 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Graduate Programs</b>		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____
	<b>Department</b> Doctor of Nursing Practice  <b>College</b> Nursing <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> NGR  <b>Number</b> 7795	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i> <b>Lab Code</b>	<b>Type of Course</b> Lecture	<b>Course Title</b> Interprofessional Leadership in Healthcare
<b>Credits</b> <i>(Review Provost Memorandum)</i>  3	<b>Grading</b> <i>(Select One Option)</i>  <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see Guidelines)</i> This course explores the structure and functions of the United States health care delivery system. Particular attention to the role of the Doctor of Nursing Practice (DNP) in humanizing health care delivery systems, using theories and principles of leadership, and impacting both organizational and systems policy changes are addressed. Historical and current policies are examined with an emphasis on interprofessional collaboration, conflict management, and leading teams.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i>  Summer 2022	<b>Prerequisites</b> none		
<b>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</b>		<b>Academic Service Learning (ASL) course</b> <input type="checkbox"/> Academic Service Learning statement must be indicated in syllabus and approval attached to this form.	
		<b>Corequisites</b> none	<b>Registration Controls</b> <i>(For example, Major, College, Level)</i> Doctor of Nursing Practice enrollment
<b>Minimum qualifications needed to teach course:</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		<b>List textbook information in syllabus or here in syllabus</b>	
<b>Faculty Contact/Email/Phone</b> S. Bulfin sbulfin@fau.edu 561 297 3600		<b>List/Attach comments from departments affected by new course</b>	

<b>Approved by</b> Department Chair <u>Susan Bulfin</u> College Curriculum Chair <u>Kyndell D. Patchard</u> College Dean <u>George</u> UGPC Chair <u>Christopher Beebe</u> UGC Chair <u>Bob</u> Graduate College Dean <u>Robert W. Stackman Jr.</u> UFS President _____ Provost _____	<b>Date</b> <u>12-8-21</u> <u>12-08-2021</u> <u>12-8-21</u> Jan 4, 2022 Jan 4, 2022 Jan 4, 2022 _____ _____
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Email this form and syllabus to [UGPC@fau.edu](mailto:UGPC@fau.edu) 10 days before the UGPC meeting.

**COURSE TITLE: Interprofessional Leadership in Healthcare**

**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS**

***COVID-19 Statement***

*Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit <https://www.fau.edu/coronavirus/>. In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.*

**SEMESTER:** Fall

**COURSE NUMBER:** NGR 7795

**COURSE TITLE:** Interprofessional Leadership in Healthcare

**COURSE FORMAT/ LOGISTICS:** Fully Online, Canvas Assisted

**CREDIT HOURS:** 3

**PREREQUISITES:** Admission into the DNP program

**COREQUISITES:** None

**FACULTY:** TBD

**OFFICE:** TBD

**OFFICE HOURS:** TBD

**COURSE DESCRIPTION:** This course explores the structure and functions of the United States health care delivery system. Particular attention to the role of the Doctor of Nursing Practice (DNP) in humanizing health care delivery systems, using theories and principles of leadership, and impacting both organizational and systems policy changes are addressed. Historical and current policies are examined with an emphasis on interprofessional collaboration, conflict management, and leading teams.

**COURSE OBJECTIVES:** Upon completion of NGR7793, the student will be able to create caring nursing responses in: \*

**Becoming Competent**

1. Integrate understanding of nursing history and the evolution of the United States health care delivery system to influence healthcare interventions in collaboration with teams to secure and leverage resources. (1.1g, 3.3d)

- Evaluate the effectiveness of interprofessional communication tools and techniques across settings. (2.2g, 6.1g)

**Becoming Compassionate**

- Identify opportunities for socially responsible leadership with moral courage in promoting caring relationships. (1.2i, 2.1d, 9.5h)

**Demonstrating Competent**

- Critique leadership processes for alignment with health regulations/ policies to identify opportunities for intentional change guided by ethical principles and leadership theories, especially during times of uncertainty and crisis. (10.3k, 10.3o)
- Advocate for the nursing profession in a manner that is positive and relevant while contributing to an environment that promotes self-care, well-being, and resiliency for self and team. (5.3h, 10.1c, 10.3q)

**Becoming Confident**

- Appraise the unique role and expertise of the Doctor of Nursing Practice (DNP) to strengthen interprofessional partnerships, influence individual and team performance and individual and system-wide outcomes across settings. (2.9j, 6.1j, 6.2i, 7.1g)
- Develop conflict management and negotiation competencies within the context of interprofessional group dynamics and team building. (6.1l, 6.4h)

**Attending to Conscience**

- Recommend system-wide strategies incorporating competing value orientations in complex health care organizations to optimize outcomes and address workforce needs. ( 7.1g, 7.2k)

**Affirming Commitment**

- Incorporate current and emerging evidence to lead change, and when evidence is not available, create innovative actions that promote caring relationships and shape the future of healthcare. (2.1d, 2.5k, 2.6i)

\*The 6 subjectives based on Roach’s (2002) work organize the course objectives.

