in the design, implementation and evaluation of practice for client populations and health care systems.
2. Synthesize multidisciplinary principles to develop and implement practice/system level quality improvement initiatives.
3. Examine myriad of issues and approaches to addressing patient safety problems in the health care system.
4. Collaborate with multidisciplinary partners in the development and use of effective and ethical financial models to evaluate practice/system outcomes

5. Employ measurement techniques and statistical data for planning and evaluating the success of change in healthcare systems.
6. Explore role of the DNP in accountability for quality of healthcare and client safety.

TOPICAL OUTLINE:

- I. Historical context of quality and safety in health care, understanding error, IOM reports, responding to error, human factors and safety, root cause and systems analysis.
- II. Quality science and improvement: fundamentals, improvement models, determining aims/outcome focus, measuring, measuring fundamentals, displaying data, learning from measures, run charts.
- III. It takes a village; developing and leading effective multidisciplinary quality improvement teams.
- IV. Change, choosing change models, developing and testing change, the human side of change, culture change vs process change, using PDSA cycles.
- V. Quality Outcome Performance Management; developing measurable outcomes, reporting within health care systems; external requirements, system and local level, creating user friendly outcome reports.
- VI. Role of the DNP prepared nurse in leading practice change in health care systems.

DETAILED OUTLINE:

- I. Background
 - A. Historical context of quality and safety in health care
 - B. Standards
 1. Error
 2. Responding to error
 - C. IOM reports
 - D. Human factors and safety
 - E. Root cause and systems analysis
- II. Quality science and improvement
 - A. Fundamentals
 1. Ethics vs. quality improvement
 - B. Improvement models
 - C. determining aims/outcome focus
 - D. Data Measurement and Collection
 - E. Data Management and Performance Measurement Tools
 1. Run charts
 2. Maps
 3. Fishbone Diagrams
 4. Flowcharts
 - F. Data Dissemination
- III. Quality Improvement Teams
 - A. Roles
 - B. Team Dynamics
- IV. Change Management
 - A. Change models
 - B. developing and testing change
 - C. the human side of change
 - D. culture change vs process change
 - E. Processes
 1. PDSA cycles
 2. Root cause analysis
 3. Six Sigma DMAIC

- V. Quality Outcome Performance Management
 - A. Outcomes
 - B. Regulatory requirements, system and local level
- VI. Roles in Quality Management
 - A. Advanced Practice
 - B. Nurse Administrator
 - C. CNL

TEACHING STRATEGIES:

Assigned Readings and related discussion
 Online Modules
 Project development – paper and presentations

EVALUATION METHODS:

Learning Activities	20%
Quality Improvement Project: Literature Review	20%
Quality Improvement Project: Paper	35%
Quality Improvement Project: Presentation	25%

GRADING SCALE:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<60%

REQUIRED TEXTBOOKS

Harris, J. L., Roussel, L., Walters, S. E., & Dearman, C. (2011). *Project planning and management*. Sudbury, MA: Jones & Bartlett Learning.
 Nelson, E.C., Batalden, P.B., Godfrey, M.M. (2007). *Quality by Design: A Clinical Microsystems Approach*. San Francisco, CA: Jossey-Bass.

POLICIES:

Academic Integrity

Academic integrity is expected in all educational endeavors. Students are responsible for upholding ISU policies related to academic dishonesty: It is the student’s and faculty’s responsibility to uphold the principles of Academic Integrity. Academic Integrity should be used in preparation for this course, in class time, clinical time, regarding exams and with regard to all assignments. Violations of academic honesty will result in grade penalties to be determined at the discretion of the faculty member and may include but not be limited to the following: a failing grade for the assignment/exam, failure for clinical component of the course, and/or failure of the course. To uphold ISU’s Code of Student Conduct, Faculty will report all instances of academic dishonesty to Community Rights and Responsibilities. ISU Code of Student Conduct: <http://www.deanofstudents.ilstu.edu/downloads/crr/code-of-student-> .

Academic Progress: C Policy

For the student enrolled in graduate coursework at Mennonite College of Nursing, a grade of “C” is not considered “passing” work. Any student receiving a C or below in a course must repeat the course. A maximum of 3 hours of retake is allowed. GPAs are monitored by the Graduate School. Students with cumulative GPAs of less than 3.0 are notified by the Graduate School.

Disability Concerns

Disability Concerns is the designated office to provide approved accommodation services for students. Disability Concerns obtains and maintains documentation of disability, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, activities and employment offered by Illinois State. If you need a special accommodation to fully participate in this class, please contact Disability Concerns: 438-5853 (voice), 438-8620 (TDD). You may also refer to their website: <http://www.disabilityconcerns.ilstu.edu/>.

Absences due to Student Bereavement

Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy (<http://policy.illinoisstate.edu/students/2-1-27.shtml>) will be excused from class/clinical for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Course Leader and/or Clinical faculty as soon as possible; course work/tests will be completed within a timely, realistic timeframe and all clinical hours missed must be made up at the end of the semester. Students who feel the Clinical Faculty and/or Course Leader are not supportive of their bereavement needs are encouraged to contact the Dean of Student's Office.

BIBLIOGRAPHY (Examples)

- Carey, R. G. & Stake, L. V. (2003) *Improving Health Care with Control Charts: Basic and Advanced SPC Methods and Case Studies*. ASQ Quality Press Publications.
- Champby, J., & Greenspun, H. (2010). *Reengineering Health Care: A Manifesto for Radically Rethinking Health Care Delivery*. Pearson Ed., Inc.: New Jersey.
- Dlugacz, Y.D. (2006). *Measuring Health Care: Using Quality Data for Operational, Financial and Clinical Improvement*. San Francisco: Jossey-Bass.
- Farley, D.O., Teleki, S.S., Damberg, C.L. Ridgely, S.M. & Mendel, P. (2009). *Assessing Patient Safety Practices and Outcomes in the US Health Care System*. Rand Publishing.
- Graban, M. (2009). *Lean hospitals: Improving quality, patient safety, and employee satisfaction*. Productivity Press: NY.
- Langley, G.J., Moen, R., Nolan, K.M., Nolan, T.W., Norman, C.L. & Provost, L.P. (2009). *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance*. 2nd edition. San Francisco: Jossey-Bass.
- Love, D., Revere, L., Black, K. (2008). A current look at the key performance measures considered critical by health care leaders. *Journal of Health Care Finance*, 34(3), 19-33.
- Makadon, H. J., Bharucha, F., Oliveira, J., & Wietecha, M. (2010). Value management: Optimizing quality, service, and cost. *Journal for Healthcare Quality: Promoting Excellence in Healthcare*, 32(1), 29-34.
- Nelson, E. C., Batalden, P. B., & Godfrey, M. M. (2007). *Quality By Design: A Clinical Microsystems Approach*. San Francisco: Jossey-Bass.
- Provost, L.P. (2011). *The Health Care Data Guide: Learning From Data For Improvement*. San Francisco: Jossey-Bass.
- Roberts, A.R. & Yeager, K.R. (2004) *Evidence-Based Practice Manual: Research and Outcome Measures in Health and Human Services*. Oxford University Press.
- Agency for Healthcare Research and Quality. www.ahrq.gov
- American Association of Colleges of Nursing. The essentials of doctoral education for advanced nursing practice (Oct 2006). <http://www.aacn.nche.edu/dnp/pdf/Essentials.pdf>
- Institute for Health Care Improvement. <http://www.ihc.org>
- Institute of Medicine. <http://www.iom.edu>
- National Committee for Quality Assurance <http://www.ncqa.org>

Quality and Safety Education for Nurses <http://www.qsen.org>

COURSE SYLLABUS

COURSE NUMBER:	NUR511
COURSE TITLE:	Health Policy
ACADEMIC CREDIT:	3 Semester Hours
PLACEMENT IN CURRICULUM:	Doctoral Program
PRE/CO-REQUISITES:	Graduate standing in Nursing or consent of Graduate Director
SEMESTER/YEAR:	Summer Semester 2015
FACULTY:	Cindy Kerber, PhD, RN Cell: 309-310-1841 Shelly Malin, PhD, RN Cell: 262-894-2360
OFFICE HOURS:	If you wish to reach us to set up a Skype or telephone conference call please just send an email through ReggieNet, or, call us. We will return emails within 24 hours.

CATALOG DESCRIPTION:

Health policy including economic implications is analyzed, applied, and evaluated from a comprehensive understanding of the state of nursing science.

Prerequisite: Graduate standing in Nursing or consent of Graduate Program Director

COURSE OVERVIEW:

This course covers five interrelated components of nursing's role in impacting health policy: 1) health policy analysis and political processes, 2) factors impacting current health policy development and projecting factors driving health policy and the economic implications of policy decisions, 4) the role of the nurse scientist as a leader in health policy, and 5) advocacy with special attention to vulnerable populations, ethics, and nursing research to decrease health disparities.

The course discusses the politics of health policy in terms of legislative and executive processes at the state and federal level; key forces involved including economic, social, ethical and political factors; and central players of importance, including special interest groups, lobbyists, the press, elected officials, legislative staff and public agencies.

COURSE OBJECTIVES:

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

1. Evaluate policy agendas in health care.
2. Discuss theories and models of health policy development and implementation.
3. Analyze economic impact or consequences of current policies or policy proposals affecting nursing.
4. Evaluate current health services and nursing research and its application to nursing practice and policy formation.
5. Analyze major health policy issues and how they are addressed in the political system.
6. Participate in a leadership role in the political process to impact health policy.
7. Incorporate economic and policy impacts of the federal mandate for development of a nationwide interoperable health information technology infrastructure in policy analysis.

EVALUATION OF LEARNING

Evaluation Details	Points	Total Points	Percentage of Grade
Learning Team Discussions (10)	10 self-evaluation 10 instructor evaluation	200	20%
Team Leader	100	100	10%
Issue Brief	150	200	20%
Presentation – taking a position	200	200	20%
Policy Analysis Paper	300	300	30%

GRADING SCALE:

Points	Standard Grading Scale	Letter Grade

LATE ASSIGNMENTS (including late posting)

If assignments are submitted past the due date and time points will be deducted, unless arrangements have been made ahead of time with faculty. The summer goes fast, work to keep up with the work!

HARDWARE REQUIREMENTS:

This is an online class, so a computer is a must...and it is important to have speakers and a headset with a microphone. Having a camera on your computer is useful, but not required for synchronous sessions. We will be using a new software product for synchronous sessions called Zoom (you will receive an invitation to join each session).

REGGIENET SUPPORT:

If you are having problems with the course site there are several ways to access help. When you are on the course site please note, on the left side of the page you will see a tab labeled **HELP**. There are several options under the tab, one labeled Reggienet and another Help desk. Just know we, your course faculty, will not be able to offer technical support (we aren't experts in this).

Need for Accommodation:

Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 309-438-5853 (voice), 309-438-8620 (TTY).

Academic Integrity:

Academic integrity is expected in all educational endeavors. Students who have questions regarding issues of academic dishonesty should refer to the University regulation which outlines unacceptable behaviors in academic matters. It is the student's and faculty's responsibility to uphold the principles of academic integrity. Academic integrity is required of you, the student, and me as your instructor. Academic integrity should be used in preparation for this course, in class time, clinical time, regarding exams and with regard to written assignments. In certain circumstances, such as cheating or plagiarism, faculty may be required to refer a student to Student Dispute Resolution Services for a violation of ISU's Code of Conduct.

Academic Progress: C Policy:

For the student enrolled in graduate coursework at Mennonite College of Nursing, a grade of "C" is not considered "passing" work. Any student receiving a C or below in a course must repeat the course. A maximum of 3 hours of retake is allowed. GPAs are monitored by the Graduate School. Students with cumulative GPAs of less than 3.0 are notified by the Graduate School.

REQUIRED TEXTBOOKS:

Estes, C. et al (2013) Health Policy: Crisis and Reform. 6th edition. Burlington, MA: Jones & Bartlett LEARNING. ISBN: 978-0-7637-9788-1 (paperback)

Birkland, T. (2010) An Introduction to the Policy Process: Theories, Concepts and Models. 3rd edition. Armonk, NY: ME Sharpe. ISBN: 978-0-7656-25328 (paperback)

OPTIONAL (Recommended) TEXTBOOK:

Bardach, E. (2012) *A Practical Guide to Policy Analysis: The Eightfold Path to More Effective Problem Solving*. Fourth Edition. Los Angeles: Sage. ISBN: 978-1-60871-842-9 (paperback). **NOTE – This book is user friendly and provides a different frame on policy analysis for those who are interested...remember, not required and we won't assign reading from this book.**

ADDITIONAL OPTIONAL RESOURCES

Students are encouraged to read broadly on chosen topics from the research and policy literature. You will find a bibliography and set of links for online resources at the end of the syllabus. In addition to research and nursing journals, students are encouraged to consult the following Journals:

- *Health Affairs*
- *Health Care Financing Review*
- *Health Services Research*
- *Journal of Health Policy, Politics and Law*
- *Journal of Public Health Policy*
- *Policy, Politics, and Nursing Practice*
- *Yale Journal of Health Policy, Law, and Ethics*

Professional Specialty Journals also often have policy columns. Professional Organizations, such as ANA have extensive information available about current legislative efforts.

TEACHING STRATEGIES:

- This is an online class with two synchronous sessions.
- Weekly, interactive discussions will occur within Learning Teams of 5-6 participants.
- Readings/web searches
- Contacting legislators or regulators to impact policy
- Creating policy analysis and strategic plan for influencing the implementation of policy

Information about the synchronous guest presentation and discussions is listed below and on the course schedule. Students are able to attend all dates listed below on campus if interested. Students are *highly encouraged* to attend on campus the first and last classes for this course. Online and synchronous options will be included for those who are unable to join.

Date	Time	Focus/Topic
TBD – will get to you as soon as confirmed	7:00 – 8:30 p.m.	Guest Sue Clark, lobbyist will join us to share her expertise, experience and perspectives on the importance and benefits of lobbying to influence national and state policy.
	7 – 8 p.m.	The last class of the course will include reflection and evaluation of the course.

Learning Teams:

For the purposes of discussion and exploration you have been assigned to a Learning Team of 4-5 students. You will get to know these individuals well and this smaller group will allow you to focus and strengthen the learning. See the document under the Syllabus tab in the Reggie Net

Course Site labeled **“Guidelines for Learning Teams and Online Learning”** for detailed information about Learning Teams and how they will function in this course.

There will be online class discussions every week. For four or five of these weeks the class discussion will start with an issue brief. For the other weeks they will start with each of you posting answers to a set of questions that you will find under the Weekly description of the topic (readings etc.)

Issue Briefs:

Each student will be the Student Leader for a week in which they will also be responsible for writing and posting an Issue Brief on the topic along with questions for discussion. Read guidelines to fully understand the work and responsibility when you are the Student Leader.

Listed below are the general topics for issues briefs by week.

Week	Student Leaders	General Topics for Issue Briefs
Three	Team 1 – Rachel Team 2 – John Team 3 - Lindsay	The Affordable Care Act of 2010
Five	Team 1 – Kristi Team 2 – Robyn Team 3 - Corey	Medicare, Aging and Long Term Care
Six	Team 1 – Abby Team 2 – Gayle Team 3 - Katherine	Medicaid and CHIP (Children’s Health Insurance Program)
Seven	Team 1 – Kimberly Team 2 – Paula Team 3 - Yvette	Accountable Care Organizations or Medical Homes
Eight	Team 2 – Denise While everyone will be reading and discussing this topic we have one group with 5 members, thus Denise will write her policy brief on this topic.	The Power of the State – choose a state specific regulation. This website will give you a list of possible laws to focus on: http://www.idph.state.il.us/rulesregs/lawsrules.htm

Week	Topics	Assignment
Week 1 5/18 – 5/26 Only time	<ul style="list-style-type: none"> Course Overview Orientation to course site Meet your faculty 	First learning team meeting – getting to know each other, share answers to questions and set ground rules for the way you will work and communicate with each other.