**TEACHING LEARNING STRATEGIES:** Distance learning with threaded discussions (interactive dialogue), reading assignments, online presentations, and written assignments.

**GRADING AND EVALUATIONS:**

Assignment	Objective Evaluated	Percent
Online Threaded Discussions 3 x (10) = 30	6, 8	30%
Self-Assessment of Leadership Style Formal Paper	4, 5	30%
Conflict Management Article Critique	2, 7	10%
Professional Resume	3	10%
Leadership for a Caring Interprofessional Environment Presentation	1, 6, 9	30%
Total		100%

*All assignments have written guidelines posted on the Canvas Site.*

Criteria Used in Grading Written Work

- APA format (if required) for the assignment
- Quality of Professional Work (Research, Analysis, & Creativity)
- Professional Writing Style (Grammar, Sentence Structure, & Spelling)
- Quality of Resource Materials used to prepare work

## GRADING SCALE:

94 - 100 = A	74 - 76 = C
90 - 93 = A-	
87 - 89 = B+	70 - 73 = C-
84 - 86 = B	67 - 69 = D+
80 - 83 = B-	64 - 66 = D
	61 - 63 = D-
77 - 79 = C+	0 - 60 = F

## Grading Policies:

- Active participation in online discussions is required.
- Assignments need to be turned in on time or students will lose grade points. If you are experiencing challenges completing the assignment by the due date you must contact the instructor for an extension depending on the circumstances. Discussions must be completed on time so that colleagues are available to dialogue with you.
- Employment and other class requirements are excuses that will be accepted for late assignment submissions
- Each assignment has specific guidelines and a grading rubric.
- Email course instructor for questions and clarification about assignments.
- Communication is essential; your success is paramount.

## REQUIRED TEXTS

Broome, M.E., & Marshall, E.S. (2021). *Transforming leadership in nursing: From expert clinician to influential leader* (3<sup>rd</sup> ed.). Springer Publishing Company.

ISBN: 9780826193988.

Knickman, J., & Elbel, B. (Eds.), (2019). *Jonas and Kovner's health care delivery in the United States* (12 ed.). New York: Springer ISBN: 9780826172723

## RECOMMENDED TEXTS

*American Psychological Association* (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author. ISBN-13: 978-1433832161

## TOPICAL OUTLINE

### MODULE ONE: STRUCTURE

#### *Introduction to Online Course*

- Introduction to Canvas

- Course Content Overview
- Chaos and Complex Adaptive Systems Theories
- Disruptive Innovation
- Contemporary Healthcare Leadership Issues

### *History and Structure of the US Health Care System*

- Overview of the US Health Care System
  - History of Health Care
  - Patient Protection and Affordable Care Act
  - Current Issues and Priorities
    - Quality, Access, Affordability
    - Health Care Determinants
    - Social Choices and Ethical Dilemmas / Interest Groups
    - Aging Population

### *Health Care Workforce*

- Human Resources
  - Providers
  - Allied Health Professionals
  - Administrators
  - Workforce Challenges
- PPACA: Impact on Nursing Research, Education, and Practice

### *Healthcare Financing and Economics – Implications for the DNP*

- Overview of Medicare/Medicaid
- Pay for Performance Initiatives
- Ethics and DNP advocacy in financial decision making
- The Role of Doctor of Nursing Practice in the Governance and the Financial Management of Healthcare

### *Regulation in Healthcare and Clinical Outcomes Management*

- Evolving public policy and the impact on the Healthcare Delivery System
- The Role of Regulators (Joint Commission, CMS, ACHA)
- The NDNQI Initiative and Nursing Sensitive Indicators
- Local and National Benchmarks including CMS Core Measures and Compare Care Websites
- The Joint Commission / National Patient Safety Goals
- Stakeholder satisfaction measures (patients, staff, physicians) and expectations
- The DNP role in evaluating the impact of regulatory policy changes, assessing clinical outcomes and reducing risk in the healthcare environment.