<p>we will start on a Monday</p>	<ul style="list-style-type: none"> • Meet your learning team • Policy 	<p>See Week 1 Guidelines for specifics</p>
<p>Week 2 5/27 – 6/2 Cindy</p>	<ul style="list-style-type: none"> • History of Nursing Advocacy and Action • The policy process and elements of the policy-making systems 	<p>See Week 2 Guidelines</p>
<p>Week 3 6/3 – 6/8</p>	<ul style="list-style-type: none"> • The Affordable Care Act, aka Obama Care • What is National Health Policy • Official and Unofficial actors 	<p>First Issue Brief – Focus on some aspect of the Affordable Care Act and its impact to date. See the Guidelines for Issue Briefs in the Syllabus on the Course Site.</p>
<p>Week 4 6/9 – 6/16</p>	<ul style="list-style-type: none"> • Agenda setting, power and interest groups • The Process of Policy making – A model and some sage advice • Invited Guest for Synchronous session, Sue Clark (lobbyist) 	<p>Assignment - Choose focus for Policy Analysis Paper Choose and submit the focus and a paragraph describing the topic for your policy analysis paper. Due June 17th by midnight.</p>
<p>Week 5 6/17 – 6/23 Shelly</p>	<ul style="list-style-type: none"> • Medicare • Aging and Long Term Care • Policies: Types, design, tools and decisions 	<p>Second Issue Brief. Choose a focus on some aspect of Medicare, or a specific policy related to long term care and the aging population.</p>
<p>Week 6 6/24 – 6/30</p>	<ul style="list-style-type: none"> • Medicaid • Children’s Insurance Program • Policy implementation, failure and learning • The Influence of science and theory in the study of public policy 	<p>Third Issue Brief. Choose a focus on some aspect of Medicaid and/or CHIP.</p>

Week 7 7/1 – 7/7	<ul style="list-style-type: none"> • The crisis of mental health in the US (access, financing etc.) • Accountable Care Organizations, Medical Homes & Population Health 	Fourth Issue Brief – Accountable Care Organizations or Medical Homes
Week 8 7/8 – 7/14 Cindy	<ul style="list-style-type: none"> • Powerful external influencers - The Institute of Medicine • Health Care Quality; Regulation and the State 	Fifth Issue Brief for 2nd Learning Team – Denise will write and post. See specifics in Week 8 guidelines.
Week 9 7/15 – 7/21 Cindy	<ul style="list-style-type: none"> • Health IT – Meaningful Use Regulations 	http://www.healthit.gov/policy-researchers-implementers/meaningful-use-regulations
Week 10 7/22 – 7/28 Cindy	<ul style="list-style-type: none"> • Global Health 	Policy Analysis Papers Due – must be turned in Tuesday 7/27 before midnight.
Week 11 7/29 – 8/4	<ul style="list-style-type: none"> • Presentations in learning teams 	Presentations on action assignment – taking a position on a policy (letter to the editor, testimony, presentation to group etc.). Presentations must be posted on your team site by Thursday July 30th no later than 8 p.m. to allow enough time to view and respond to all presentations.
Week 12 Last Class DATE TBD	<ul style="list-style-type: none"> • Synchronous Session 	Evaluation, key learning What was the best thing about the class? What is most in need of change? What about the learning teams? Books? Assignments? Recommendations?

READINGS:

Readings for each week will be posted two weeks in advance. Since some of the policy issues are currently in revision in Congress or state government, occasionally during the course a few readings might be added if new issues arise on a specific topic.

There are many readings each week. Don't be overwhelmed, the nature of policy reading is that many of the readings are quite short and offer an important perspective on the topic under discussion for a given week. We will be focused on at least two related, but distinct policy topics each week of class.

You will find specific reading assignments, including links to pertinent articles within each module.

Below is a fairly comprehensive bibliography and list of websites. Keeping up with policy is a moving target and websites and news sources often provide the most up-to-date information.

Bibliography

- Buse, K., Mays, N., & Walt, G. (2005). *Making health policy*. New York: Open University Press.
- Cox, C. B. (2005). *Community care for an aging society: Issues, policies, and services*. New York: Springer Publishing Company.
- Crawford, C., Harrington, C., & Estes, C. L. (2004). *Health policy: Crisis and reform in the U.S. health care delivery system* (4th ed.). Sudbury, MA: Jones & Bartlett Publishers.
- Critser, G., & Waite, L. J. (2005). *Aging, health, and public policy: Demographic and economic perspectives*. New York: Population Council.
- Critser, G. (2005). *Generation Rx: How prescription drugs are altering American lives, minds, and bodies*. Boston, MA: Houghton Mifflin.
- Cutler, D. M., & Garber, A. M. (2004). *Frontiers in health policy research: Volume 7*. Cambridge, MA: MIT Press.
- Danis, M., Clancy, C., & Churchill, L. R. (2005). *Ethical dimensions of health policy* (new ed.). New York: Oxford University Press.
- Dingwall, R., & Murphy, E. (2003). *Qualitative methods and health policy research (Social problems and social issues)*. New York, NY: Aldine De Gruyter Publishing.
- Gourdreau, K.S. & Smolenski, M.S. (2013). *Health Policy and Advanced Practice Nursing: Impact and Implications*. New York: Springer Publishing Col.
- Henderson, J. W. (2004). *Health economics and policy with economic applications* (3rd ed.). Mason, OH: South-Western College Publishing.

- Khadori, N. (2006). *Bioterrorism preparedness: Medicine –public health- policy*. Weinheim: WILEY-VCH Verlag GmbH & Co.
- Smith, P., Sculper, M. & Ginnelly, L. (2004). *Health Policy and Economics (State of Health)*. New York: Open University Press.
- Lin, V., & Gibson, B. (Eds.). (2003). *Evidence-based health policy: Problems & possibilities*. New York: Oxford University Press.
- Musgrave, F. W. (2006). *The economics of U.S. health care policy: The role of market forces*. Armonk, NY: M.E. Sharpe.
- Perez, D. J. (2006). *Understanding Latino health policy and barriers to care*. Ann Arbor, MI: ProQuest/UMI.
- Torrissi, D. L., & Hansen-Turton, T. (2005). *Community and nurse-managed health centers: Getting them started and keeping them going*. New York: Springer Publishing.
- Veney, J. E. (2003). *Statistics for Health Policy and Administration Using Microsoft Excel*. San Francisco: Jossey-Bass.
- Weissert, W.G. & Weissert, C.S. (2012) *Governing Health: The Politics of Health Policy*. Baltimore: Johns Hopkins University Press.

Web sites:

<http://www.kaisernetwork.org/> Kaiser Family Foundation. Daily health policy reports, Ask the Experts (health cast)

http://www.movingideas.org/content/en/issue_items/health.htm Moving Ideas, electronic Policy Network. Reports, press releases, commentaries, etc., on U.S. and world policies.

<http://www.healthaffairs.org/> Health Affairs. Health policy journal

<http://www.allhealth.org/index.asp> The Alliance for Health Care Reform. The underlying goal of the Alliance for Health Reform, from its origin and into the future, is affordable, quality health care and long-term care for all Americans. The enactment of the Affordable Care Act has changed the context and content of our educational offerings for opinion leaders, but not our aim.

<http://www.ahcpr.gov/> Agency for Healthcare Research and Quality. “The lead Federal agency charged with improving the quality, safety, efficiency and effectiveness of health care for all Americans”. Topics include Clinical Information, Funding Opportunities, Research Findings, Specific Populations, Public Health Preparedness, Consumers & Patients, Data & Surveys, Quality & Patient safety.

<http://ncmhd.nih.gov/> National Center on Minority Health and Health Disparities

<http://www.cdc.gov/omh/AboutUs/disparities.htm> Centers for Disease Control and Prevention Office of Minority Health

<http://crchd.nci.nih.gov/> Center to Reduce Cancer Health Disparities

<http://www.rwjf.org/portfolios/interestarea.jsp?iaid=144> Robert Wood Johnson Foundation Interest Areas in Vulnerable Populations

http://www.who.int/substance_abuse/publications/vulnerable_pop/en/ World Health Organization, Substance Abuse and Vulnerable Populations.

<http://www.nia.nih.gov/> National Institute on Aging

<http://www.aoa.gov/> Administration on Aging

<http://www.ncoa.org/index.cfm?bType=ie4> National Council on Aging

<http://www.state.il.us/aging/> Illinois Department on Aging

<http://www.healthpolicy.ucla.edu/> UCLA Center for Health Policy Research. Health information gathered in studies and research done by the UCLA Center for Health Policy Research.

<http://www.academyhealth.org/> AcademyHealth. “Professional home for health services, researchers, policy analysts and practitioners”. A resource for health research and policy.

<http://www.hcp.med.harvard.edu/> Dept. of Health Care Policy @ Harvard Medical School. Scientific research done by Harvard Medical School on our health care system.

<http://www.healthinsuranceinfo.net/> Health Insurance Information. “Consumer guide for getting and keeping health insurance”. Health insurance guides for each state.

<http://ihcrp.georgetown.edu/> Georgetown University Health Policy Institute. Information on the research centers and projects done in the area of health policy and health services.