### *Value-based Outcomes*

- Using evidence to achieve best practice
- Strategies to achieve best practice outcomes

### *Technological Resources*

- Technological Resources
  - HIT and Informatics
  - E-Health, M-Health, and E-Therapy
  - Ethical Use of Technology in Health Care

### *Complexity and Technology*

## **MODULE TWO: PROCESSES**

### *Context for Leadership: Intervention and Delivery Settings*

- Primary, Secondary, Tertiary Care

- Acute
- Outpatient
- Long Term
- Models for Integrated Care
  - Patient Centered Medical Homes
  - Accountable Care Organizations

### ***The DNP as Health Care Leader***

- Leadership Styles and Theories
- Innovation, Disruption and Change
- Caring Leadership in a Complex System
  - The Leader Within – Emotional Competence
- Societal Trends and Impact on Health Outcomes: Role of the DNP

### ***Embracing Vulnerability***

- Skills that support vulnerable leadership
- Valuing diversity
- Complex communications

### ***Healthcare Systems Delivery: Interprofessional Care***

- US Demographics, Equity, and Culturally Sensitive Care
- Key Factors in Driving Change
- Balancing Innovation with Value
- Leadership, Crisis, and Conflict

### ***Interprofessional Teams***

- Effective teams
- Coaching
- IPE&P and TEAM STEPPS

### ***Managing Conflict***

- Normal conflict vs. management of differences
- Identifying conflicts and developing strategies to manage conflict

## **MODULE THREE: OUTCOMES**

### ***Current Issues and Priorities***

- Quality, Access, Affordability
- Value-based Care and the Quadruple Aim
- Social Choices and Ethical Dilemmas
- Interest Groups

### ***Health Care Forecast***

- Health Care Workforce Shortages: Implications for Delivery
- Caring Leadership and the Aging Population
- Genomics in Health Care
- Professional Regulatory Issues Affecting Advanced Practice Nursing

### ***Course Evaluation (SPOTS)***

## **COURSE ASSIGNMENTS**

### **ONLINE THREADED DISCUSSIONS (Interactive Dialogue)**

Discussion Board Topics: Appraise the unique role and expertise of the Doctor of Nursing Practice, interprofessional partnerships, influencing team performance, influencing individual and system-wide outcomes, incorporating competing value orientations, optimizing outcomes, addressing workforce needs

**THREADED INTERACTIVE DISCUSSIONS (30% of grade;10 points each)**

**Purpose**

The discussion forums will provide the learner with the opportunity to critically analyze scholarly articles and readings focused on selected topics relevant to health care systems leadership. The learner will participate in scholarly interactive dialogue with classmates to further explore DNP leadership strategies grounded in caring science. The unit length may vary depending on content (unless noted differently by instructor) and each discuss, except week one, will be two weeks long (unless specified differently by instructor).

**Guidelines:**

Participation in discussions will comprise 30% of the learner’s class grade. The learner will receive a midterm evaluation with recommendations to enhance the grade if the student is not meeting the discussion requirements.

Topics for Discussion

DB#1: Transformational leadership informed by complexity science

DB#2: Value-based care and the Quadruple Aim

DB#3: Creating a Culture of Practice Excellence

The participant/learner will:

- Illustrate evidence of familiarity with the content for the module through analysis of current evidence and providing cogent and succinct responses to the discussion questions with use of relevant examples.
- Post the first response by Sunday of first week and the final response by Sunday at 12 Midnight of the final day of the unit. **ALL QUESTIONS must be answered.** Students must post at least two **substantive** responses to peers (two different students) by Sunday of second week. Discussions after the due date will not be accepted unless approved by the instructor in advance and then student will only be able to receive credit for initial post as there are no longer any colleagues to dialogue with. Students submitting after the due date without discussion with the instructor will receive a **zero**. Although each students request will be considered on an individual basis in advance of the assignment due date, requesting to submit late because of assignments in other classes will not be approved. The student must communicate with the instructor before the discussion due date to be considered for late submission.
- Stimulate scholarly dialogue and elicit input from participants through provocative questions based on the required readings, synthesis of class content, and professional experience. Students should include contemporary evidence (must cite) in the discussion.
- Use theoretical frameworks (such as CAS, Complexity Science, Caring Science, or Donabedian’s Model for Quality Assurance) to guide the discussion when appropriate.
- **The initial post must be 500 words or less and responses 100 words or less**

<b>Points</b>	<b>Threaded Interactive Discussion Grading Criteria</b>
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<b>10 Points</b>	Students contribution to the group discussion is prompt, timely, and relevant to the topic of the unit. All postings demonstrate thoughtful consideration of the material, questions posed, and contributions of others. <b>First posting done by Sunday.</b> All questions are addressed with cited references from other sources.
<b>7 Points</b>	Student minimally contributes to the group discussion and may need occasional prompting or clarification of postings. Participation shows an understanding of the content; however, skills are at a more basic level. <b>First posting by Sunday</b> , active discussion is engaging but rationale is not clearly supported with evidence and or references.
<b>5 Points</b>	Student only makes one comment, or the comments are short and perfunctory or do not add much to the conversation/collegial dialogue; postings demonstrate only a shallow grasp of the material. Original question responses are not done <b>by Sunday</b> and/or active discussion is cursory and with lack of depth.
<b>3 Points</b>	Student comments have minimal substance such as comments limited to “I disagree” or “good point”. Contributions reflect only personal or anecdotal experience with no clear evidence of readings and or scholarly references as per directions. Postings are illogical. Student postings are only one day of the online week and/or all postings are on the last online day. Remember, this is like speaking to an emptying classroom!
<b>0</b>	Student does not participate in a required discussion during the assigned online two-week discussion.

**Assessment of Leadership Style Short Formal Paper (20%; 20 points)**

Students submit a self-assessment of their personal leadership style. This paper reflects a self-reflection of leadership style based on an assessment instrument and framed by leadership theory. Paper should reflect how this understanding of self can be used to impact caring relationships, team effectiveness, group dynamics, and outcomes. This is a 2-page paper exclusive of Title Page and Reference Page.

<b>Points</b>	<b>Criteria</b>
10	Includes a description of the instrument used to determine leadership style and an assessment of the results.
5	Narrative includes a discussion linking the results to leadership theory.
3	Provides an example of how new insights can inform interprofessional team dynamics.
2	Succinct (2-pages, not including title and reference page), APA format and grammatically correct

**Conflict Management Article Critique (10% of grade; 10 points)**



Review current environmental factors that generate conflict and call for DNPs to respond as caring leaders to create wellbeing. Students are to find an article on conflict resolution, negotiation competencies, and/or collaboration and team building and discuss key concepts that are noted in the course content. After reviewing the article, write a 2-4-page paper discussing the key issues and respond to the prompts in the rubric below (APA format):

Points	Criteria
4	Describe a nursing situation that has previously led to conflict or a lack of collaboration in the practice environment.
4	As a DNP leader, how could you use the key concepts presented in the article to live your caring as you respond to this call for advance practice nursing? How does the information presented in the article influence clinical practice? How can you use this knowledge for conflict resolution, team building, or negotiating to influence person/patient and team outcomes? How can you manage conflict to foster an environment of collaboration that supports well-being for all team members? Are your recommendations based on the evidence?
2	APA Format & no more than 2-4 pages in length (not counting title page and references)

**GROUP PRESENTATION: Leadership to promote caring, interprofessional environments (30% of grade; 30 points)**

Students can work in groups of 3 or 4 (maximum) to develop a PowerPoint® presentation designed to serve as a briefing for your classmates on an important leadership issue. You may choose from the list below or a topic that you are interested, in but it must be approved by your instructor (anything related to nursing staffing issues will not be approved). You will be required to develop a narrated PowerPoint® briefing with 15-25 slides adhering to the content areas outlined on Canvas. A list of suggested topics will be posted on Canvas by Module 3. Please be sure to cite your references (must include 10-15 references) on the slides. You will submit your choice of topic on the designated discussion board.

**Format of the Presentation**

The nursing leadership issue presentation should include (but may not be limited to) the following general topic areas:

- ***Introduction/Background and Significance of the Issue*** –
  - historical overview, how and when it became an issue
- ***Review of the Current Literature on the Issue***
  - cite at least 10-15 references – eight of which should be from the nursing literature.
  - 75% of the literature sources should not be earlier than 2014, unless justified (please ask me).
- ***Discussion/Conclusion***
  - *Impact of the Issue on Nursing* – describe the impact of the issue on the profession and healthcare delivery.
  - *Implications for Nursing Practice* – change strategies and improvement of health outcomes of persons/patients and outcomes related to healthcare system improvement
  - *Future Considerations* — discuss evidence-based strategies to address the issue.

**Grading Criteria (30% of grade; 30 points)**

Points	Criteria
8	Introduction, significance of problem identified
10	Review of current literature
10	Discussion, conclusion
2	Overall quality of presentation, grammar, references in APA format

**Professional Nursing Resume (10% of grade; 10 points)**

**The purpose of this assignment is to guide the learner in developing a resume for use in future employment or other professional endeavors (submission of scholarly writing, presentations, grants, etc.).**

**The student will review readings, lecture content, and exemplars to create a professional resume reflective of their individual background and accomplishments. A template will be furnished to guide the construction of the resume. The assignment will be graded according to the adherence to the template and inclusion of information which is deemed relevant and appropriate.**