<http://www.nytimes.com/pages/health/policy/index.html> New York Times Health Care Policy. U.S. and world health news.

<http://www.health.gov/environment/> Environmental Health Policy Committee. Inactive-only archival information about EHPC activities.

<http://chpps.berkeley.edu/> Center for Health and Public Policy Studies. Research & policy analysis done at Berkeley on current issues in health policy and politics affecting California and the nation.

<http://www.rand.org/> Rand Objective Analysis. Rand, a non-profit institute, seeks to improve health policy and decision making through research and analysis. The web site addresses challenges facing public and private sectors worldwide.

<http://chppcor.stanford.edu/> Stanford University School of Medicine. Research on health policy and clinical practice improvement

<http://www.cbpp.org/pubs/health.htm> Center on Budget and Policy Priorities. The Center works to make sure low-income families, the elderly and disabled get the Federal and State health care programs they need.

<http://www.hpolicy.duke.edu/> Duke University Center for Health Policy. “Translating Research Into Policy”.

<http://www.sph.umich.edu/hmp/> University of Michigan School of Public Health. Information on Health Administration degree.

<http://ihps.ucsf.edu/servlet/HomeServlet> University of CA Institute for Health Policy Studies. Provides education and training in health policy and health services research.

<http://www.palgrave-journals.com/jphp/index.html> Palgrave Macmillan Journals. "Journal of Public Health Policy" available as a quarterly publication.

<http://www.healthpolicywatch.org/> Health Policy Watch-A Century Foundation Project. Public health policy research and analysis. Information on related research including books, publications, web-site links.

<http://www.ihcpar.rutgers.edu/> Institute for Health, Health Care Policy and Aging Research at Rutgers University in New Jersey. Information on the Center and its programs and descriptions of the research including publications listings.

<http://aspe.hhs.gov/health/> United States Dept. of Health & Human Resources. The Office of Health Policy (HP) is responsible for major activities in the areas of policy coordination, legislation development, strategic planning, policy research and evaluation, and economic analysis. The Office also calculates the [Federal Medical Assistance Percentages \(FMAP\)](#), which is used in determining the amount of Federal matching funds for some State welfare and health programs.

<http://www.ihcpar.rutgers.edu/rwif/> Investigator Awards in Health Policy Research. Programs, applications, projects and publications related to the awards given out to those whose ideas contribute meaningfully to improving health and health care policy.

<http://www.sph.unc.edu/hpaa/> University of North Carolina at Chapel Hill School of Public Health. Information on the program and research done.

<http://www.ihps.org/index.shtml> The Institute for Health Policy Solutions. "The Institute for Health Policy Solutions (IHPS) is an independent, not-for-profit organization with a mission to develop transformative solutions to health system problems. Our expert staff design and analyze workable innovations with the overarching goal of achieving [coverage by and for all](#)SM Americans."

<http://vocusgr.vocus.com/grconvert1/webpub/ana/BillsHome.asp?XSL=BillsHome&Juris=US> American Nurses Association. This website has information on health information being discussed as legislation, the government officials' points of view, etc.

<http://www.congress.org/congressorg/home/> Congress.org. Information on legislation being discussed, opportunities to express your opinion to congress on legislation.

http://www.kaiseredu.org/issue_index.asp Kaiser Edu Issue Modules. Health policy resource for faculty and students. *Issue Modules* focus on specific policy issues. Each module features related headlines, key data, relevant reports, and more.

http://www.kaiseredu.org/journal_index.asp Kaiser Edu Journal Browser. Links to medical journals to keep you updated on latest health news.

http://www.kaiseredu.org/policy_index.asp Kaiser Edu Policy Fellowships. This table, listed alphabetically by sponsoring organization, summarizes fellowships and internships in health policy available to students, researchers, journalists, and other professionals.

http://www.kaiseredu.org/research_index.asp Kaiser Edu Research Tools. Helps connect you to a range of online resources in health policy

<http://thomas.loc.gov/> The Library of Congress (Thomas). Information on Bills and Laws, activity in congress, congressional record, schedules & calendars, committee information, presidential nominations, treaties, government resources, and information specifically for teachers to use in their classrooms.

http://www.kaiseredu.org/tutorials_index.asp#Congress Kaiser Edu Tutorials. KaiserEDU's tutorials are multimedia presentations on health policy issues, research methodology or the workings of government.

http://www.senate.gov/general/contact_information/senators_cfm.cfm United States Senate. List of senators and links to their websites, information on committees, legislation and records, art and history and a visitors website.

<http://www.house.gov/house/MemberWWW.shtml> US House of Representatives. Information on representatives including links to their websites, ability to e-mail your representative, information on schedules, information on legislation including vote information and information on bills and laws connected with the House of Representatives.

<http://www.aacn.nche.edu/Government/index.htm> American Association of Colleges of Nursing Government affairs. Information on legislation and funding affecting the nursing community

<http://www.ahca.org/> American Health Care Association. News and information, research and data on long-term care.

<http://www.ilga.gov/> IL General Assembly. Information on IL Senate and House (including biographies of each senator and representative, their votes, etc), legislation and laws, reports, rules and regulations in the General Assembly

<http://www.cms.hhs.gov/> Centers for Medicare and Medicaid Services

<http://www.ssa.gov/> Social Security Administration

<http://vocusgr.vocus.com/grconvert1/webpub/ana/MultiHome.asp?XSL=Home&PubTypeList=Federal+Center;Federal+Asset> American Nurses Association Federal Advocacy

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER: NUR562
COURSE TITLE: Leadership in Health Care Systems
ACADEMIC CREDIT: 3 Semester Hours (Theory)
PLACEMENT: Graduate Programs
PRE/CO-REQUISITES: Graduate Student Status (MSN/DNP/PhD)
SEMESTER/YEAR: Fall 2015

FACULTY: O. Ed. Reitz PhD MBA NEA-BC
Assistant Professor
Edwards Hall 209
Office: 309-438-3437 **Cell: 309-830-1402 (preferred)**
Office hours: By Appointment

CATALOG DESCRIPTION:

Role of the leader in health care practice and organizations is addressed.

COURSE OVERVIEW:

In this course students will engage in effective application of leadership models, theories, and concepts within diverse health care settings. The multifunctional role of the leader will be explored in the context of interdisciplinary and collaborative teams, and in serving as a consultant. There will be an emphasis on completing strategic organizational assessments with subsequent planning and leading high quality clinical systems of care. There will be opportunities throughout the course for leadership development, with demonstration of advanced communication and change agent skills, systems thinking, negotiation, conflict management, and ethical decision-making.

COURSE OBJECTIVES:

At the successful completion of this course, the learner will be able to:

1. Apply leadership theories, models and perspectives to challenges within health care systems
2. Apply systems thinking to effect change in complex, adaptive systems
3. Explore the role of self as leader
4. Analyze effective and ineffective approaches to communication and conflict
5. Examine approaches to building high functioning, interdisciplinary teams
6. Analyze organizational politics and its role in influencing, enhancing, protecting, and promoting self-interest of individuals and groups

TOPICAL OUTLINE:

- I. Introduction to the Course
- II. Self as Leader
- III. Theoretical Application & Evaluation
- IV. Systems Approach to Health Care Delivery
- V. Organizational Analysis and Change

- VI. Collaboration with Interdisciplinary Teams
- VII. Ethics and Leadership
- VIII. Leadership Innovation
- IX. Consultation

TEACHING STRATEGIES:

- Discussion Boards with Learning Groups
- Assigned Readings
- System Analysis & Innovation Project
- Online Learning Activities
- Leadership Self-Assessment and Reflection

EVALUATION METHODS:

<p>Position Paper & Persuasive Presentation</p> <ul style="list-style-type: none"> • Paper is due 9-30-15 • Presentation to be posted by • Peer evaluations due Thursday 10.1.15 	<p>200 points total Paper = 100 points Presentation = 100 points</p> <p>Position Paper is due 9/25/15 Presentation is due 10/2/15 Response is due by 10/4/15</p>
<p>Systems Assessment, Analysis and Innovation Paper</p> <ul style="list-style-type: none"> • Portions of this paper will be submitted throughout the semester 	<p>400 points (See paper guidelines)</p> <ul style="list-style-type: none"> • Part 1 Due 10/18/15 • Part 2 due 11/6/15 • Part 3 combined with 1 and 2 due 11/22/15
<p>Discussion: General and Learning Teams</p>	<p>250 points</p> <ul style="list-style-type: none"> • Each time you are team leader you have the opportunity to earn an additional 10 points
<p>Leadership Reflection, Philosophy and Development Plan and Development Plan</p>	<p>150 points This paper is due Tuesday 12/1/15</p>

You will be assigned to a **Learning Team** comprised of no more than 6 other students. You will get to know each other well through discussion, dialogue, presentations and peer feedback. You will each rotate responsibility for being the team leader throughout the semester.