**BIBLIOGRAPHY:**

- Aiken, L., Clarke, S. Sloane, D., Lake, E. & Cheney, T. (2008). Effects of hospital care environment on patient care and nursing outcomes. *Journal of Nursing Administration*, 38(5), 223-229.
- American Association of Colleges of Nursing (2011). *Patient Protection and Affordable Care Act Public Law No. 111-148 Nursing Education and Practice Provisions*. Retrieved from <http://www.aacn.nche.edu/Government/pdf/HCRreview.pdf>
- American Association of Colleges of Nursing Magnet Program Overview (2010). Retrieved from <http://www.nursecredentialing.org/Magnet/ProgramOverview.aspx>
- American Hospital Association (September, 2011b) *Hospitals and care systems of the future*. Retrieved from, [www.Aha.org](http://www.Aha.org)
- Caronna, C. & Ong, M. (2011) Organization of medical care in Kovner, A. & Knickman, J. (Eds.) in *Jonas and Kovner's health care delivery in the United States* (10<sup>th</sup> ed.).

New York: Springer.

- Bellamy, G., Bolin, J., & Gamm, L. (2011) Rural healthy people 2010, 2020 and beyond: The need goes on. *Family & Community Health, 34*(2), 182-188
- Begun, J., Zimmerman, B., & Dooley, K. (2003) Health Care Organizations as Complex Adaptive Systems in Mick, S.M. & Wyttenbach, M. (Eds.) *Advances in Health Care Organization Theory*. San Francisco: Jossey-Bass.
- Billings, J. & Cantor, J. & Clinton, C. (2011) Access to care in *Jonas and Kovner's health care delivery in the United States* (10<sup>th</sup> ed.). New York: Springer, pp. 151-175.
- Clancy, C. & Lloyd, R. (2008) The complexity of health care quality in care in Kovner, A. & Knickman, J. (Eds.), *Jonas and Kovner's health care delivery in the United States, 10th Edition*. New York: Springer, pp. 233-254.
- Faron, S. & Poeltler, D. (2007). Growing our own: Inspiring growth and increasing retention through mentoring. *Nurses for Women's Health (AWHONN), 11*(2), 139-143.
- Fottler, M., Malvey, D., & Rooney, K. (2011) Health care administration: Organized delivery systems comparison in Wolper, L. *Health care administration: Managing organized delivery systems*. Boston: Jones & Bartlett.
- Frogner, B., Waters, H., & Anderson, G. (2011) Comparative health systems in Kovner, A. & Knickman, J. (Eds.), *Jonas and Kovner's health care delivery in the United States* (10 ed.). New York: Springer, pp. 67-80.
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- Institute of Medicine (2010). The future of nursing: Leading change, advancing health  
Retrieved from <http://www.iom.edu/~/media/Files/Report%20Files/2010/The-Future-of-Nursing/Future%20of%20Nursing%202010%20Recommendations.pdf>
- Kaiser Family Foundation (2010) Publication # 8061 *Summary of new health reform law*. Retrieved from: <http://www.kff.org/healthreform/upload/8061.pdf>
- Leviton, L., Rhodes, S., & Chang, C. (2011) Public health, policy, practice, and perception in Kovner, A. & Knickman, J. (Eds.), *Jonas and Kovner's health care delivery in the*

- United States* (10<sup>th</sup> ed.). New York: Springer pp. 103-122.
- Longest, B. (2006). *Health policymaking in the United States*. Chicago: Health Administration Press.
- Lowe, J. & Archibald, C. (2009). Cultural diversity: The intention of nursing. *Nursing \ Forum*, 44(1), 11-18.
- Mason, D. J., Leavitt, J. K., & Chaffee, M. W., (Eds.) (2007). *Policy and politics in U.S. nursing and health care* (5<sup>th</sup> ed.). St. Louis, MO: Saunders.
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- Sherman, R., Bishop, M., Eggenberger, T., & Karden, R. (2007). Development of a leadership competency model. *JONA*, 37(2), 85-94.
- Sherman, R. & Pross, E. (2010). Growing our future nurse leaders to build and sustain healthy work environments at the unit level. *Online Journal of Issues in Nursing*, 15(1), Manuscript 1.
- Sherman, R.O. (2010). Lessons in Innovation: Role transition experiences of Clinical Nurse Leaders. *Journal of Nursing Administration*, 40(12), 7-15.
- Shi, L., & Singh, D. (2015) *Delivering Health Care in America* (6<sup>th</sup> Ed.). Burlington, MA: Jones and Bartlett.
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- Sultz, H. & Young, K. (2011). *Health care USA: Understanding its organization and*

*delivery*. Sudbury: Jones & Bartlett. Chapters 2 and 12.

Sundeen, L.J, Han, H.P., Waddel, A. & Adams, J.M. (2021). A concept analysis of influence for nurse leaders. *Nursing Outlook*, 69, p. 286-292.

Tan, J. & Tan, J. (2011) Healthcare information technologies in an era of healthcare reform: A complex adaptive system perspective in Wolper, L. *Health care administration: Managing organized delivery systems*. Boston: Jones & Bartlett, pp 359-397.

Tanner, M. (2008). The grass is not always greener: A look at national health care systems around the world. Retrieved from [http://www.cato.org/pub\\_display.php?pub\\_id=9272](http://www.cato.org/pub_display.php?pub_id=9272)

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Wolper, L. (2011) *Health care administration: Managing organized delivery systems*. Boston: Jones & Bartlett.

### **Recommended Nursing and Health Care Journals:**

AACN Clinical Issues: Advanced Practice in Acute & Critical Care

Advances in Nursing Science

American Journal of Nursing

Applied Nursing Research

Clinical Nurse Specialist: The Journal for Advanced Nursing Practice

Geriatric Nursing

Health Affairs

Holistic Nursing Practice

Hospitals and Health Services Administration

Hospitals and Health Networks

Image

International Journal for Human Caring

Journal of Advanced Nursing

Journal of Ambulatory Care Management

Journal of Health Care Quality

Journal of Health Politics, Policy and Law

Journal of Nursing Administration

Journal of Nursing Care Quality

Journal of Nursing Scholarship

Journal of Public Health Management & Practice

Lippincott's Case Management

Modern Healthcare

Nursing Economics

Nursing Management

Nursing Leader

Nursing Outlook

Nursing Research

Nursing Science Quarterly

Outcomes Management

Politics and Policy & Nursing

Quality Management in Healthcare

Quarterly Journal of Nursing Administration

Research in Nursing & Health

Western Journal of Nursing Research

**OTHER RECOMMENDED JOURNALS AND NEWSPAPERS:**

Fast Company Magazine

Harvard Business Review

Business Week  
New York Times  
Palm Beach Post  
Sun Sentinel  
Wall Street Journal  
Washington Post

**COURSE SPECIFIC LITERATURE: Caring Literature**

Boykin, A. (1990). Creating a caring environment: Moral obligations in the role of dean. In M. Leininger & J. Watson (Eds.), *The caring imperative in education* (pp. 247-254). New York: NLN Publications.

Boykin, A. & Schoenhofer (2001) Implications for practice and nursing service administration. In *Nurse as Caring: A model for transforming Practice* (pp. 23-39). Sudbury, MA: Jones & Bartlett.

Boykin, A. & Schoenhofer, S. (2001). The role of nursing leadership in creating caring environments in health delivery systems. *Nursing Administration Quarterly*, 25(3), 1-7.

Dyess, S.M., Boykin, A., Bulfin, M.J. (2012). Hearing the voice of nurses in practice: A process of practice environment transformation linked to caring theory. *Nursing Science Quarterly*.

Prestia, A. & Dyess S.M. (2012). Maximizing caring relationships between nursing assistants and patients: Care partners. *Journal of Nursing Administration*.

Watson, J. (2006). Caring theory as an ethical guide to administrative and clinical practices. *Nursing Administration Quarterly*, 30(1), 48-55.

**ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)**

- Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum*. Springer. ISBN: 978-0-8261-7178-8
- Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice*. Jones & Bartlett.
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- Buber, M. (1970). *I and thou*. Scribner.
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Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

## **COURSE POLICIES & GUIDELINES**

- Active interactive participation in online courses is required. Consistent on-line participation is essential
- Course modules open on Sundays and close on Saturdays unless otherwise posted.
- Students are reminded that the College of Nursing Professional Statement and University Policies are related to academic integrity and apply to all tests, written assignments, verbal communications and other course activities.
- All policies in the college and university catalogs apply to this course.
- To obtain a passing grade, all course requirements and objectives must be successfully met.
- Students are expected to log on to the course website **at least three times weekly** to obtain reading materials and check on course updates and announcements.
- Students are expected to turn in assignments using Canvas on or before the due date assigned. Unless otherwise noted, assignments are due at the end of each unit (Saturdays at 11:59 pm).
- Points may be deducted for late assignments/exams. In exceptional circumstances, students may contact the faculty member to request an extension prior to the assignment/exam due date. Please note, technical difficulties are not considered exceptional circumstances.
- All assignments submitted may be scanned by a similarity software program. As such, assignments must be submitted through the course website rather than as e-mail attachments. E-mail submissions will not be accepted.
- All assignments must be completed in APA format: (Publication Manual of the American Psychological Association, 7th edition).
- All students are required to use their FAU e-mail address and have regular access to the internet.
- All course communications must be made through the canvas platform inbox. Platforms for personal communications include Canvas Inbox, phone, or SKYPE.
- A threaded discussion for general course questions has been created. Students are expected to view this discussion at least weekly.