Discussion Postings: Participants are expected to respond to the online discussion prompt in each of the course sessions with an original posting – on time. Participants are also expected to reply to the postings of other course participant in each session – on time. See guidelines for original discussion postings and responses.

When **posting an original discussion thread**, please keep these criteria in mind

Criteria	Description
Relevance	Posted messages respond to the questions or directions specified in the assignment section.
Understanding	Posted messages demonstrate that the participant considered and engaged the ideas expressed in the assigned reading or viewing selections. Comments push beyond initial reactions, and seek to connect and/or challenge assumptions.
Examples	Comments are detailed and use specific ideas and/or concrete examples.
Quality	Post on time, reflections have been put through the writing process - has been proof read, revised and edited.

When **replying to a discussion thread**, please keep these criteria in mind.

Relevance	Posted comment responds to the concepts discussed in the original message and relates back to the assigned topic.
Extension of discussion	Response extends or deepens the discussion by introducing a new idea or adding to the idea introduced in the original message
Tone	Participants join the conversation in a spirit of openness, self-reflection, and authenticity, willingness to take risks and to consider multiple perspectives.

GRADING SCALE:

- A 900-1000 points
- B 800-899 points
- C 700-799 points
- D 600-699 points
- F <600 points

REQUIRED BOOKS:

Authors	Title	Publisher & Year
Bolman, LG & Deal, TE	Reframing Organizations: Artistry, Choice & Leadership	Jossey Bass, 2008, 4 th edition
Eoyang, GH & Holladay, RJ	Adaptive Action: Leveraging Uncertainty in Your Organization	Stanford University Press, 2013
Harvard Business Review	HBRs 10 Must Reads on Communication	Harvard Business School Publishing Co, 2013
Harvard Business Review	HBRs 10 Must Reads on Managing Yourself	Harvard Business School Publishing Co, 2011
Maccoby, M.; Norman, CL, Norman, CJ & Margolies, R	Transforming Health Care Leadership: A Systems Guide to Improve Patient Care, Decrease Costs, and Improve Population Health	Jossey Bass, 2013
Rath, T. & Conchie, B.	Strengths Based Leadership	Gallup Press, 2008

Other readings as assigned

Strengths Based Leadership – you MUST purchase a new book so you can use the unique code inside the book to complete the Leadership Assessment.

BIBLIOGRAPHY:

Each week you will be reading from numerous sources including those assigned and those you find and share with each other.

ACADEMIC INTEGRITY:

Academic integrity is expected in all educational endeavors. Students who have questions regarding issues of academic dishonesty should refer to the University regulation which outlines unacceptable behaviors in academic matters. It is the student's and faculty's responsibility to uphold the principles of academic integrity. Academic integrity is required of you, the student, and me as your instructor. Academic integrity should be used in preparation for this course, in class time, clinical, time, regarding exams and with regard to written assignments. In certain circumstances, such as cheating or plagiarism, faculty may be required to refer a student to Student Dispute Resolution Services for a violation of ISU's Code of Conduct.

ACADEMIC PROGRESS: "C" POLICY

For the student enrolled in graduate coursework at Mennonite College of Nursing, a grade of "C" is not considered "passing" work. Any student receiving a C or below in a course must repeat the course. A maximum of 3 hours of retake is allowed. GPAs are monitored by the Graduate School. Students with cumulative GPAs of less than 3.0 are notified by the Graduate School.

DISABILITY CONCERNS:

Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TTY) and, of course, contact me so we can develop a plan for successful completion of the course.

CREDIT HOUR POLICY:

A credit hour shall be the unit of University academic credit representing approximately three hours of work per week by a student throughout a 15 week (fall, spring) semester (exclusive of final examination period) or its equivalent.

INTELLECTUAL PROPERTY RIGHTS:

In order to encourage scientific discovery and reward innovation protection of certain intangible property included copyrighted material must occur. For further information the policies regarding intellectual property can be access at:

<http://policy.illinoisstate.edu/academic/4-1-10.shtml>.

INAPPROPRIATE USE OF TECHNOLOGY:

Inappropriate use of resources includes any use of ISU Information Technology Resources and Systems that violates state or federal law (such as sharing or selling intellectual property created by faculty members, e.g. notes, assignments, assessments, that are made available to them through enrollment in an online course), University policies or procedures, or interferes with the University mission.

TECHNICAL SKILLS AND COMPETENCIES NEEDED TO SUCCEED:

The software and hardware requirements for this course are consistent with what is available on your university computer. Participants are required to have access to and working knowledge of a computer with dependable Internet access. A good wireless connection is sufficient for most of the learning activities; however, a high-speed cable internet connection may be necessary for some video or other multimedia.

Participants should have the following software installed on the primary computer used for nur 451, Financial and Resource Management of Health Systems:

7. **MS Word.** You can purchase a “home” copy of Microsoft Office from TechZone in the Bone Student Center. MS Word is included in Microsoft Office.
8. **Microsoft Office Add-in: Microsoft Save as PDF.** This should be part of the standard install on your departmental machine.
9. **Microsoft Excel.** You can purchase a “home” copy of Microsoft Office from TechZone in the Bone Student Center. MS Excel is included in Microsoft Office.
10. **Adobe Reader.** This is a free program which allows your computer to view/read PDF files.
11. **Firefox** (for Windows). Firefox is a free browser and can be downloaded from the Internet
12. **Safari** (for Mac). Safari is a free web browser and can be downloaded from the Internet

If you need assistance installing software on a departmental machine, please contact your local (departmental or college) tech support person. If you need assistance installing software on a personal computer, you should contact the [Illinois State University Computer Help Desk](#) at (309)438-HELP, from 7:30AM – Midnight, 7 days a week.

ILLINOIS STATE UNIVERSITY

MENNONITE COLLEGE OF NURSING

COURSE NUMBER:	NUR 451
COURSE TITLE:	Financial and Resource Management of Health Systems
ACADEMIC CREDIT:	3 semester credit hours
PLACEMENT IN CURRICULUM:	Graduate
PRE-REQUISITES:	NUR 562 or equivalent
SEMESTER/YEAR:	Spring 2015
FACULTY:	O. Ed. Reitz, PhD, MBA, NEA-BC, RN oreitz2@ilstu.edu (309)438-3437 (office) (309)830-1402 (cell) Office Hours: Monday – Friday by appointment

CATALOG DESCRIPTION:

Forecasting, resource allocation, strategic positioning, and fiscal responsibilities for quality management within managed and non-managed care environments are emphasized.

COURSE DESCRIPTION:

This course is designed to prepare the nurse executive to develop, maintain, and forecast financial stability within a changing health care environment. Budgetary management and strategic marketing skills are developed with emphasis on resource allocation affecting current health systems. Student learning is assessed through completion of critical financial exercises and business plan preparation and presentation for a selected health care system.

COURSE OBJECTIVES:

At the successful completion of this course, the learner will be able to:

1. Assess community and organizational financial environments for the purpose of strategic positioning.
2. Analyze environmental context of managed and non-managed care systems when considering financial and marketing strategies.
3. Incorporate customer orientation focus when planning financial and marketing strategies.
4. Apply economics, business and health care research findings to financial decision making processes.
5. Evaluate financial decisions affecting health care systems using predictive analytical software.
6. Apply major concepts of accounting and finance in the role of financial management within health care systems.

7. Incorporate the role of the nurse executive in financial responsibility and accountability in the provision of quality health care.
8. Evaluate strategic financial planning for health care.

TOPICAL OUTLINE:

- I. Performance Improvement
- II. Healthcare and the Economy
- III. Evidence Based Practice
- IV. Budgeting and Variances
- V. Financial Analysis
- VI. Workload Management
- VII. Trend in Healthcare Finance

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13. **MS Word.** You can purchase a “home” copy of Microsoft Office from TechZone in the Bone Student Center. MS Word is included in Microsoft Office.
14. **Microsoft Office Add-in: Microsoft Save as PDF.** This should be part of the standard install on your departmental machine.
15. **Microsoft Excel.** You can purchase a “home” copy of Microsoft Office from TechZone in the Bone Student Center. MS Excel is included in Microsoft Office.

16. **Adobe Reader.** This is a free program which allows your computer to view/read PDF files.
17. **Firefox** (for Windows). Firefox is a free browser and can be downloaded from the Internet
18. **Safari** (for Mac). Safari is a free web browser and can be downloaded from the Internet

If you need assistance installing software on a departmental machine, please contact your local (departmental or college) tech support person. If you need assistance installing software on a personal computer, you should contact the [Illinois State University Computer Help Desk](#) at (309)438-HELP, from 7:30AM – Midnight, 7 days a week.

TEACHING STRATEGIES:

A variety of approaches will be used such as discussion, media usage, and informatics applications.

ACADEMIC POLICY: ‘C’ POLICY

For the student enrolled in graduate coursework at Mennonite College of Nursing, a grade of “C” is not considered “passing” work.

Any student receiving a C or below in a course must repeat the course. A maximum of 3 hours of retake is allowed. GPAs are monitored by the Graduate School. Students with cumulative GPAs of less than 3.0 are notified by the Graduate School.

ACADEMIC INTEGRITY

Academic integrity is expected in all educational endeavors. Students are responsible for upholding ISU policies related to academic dishonesty: It is the student’s and faculty’s responsibility to uphold the principles of Academic Integrity. Academic Integrity should be used in preparation for this course, in class time, clinical time, regarding exams and with regard to all assignments. Violations of academic honesty will result in grade penalties to be determined at the discretion of the faculty member and may include but not be limited to the following: a failing grade for the assignment/exam, failure for clinical component of the course, and/or failure of the course. To uphold ISU’s Code of Student Conduct, Faculty will report all instances of academic dishonesty to Community Rights and Responsibilities. ISU Code of Student Conduct: <http://www.deanofstudents.ilstu.edu/downloads/crr/code-of-student-conduct.pdf>

NETIQUETTE

To help guide our online interactions, MCN requires both facilitators and participants demonstrate appropriate netiquette, i.e. internet etiquette. That is, that we agree to interact in a positive, cooperative and supportive manner and display respect for the privacy and rights of others. This policy is inclusive of, but not limited to the following guidelines:

- Keep your questions and comments relevant to the discussion topic. If another participant posts a comment or a question that is off topic, do not reply. A facilitator will reply in private to the participant.

- Be courteous and treat colleagues with respect, modeling the same standards of behavior online you would follow in a face-to-face discussion.
- Be respectful and open to opinions and ideas that differ from yours. Being deliberately hostile and insulting online, i.e. flaming, is not appropriate under any circumstance. When responding to messages or posts made by others, address the ideas not the person.
- All course communication should be conducted in Standard American English to ensure understanding among diverse participants.

DISABILITY CONCERNS

- Disability Concerns is the designated office to provide approved accommodation services for students. Disability Concerns obtains and maintains documentation of disability, certifies eligibility for services, determines reasonable accommodations, and develops plans for providing such accommodations. This is accomplished in a confidential manner to ensure equal opportunity for participation in all courses, programs, activities and employment offered by Illinois State. If you need a special accommodation to fully participate in this class, please contact Disability Concerns: 438-5853 (voice), 438-8620 (TDD). You may also refer to their website: <http://www.disabilityconcerns.ilstu.edu/>

METHODS OF EVALUATION:

Critical Financial Exercises (Six total, 100 pts. each)	60%
Business Plan Preparation (200 points)	20%
Blackboard Discussions (Four total, 50 pts. each)	<u>20%</u>
	100%

GRADING

90-100%	A
80-89%	B
< 79%	C

LATE WORK

Late work is not accepted in NUR 451. Each critical exercise, discussion or business plan must be turned in by 12:01am on the following Monday that it was assigned. Please contact the instructor if you are not able to hand in the assignment by the time due before, the due date/time.

REQUIRED TEXTBOOKS:

Dunham-Taylor, J. & Pinczuk, J.Z. (3rd ed.) (2015). *Health Care Financial Management for Nurse Managers: Merging the Heart with the Dollar*. Sudbury, MA : Jones and Bartlett Publishers.

STRONGLY RECOMMENDED:

Publication manual of the American Psychological Association. (6th ed.) (2010). Washington, DC : American Psychological Association.

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

NUR 453 Organizational Behavior in Health Care Systems

Spring 2014

ACADEMIC CREDIT: 3 Semester Hours (Theory 3 hours)

PLACEMENT IN CURRICULUM: Graduate Program

PRE/CO-REQUISITES: None

FACULTY/COURSE FACILITATOR:

Shelly Malin, PhD, RN, Advocate BroMenn Endowed Professor

Office: Uptown Crossing, Suite C

Phone: 309-438-2203 (Office) Cell: 262-894-2360

E-mail: shelly.malin@ilstu.edu

Office Hours: By Appointment

HOW YOU WILL BE CONTACTED

All communications about the course will be sent to participants via ISU email, using the Email tool in ReggieNet.

CATALOG DESCRIPTION:

Application of an understanding of organizational behaviors to health care systems and the management of human resources by nurse executives.

COURSE DESCRIPTION

This course is designed to prepare the nurse leader to apply knowledge of universal human behavior found in organizations to health care systems in general. The management of human resources by nurse executives within a changing health care environment is emphasized. Student learning is assessed through a variety of exercises and presentation of a human resource analysis for a selected health care system.

COURSE OBJECTIVES

At the successful completion of this course, the learner will be able to:

Caring (Key Concepts: Humankind, Environment)

1. Assess for human behaviors found within community and organizational environments.
2. Analyze environmental context of managed and non-managed care systems when considering human resource decisions.
3. Incorporate an understanding of universal human behavior when planning human resource management strategies.

Critical Thinking (Key Concepts: Research, Legal/Ethical/Political Dimensions)

4. Apply health care research findings to human resource management processes.
5. Balance professional and organizational values, goals, and ethics when engaging in human resource management processes.
6. Evaluate the effect of human behaviors on health care systems.
7. Apply major concepts of human behavior in the role of human resource management within health care systems.

Communication (Key Concepts: Information processing, Teaching-Learning)

8. Utilize informatics strategies in human resource management of health care systems.
9. Function as an intra-and inter-disciplinary agent who communicates with appropriate stakeholders about the human resource process.

Professional Practice (Key Concepts: Health promotion, Management)

10. Incorporate the role of the nurse executive in responsibility and accountability in the provision of quality health care.
11. Engage in strategic planning for human resource management within a selected health care scenario.

TOPICAL OUTLINE

- I. Basic Human Behavior
- II. The Culture of Health Care Systems
- III. Diversity in Health Care Systems
- IV. Effect of Individual Traits on the Organizational Culture
- V. Health care workforce
 - A. Workforce
 - B. Staffing models
- VI. Administrative Strategies for Management of Human Resources
 - A. Personnel
 - B. Employment Process
 - C. Labor Relations
 - D. Job Satisfaction and Commitment
 - E. Recruitment and Retention

TEACHING STRATEGIES

This course is taught online using power point presentations, videos, web site links, and discussion boards. Teaching strategies also include student presentations, written assignments and small group work. All methods of evaluation for written work will occur in online format.

LATE WORK

All assignments earning points have a due date on them. Assignments submitted after the due date will lose points for each day they are late, unless I have been contacted and an alternative arrangement has been made at least one week BEFORE the due date. Please contact me if you find you are unable to submit assignments on time to discuss.

TIME COMMITMENT

This course runs from January 15, 2014 – May 7, 2014

Successful completion requires about 6-8 hours dedicated time each week. Please note, this may vary depending on individual reading speed and familiarity with ReggieNet.

ATTENDANCE

This course is designed to be a highly participatory and interactive experience. The class is primarily asynchronous online with three planned synchronous, online sessions. To be successful in an online class it is recommended that participants check the course site frequently, ideally daily.

Each week will begin on Wednesday at Noon and close the following Tuesday at Noon.

Discussion Forum participation is a significant part of your grade in this course. Effective participation requires you must be on the course site on a regular basis, actively participating as described in “Guidelines for online participation”.