## **COLLEGE OF NURSING POLICIES**

The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:

a). The Christine E. Lynn College of Nursing Graduate Handbook located at:

<http://nursing.fau.edu/uploads/docs/439/Graduate%20Student%20Handbook%20%20Rev%20June%202012.pdf>

b). Florida Atlantic University's Academic Policies and Regulations

<http://www.fau.edu/academic/registrar/FAUcatalog/academics.php> and <http://www.fau.edu/regulations>

## **CODE OF ACADEMIC INTEGRITY:**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other.



Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy— but be sure the college policy does not conflict with the University Regulation. For more information, see: <http://www.fau.edu/ctl/AcademicIntegrity.php>

**CON Academic Integrity:** <http://nursing.fau.edu/academics/student-resources/graduate/policiesregulations/academic-integrity-policy.php>

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

#### **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at <http://www.fau.edu/sas/>

To apply for SAS accommodations: <http://www.fau.edu/sas/>

#### **COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER**

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

#### **INCOMPLETE POLICY:**

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

#### **ATTENDANCE POLICY:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

#### **POLICY ON THE RECORDING OF LECTURES (OPTIONAL)**

Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:

Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university

course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

**RELIGIOUS ACCOMMODATION:**

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see: <https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf>


**CON Religious Accommodation:** <http://www.fau.edu/sas/New.php>


**USE OF STUDENT COURSE MATERIAL**


The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

**NGR XXXX COURSE SCHEDULE**

**MODULE ONE: Structure**

<b>Module</b>	<b>Topic</b>	<b>Readings</b>	<b>Activities</b>
<b>MODULE ONE</b>	<p><b>Introduction to Course Complex Adaptive Systems</b></p> <ul style="list-style-type: none"> <li>• Course Content Overview</li> <li>• Chaos and Complex Adaptive Systems Theories</li> <li>• Disruptive Innovation</li> <li>• New Landscape for leadership</li> <li>• Complexity theory and leadership</li> </ul>	<p>K&amp;E Ch 3, 8</p> <p>Broom</p> <p>Articles</p>	<p>Student Introduction</p> <p><b>View presentations</b></p>
<b>MODULE TWO</b>	<p><b>History and Structure of US Health Care System</b></p> <ul style="list-style-type: none"> <li>• History of Health Care</li> <li>• Global Health Care</li> <li>• Comparative Health Systems</li> </ul> <p><b>Healthcare Workforce</b></p> <ul style="list-style-type: none"> <li>• Human Resources</li> <li>• Providers</li> <li>• Allied Health Professionals</li> <li>• Administrators</li> <li>• Workforce Challenges</li> <li>• PPACA: Impact on Nursing Research, Education, and Practice</li> </ul>	<p>K&amp;E Ch 1, 2, 4, 9</p> <p>Broome</p> <p>Chapters</p> <p>Articles</p>	<p><b>View presentations</b></p> <p>Begin preparing for discussion, initial post due</p> <p>*Labor Day</p> 
<b>MODULES THREE-FOUR</b>	<p><b>Healthcare Financing and Economics</b></p> <ul style="list-style-type: none"> <li>• Overview of Medicare/Medicaid</li> <li>• Pay for Performance Initiatives</li> <li>• Ethics and DNP advocacy in financial decision making</li> <li>• The Role of Doctor of Nursing Practice in the Governance and the Financial Management of Healthcare</li> </ul>	<p>K&amp;E Ch 10</p> <p>Broome</p> <p>Chapter 5</p> <p>Articles</p>	<p>Discussion#1</p> <p><b>View presentations</b></p>