ACADEMIC INTEGRITY

Academic integrity is expected in all educational endeavors. Students who have questions regarding issues of academic dishonesty should refer to the University regulation which provides the definition and details about unacceptable behaviors in academic matters. It is the student and faculty member’s responsibility to uphold the principles of academic integrity. Academic integrity is required of you, the student, and me as your instructor. Academic integrity should be used in preparation for this course, in class time, clinical time, regarding exams and with regard to written assignments. In certain circumstances, such as cheating or plagiarism, faculty may be required to refer a student to Student Dispute Resolution Services for a violation of ISU’s Code of Conduct.

You are expected to do your own work. Cheating, plagiarism and any other form of academic dishonesty will not be tolerated. Please refer to the Code of Student Conduct by which all students are expected to abide. The grade penalty that will be issued to you should you be found responsible for academic dishonesty will be F on the assignment.

ACADEMIC PROGRESS: C Policy

For the student enrolled in graduate coursework at Mennonite College of Nursing, a grade of “C” is not considered “passing” work. Any student receiving a C or below in a course must repeat the course. A maximum of 3 hours of retake is allowed. GPAs are monitored by the Graduate School. Students with cumulative GPAs of less than 3.0 are notified by the Graduate School.

ACCESSIBILITY

In adherence with **Section 508 of the Rehabilitation Act**, Mennonite College of Nursing courses support reasonable accommodations for all participants. Any participant needing to arrange a reasonable accommodation for a documented disability should contact **Disability Concerns** (350 Fell Hall) at 309-438-5853 (voice), 309-438-8620 (TDD).

EVALUATION METHODS

ASSIGNMENT	PERCENTAGE	DUE	COMMENT
Discussion Forum	25%	See class schedule	21 points each week there

participation			is a discussion forum
Case Studies	30%	2/11/14; 3/18/14; 4/8/14	3 Case Studies – each worth 10%
Paper	25%	4/22/14	
Peer Evaluation of Paper	5%	Shared with assigned peer by 4/9/14 – returned by 4/15/14	
Paper Presentation	15%	4/18/14	Must be submitted via Assignment tab as well as posted for discussion forum

GRADING SCALE

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

REQUIRED TEXTBOOKS

1. Bolman, L.G., Deal, T.E. (2008). *Reframing Organizations: Artistry, Choice, and Leadership*. San Francisco: Jossey-Bass
 2. Harvard (2011). *HBR's 10 Must Reads on Managing People*. Boston: Harvard Business School Publishing Co.
 3. Harvard (2011). *HBR's 10 Must Reads on Managing Yourself*. Boston: Harvard Business School Publishing Co.
 4. Manion, J. (2009). *The Engaged Workforce: Proven Strategies to Build a Positive Health Care Workplace*. Chicago: Health Forum, Inc. (buy it used if possible, older but good book).
 5. Additional readings will be assigned.
- Other readings as assigned

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY

COURSE NUMBER:

NUR 483

COURSE TITLE:

Executive Nursing Leadership

ACADEMIC CREDIT:	4 Semester Hours (Theory 1 hour, Practicum 3 hours)
PLACEMENT IN CURRICULUM:	Graduate Program
PRE/CO-REQUISITES:	Previous enrollment in NUR 481; Last semester standing
SEMESTER/YEAR:	Fall 2015
FACULTY:	Mary J. Dyck, PhD, RN, LNHA Professor Edwards Hall 219 309-438-2547 Office Hours First Tuesdays, 11:00 am – 12:00 pm Second Tuesday, 1:00 – 3:00 pm Third & Fourth Tuesdays, 12:00 – 2:00 pm and by appointment

Catalog Description: Capstone seminar and practicum experience related to role responsibilities of the nurse executive. Prerequisite: Last semester standing.

Course Description: This course provides a capstone opportunity for conceptual and practice synthesis of role responsibilities for the nurse executive. Selected topics are revisited with in-depth analysis as the student is completing the Nursing Systems Administration sequence. Contemporary issues are explored and career portfolio development occurs. Student evaluation is based on implementation and evaluation of an organizational unit plan previously developed in NSA I and in collaboration with a preceptor.

Course Objectives:

At the successful completion of this course, the learner will be able to:

1. Analyze the influence of internal and external environmental factors on strategic and operational interventions and outcomes.
2. Integrate interdisciplinary and intradisciplinary literature findings within the practicum site context.
3. Integrate ethical and legal imperatives inherent in management of health care delivery systems.
4. Integrate conceptual and practice role responsibilities of the nurse executive.
5. Communicate nursing leadership knowledge, skills, and abilities within a system.
6. Generate a change project within a system using the nursing process.

Teaching Strategies:

A variety of approaches will be used such as readings, class discussions, scenarios, and practicum experiences.

Methods Of Evaluation:

Portfolio	20%
Synthesis Project: Paper	30%
Synthesis Project: Presentation	20%
Objectives	5%
Clinical Log and Journal	15%
Discussion	10%

Grading Scale:

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	<60

Required Textbooks:

Marshall, L. S. (2010). *Take charge of your nursing career: Open the door to your dreams.* Indianapolis, IN: Sigma Theta Tau.

Recommended Textbooks:

None

Topical Outline:

- I. Synthesis of Collaborative Engagement
- II. Organizational Culture Synthesis
- III. Strategic Management & Role Responsibilities
- IV. Health Policy
- V. Contemporary Issues

Course Outline:

- I. Synthesis of Collaborative Engagement
 - A. Coalition Building Revisited
 - B. Interactional Team Building Revisited
 - C. Inter/Intra-disciplinary Networking
- II. Organizational Culture Synthesis
 - A. Politics Revisited
 - B. Managing Organizational Influences
 - C. Integrating Environmental Factors
- III. Strategic Management & Role Responsibilities
 - A. Professional Role Commitment
 - B. Decision-Making
 - C. The Mentor Connection
- IV. Health Policy
- V. Contemporary Issues
 - A. Change Management
 - B. Career Building
 - C. Other

Policies:

Absences due to Student Bereavement

Students who experience the death of an immediate family member or relative as defined in the University Student Bereavement Policy (<http://policy.illinoisstate.edu/students/2-1->

[27.shtml](#)) will be excused from class/clinical for funeral leave, subsequent bereavement, and/or travel considerations. Students are responsible for providing appropriate documentation to the Course Leader and/or Clinical faculty as soon as possible; course work/tests will be completed within a timely, realistic timeframe and all clinical hours missed must be made up at the end of the semester. Students who feel the Clinical Faculty and/or Course Leader are not supportive of their bereavement needs are encouraged to contact the Dean of Student's Office.

Academic Progress: C Policy

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Academic Integrity

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Disability Concerns

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Policies Related to Preceptors

Criteria

The following are minimal criteria which must be met by persons serving as preceptors in clinical practicum of the graduate program. The preceptor must:

- Hold current licensure for the practice of nursing in the State of Illinois;
- Hold a master's degree in a relevant area;
- Possess at least two years of nurse supervisory, managerial or executive experience following professional education for each of these respective roles;
- Demonstrate a sincere interest in teaching and mentoring graduate nursing students enrolled in the Nursing Systems Administration (NSA) sequence;
- Be able to allocate sufficient time and space resources to effectively fulfill the role; and
- Show willingness to collaborate with graduate nursing faculty and graduate nursing students in planning and evaluating leadership and administrative experiences.

Role of Preceptors

Preceptors assist students in the graduate nursing program by:

- Providing students with opportunities to apply and advance their ability in nurse supervisory, managerial or executive decision making;
- Demonstrating interdisciplinary collaborative nurse practice;
- Serving as a resource for the student at the clinical site;
- Providing validation for nurse supervisory, managerial or executive decision making;
- Assisting with the evaluation of the student and the program.

Legal Liability for the Preceptor

- The preceptor remains liable for the care of the patient or group of patients they have been assigned to supervise either directly or indirectly.
- The preceptor must co-sign all records in which the student has provided documentation.

Record of Hours Served as a Preceptor

When you agree to serve as a preceptor, your demographic information is entered into the College's preceptor database. Shortly after the end of the semester, you will receive a letter from the College noting the number of clinical hours you precepted. These hours are also recorded in the database. Preceptorship hours are often useful for recertification purposes for the preceptor.

Expectations of Students & Preceptors

Expectations of Students

The student is responsible for:

- Obtaining preceptor's written verification of agreeing to serve as a preceptor;
- Verifying with Mennonite College of Nursing that a clinical contract is in place with the clinical site prior to beginning the clinical experience;
- Contacting the preceptor to arrange a mutually agreeable clinical schedule;

- Developing personal learning objectives and sharing these with the preceptor and faculty;
- Observing policies of the agency, including dress code;
- Notifying the preceptor of illness/absence and arranging to make up missed clinical time;
- Conferring with the preceptor to keep informed of progress;
- Conferring with the preceptor/faculty when the experience is not meeting the learning objectives;
- Adhering to the standards and scope of professional practice.

Expectations of Preceptors

The preceptor is expected to:

- Provide Mennonite College of Nursing with requested information, such as that related to the preceptor's licensure, practice, and education;
- Read this manual and review the information for the course in which the student is currently involved;
- Orient the student to the clinical site and applicable agency policies;
- Facilitate an informal, collaborative, and mutually respectful environment in which to learn;
- Be an expert role model;
- Provide valuable and evidence-based learning experiences within the organization;
- Provide ongoing feedback to improve the student's assessment and management skills;
- Guide the student to pace the learning experience to meet client population and clinical site needs and student learning needs;
- Direct the student to resources, such as administrative policies and procedures;
- Notify faculty of any concerns about student behavior, clinical skills, and/or student progression, and provide written anecdotal documentation as appropriate;
- Complete and review with the student a final written evaluation of performance which is then maintained in student's file at Mennonite College of Nursing.

Teaching Skills of the Preceptor

Tips for Maximizing Student Learning Experiences

- **Students learn best by actually participating in nurse administration**, not by simply observing. The preceptor needs to allow the student to provide “hands-on” management experience.
- **Students may question a preceptor’s care which differs from textbook guidelines.** The preceptor may modify decisions based on experience as a health care provider and based on the unique situation. It is helpful to discuss such modifications with the student and the rationale for such changes.
- **Students need the opportunity to improve based on preceptor feedback.** Students benefit from critique of their performance throughout the managerial experience, not simply at the end of the experience. This allows the student the opportunity to continually improve in skills and helps to establish a supportive student-preceptor relationship.
- **Students view preceptors as role models for management and leadership skills.** Students benefit from initially observing the preceptor’s abilities in supervising, managing, critical thinking, communication and executive decision making.

Teaching Skills for the Preceptor: Hints to Help Students Learn

Nursing administrators may be novices in terms of serving as preceptors. Likewise, veteran preceptors may benefit from teaching hints. The following is provided to guide the preceptor in assisting the student to think critically and grow throughout the clinical experience.

Clinical Teaching Skill	What the Preceptor Might Say
Agree on the central management issue	“What do you think is going on?”
Get the student’s opinion of the central issue	“What concerns are involved...” “What issues may have led to this situation?”
Ask targeted questions to define the student’s learning needs	“What led you to that conclusion?” “What part of the comprehensive assessment is most important in this situation?” “Is the organization’s primary concern the same as yours?”, “What about the patient’s concerns?”
Teach general managerial skills and techniques	“When this happens, you need to consider...”
Reinforce sound managerial principles whenever possible and discuss	“The standard guidelines for dealing with this issue....”

modifications when appropriate.	“The typical solution for this problem is not appropriate because...”
Positively reinforce good managerial skills and appropriate professional behavior.	“You were thorough in your collection of financial information.”
Review what needs to be improved. Correct mistakes.	“I noticed you made out the work schedule before assessing the acuity of the patients. What can you think of as being the problem with this approach?”
Promote critical thinking skills.	“The staff is complaining regarding the patient assignments. What do you think is the problem?”

Professional Development of a Nurse Administrator

It is expected that the student will grow in ability and confidence as the student progresses through the sequential courses. Students may vary somewhat in this progression based on their past supervisory, managerial or executive experiences. For example, a student whose past nursing experience was focused in a medical-surgical setting may feel unskilled in a managerial role. Likewise, a student who is very comfortable in a line management role, but then initially may feel uncomfortable in the nurse executive role. Following are some general descriptions of students at various points in the clinical sequence.

The Beginning Student (enrolled in NUR 425 Organizational Experience)

- Student spends initial time observing preceptor.
- Student ability to assess a situation should be validated by the preceptor.
- Student management plans need significant guidance.
- Student needs high level of direction, which decreases as skill level increases.
- As student progresses, preceptor allows student to take on more independent responsibilities.
- Student is ready to observe and begin development of other nurse managerial functions such as analyzing financial data and scheduling work load assignments.

The Intermediate Student (enrolled in NUR 451, 453, 511)

- Student becomes more proficient in analyzing data, is more skilled with assessing and formulating management plans.
- Student improves in use of time and resources.
- Student may require assistance in prioritizing and coordinating managerial duties.
- Student requires support and assistance for complex issues and situations.
- Student is ready to demonstrate other nurse managerial functions such as analyzing financial data and scheduling work load assignments.

The Advanced Student (enrolled in NUR 483)

- Student is expected to perform all role functions in an organized, efficient, skillful and independent manner.
- Student is expected to engage in interdisciplinary role collaboration, consultation, and referral.
- Student and preceptor develop a more collegial relationship.

(Above adapted from The Geriatric Interdisciplinary Team Training Program Nurse Practitioner Clinical Preceptor Guide)

Professional Evaluation: A Process and a Goal

Evaluation should be a collaborative effort between the student and the preceptor. The student should develop and use personal learning objectives to discuss learning needs with the preceptor. The preceptor likewise can use these objectives, along with course objectives, professional standards/scope of practice, and standards of care to provide the student with constructive evaluative feedback.

Formative Evaluation

Informal evaluation should occur throughout the managerial experience with the preceptor. This gives the student the opportunity to use the feedback in a positive manner in order to improve on performance.

- Feedback is best provided as soon as possible with consideration of patient needs being met first.
- The feedback should also be provided in privacy to avoid embarrassing the student in front of patients or staff.
- The preceptor should be descriptive in the feedback and help the student to analyze the cause of the problem and what might be done to avoid the problem in the future.
- The preceptor should also elicit feedback from the student as to how the preceptor might improve in providing feedback to the student.
- By midterm, the preceptor should provide substantive feedback to student to indicate course progression, either satisfactory or unsatisfactory. This should, also, be communicated to the faculty member.

Summative Evaluation

At the end of the clinical experience, the preceptor is asked to provide a written summary of the student's performance on a standard form (see attached). The preceptor and student should review this evaluation together at the end of the clinical experience. If formative evaluation has occurred throughout the clinical experience and open communication between the preceptor and student has been maintained, the content of the summative evaluation should not be a surprise for the student.

MENNONITE COLLEGE OF NURSING AT ILLINOIS STATE UNIVERSITY
Performance appraisal for the Nursing Systems Administration Sequence

Student's name: _____

Course: _____

Midterm Evaluation _____ Final Evaluation _____

Please rate, on a scale of 1 to 3, the following areas regarding the leadership provided by the above student.

4 = exceptionally
3 = consistently
2 = sometimes

1 = rarely

STUDENT LEADERSHIP & MANAGEMENT BEHAVIORS	RATING			
1. Demonstrates caring attributes and competence by administration of safe, effective organizational strategies.	4	3	2	1
2. Understands, discusses, and analyzes the influence of internal and external environmental factors on strategic and operational interventions and outcomes.	4	3	2	1
3. Utilizes, analyzes, and presents quality data to facilitate sound decision-making.	4	3	2	1
4. Utilizes and analyzes pertinent financial data in order to make sound decisions.	4	3	2	1
5. Develops a well-organized approach to projects.	4	3	2	1
6. Manages projects effectively.	4	3	2	1
7. Works within the legal and ethical framework appropriate for the particular setting.	4	3	2	1
8. Solicits support and guidance when necessary.	4	3	2	1
9. Resolves conflicts in a professional manner.	4	3	2	1
10. Communicates effectively regarding care delivery within context of organizational culture.	4	3	2	1
11. Delegates appropriately to members of the health care team.	4	3	2	1
12. Communicates effectively regarding personnel matters maintaining confidentiality.	4	3	2	1
13. Utilizes change process in implementation of tasks and projects.	4	3	2	1
14. Utilizes effective time management skills.	4	3	2	1
15. Takes leadership role seriously.	4	3	2	1
16. Demonstrates self-confidence in the leadership role.	4	3	2	1
17. Demonstrates professional, ethical, legal, fiscal, safe and moral practice.	4	3	2	1

Please provide comments regarding the student's performance in any one or all of the areas listed above. Please use the back of this paper if needed. Feedback regarding any deficiencies should include a plan for addressing these deficient areas including a time frame for completion.

Preceptor Name: _____

Date: _____

Thank-you for your time and assistance.