<b>MODULES FIVE-SIX</b>	<b>Regulation and Clinical Outcomes Management</b> <ul style="list-style-type: none"> <li>• Evolving public policy and the impact on the Healthcare Delivery System</li> <li>• The Role of Regulators (JCAHO, CMS, ACHA)</li> <li>• The NDNQI Initiative and Nursing Sensitive Indicators</li> <li>• Local and National Benchmarks including CMS Core Measures and Compare Care Websites</li> <li>• JCAHO national patient safety goals</li> <li>• Stakeholder satisfaction measures (patients, staff, physicians) and expectations</li> <li>• The DNP role in evaluating the impact of regulatory policy changes, assessing clinical outcomes and reducing risk in the healthcare environment.</li> </ul> <b>Value-based Outcomes</b> <ul style="list-style-type: none"> <li>• Using evidence to achieve best practice outcomes</li> <li>• Strategies to achieve best practice outcomes</li> </ul>	K&E Ch 11, 12  Broome  Chapter 7, 9  Articles	<b>View presentations</b>  #2 Discussion due 10/10-14
<b>MODULES SEVEN-EIGHT</b>	<b>Technological Resources</b> <ul style="list-style-type: none"> <li>• HIT and Informatics</li> <li>• E-Health, M-Health, and E-Therapy</li> <li>• Ethical Use of Technology in Health Care</li> </ul> <b>Complexity and Technology</b>	K&E Chapter 14  Broome  Articles	<b>View presentations</b>
<b>Weeks</b>	<b>MODULE TWO: Processes</b>	<b>Readings</b>	<b>Activities</b>
<b>MODULES NINE-TEN</b>	<b>Context for Leadership: <i>Intervention and Delivery Settings</i></b> <ul style="list-style-type: none"> <li>• Primary, Secondary, Tertiary Care</li> <li>• Acute</li> <li>• Outpatient</li> <li>• Long Term</li> <li>• Models for Integrated Care <ul style="list-style-type: none"> <li>○ Patient Centered Medical Homes</li> <li>○ Accountable Care Organizations</li> </ul> </li> </ul> <b>DNP as Healthcare Leader</b> <ul style="list-style-type: none"> <li>• Leadership Styles and Theories</li> <li>• Innovation, Disruption and Change</li> <li>• Caring Leadership in a Complex System</li> </ul>	K&E Chapter 6-7      Broome	<b>View presentations</b>  PPT Topic and group member names  

	<ul style="list-style-type: none"> <li>○ The Leader Within – Emotional Competence</li> <li>● Societal Trends and Impact on Health Outcomes: Role of the DNP</li> </ul> <p><b>Embracing Vulnerability</b></p> <ul style="list-style-type: none"> <li>● Skills that support vulnerable leadership</li> <li>● Valuing diversity</li> <li>● Complex communications</li> </ul>	Articles	
<b>MODULES ELEVEN-TWELVE</b>	<p><b>Healthcare systems delivery: Inter-professional Care</b></p> <ul style="list-style-type: none"> <li>● US Demographics, Equity, and Culturally Sensitive Care</li> <li>● Key Factors in Driving Change</li> <li>● Balancing Innovation with Value</li> <li>● Leadership, Crisis, and Conflict</li> </ul> <p><b>Interprofessional Team</b></p> <ul style="list-style-type: none"> <li>● IPE and TEAM STEPPS</li> <li>● Managing conflict</li> <li>● Effective teams</li> <li>● Coaching</li> </ul> <p><b>Managing Conflict</b></p> <ul style="list-style-type: none"> <li>● Normal conflict management vs. management of differences</li> <li>● Identify conflicts and develop strategies to manage conflict</li> </ul>	<p>Broome</p> <p>K&amp;E Chapter 8</p> <p>Current articles</p>	<p><b>View presentations</b></p> <p><b># 3 Discussion</b></p>
<b>Weeks</b>	<b>MODULE THREE: Outcomes</b>	<b>Readings</b>	<b>Activities</b>
<b>MODULES THIRTEEN-FOURTEEN</b>	<p><b>Current Issues and Priorities</b></p> <ul style="list-style-type: none"> <li>● Quality, Access, Affordability</li> <li>● Health Care Determinants</li> <li>● Social Choices and Ethical Dilemmas / Interest Groups</li> <li>● Aging Population</li> <li>● Toxic organizations</li> <li>● Building hope</li> </ul> <p><b>Healthcare Forecast</b></p> <ul style="list-style-type: none"> <li>● Health Care Workforce Shortages: Implications for Delivery</li> <li>● Caring Leadership and the Aging Population</li> <li>● Genomics in Health Care</li> <li>● Professional Regulatory Issues Affecting Advanced Practice Nursing</li> <li>● Sustaining leadership</li> </ul>	<p>Broome</p> <p>K&amp;E, 11 &amp; 15</p> <p>Articles</p>	<p>PPT slides due 11/14</p> <p><b>View presentations</b></p> <p>*November Thanksgiving Holiday*</p> 

<b>MODULES</b>	<b>Evaluation of course/Wrap up</b>		<b>Professional Resume due</b>
<b>FIFTEEN</b>	<b>Semester ends December x</b>		
	<b>Professor submits grades by December xx</b>		

**PROFESSIONAL STATEMENT**

<http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php>

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person’s environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College’s expectation that students promote a positive public image of nursing. It is the College’s goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its’ caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016



CHRISTINE E. LYNN COLLEGE OF NURSING

**STATEMENT OF PHILOSOPHY**

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patters of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.



Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'