Leadership II: Leadership in Complex Healthcare Organizations  
NUR 963 - Section 742  
3 Credit Hours  
Fall 2015

**Catalog Course Description:** Interprofessional collaboration within complex health care organizations and systems to transform the delivery of health care to improve access, quality, and safety across diverse populations. Strategies to address organizational challenges and facilitate system wide changes important to the practice environment of the advanced practice nurse will be explored. Group dynamics within health care organizations and communities will be examined with an emphasis on communication patterns, resource allocation, strategic planning, and quantitative decision making models to formulate policy.

**Course Objectives:** At the end of this course the students will:

1. Construct strategies to facilitate interprofessional collaboration within a complex healthcare organization to promote quality, safety, and equity in health care outcomes.
2. Apply skills in negotiation and consensus building to form partnerships in the development of health policies to improve practice guidelines and standards of care.
3. Analyze communication patterns used in organizations to achieve decision making, policy development and implementation of strategic initiatives.
4. Evaluate effectiveness of leadership in achieving resource allocation, policy formation and patient and system outcomes.

**Additional Course Objectives:** None

**Prerequisites:** NUR 961

**Co-requisites:** None

**Professional Standards Documents:** The curriculum is guided by the following documents:


Course Faculty:

Contact Information:
Office: Katherine Dontje PhD, FNP-BC
Office Phone: 517-432-0023
Email: dontje@msu.edu
Office Hours: Monday 8-10am
Additional times can be arranged to accommodate student schedules.

Instruction:

Methodology:

NUR963 is a hybrid course designed to provide the DNP with knowledge and skills related to healthcare systems leadership.

The course materials will reside in Desire to Learn (D2L) course management system. Students are expected to access the course to access resources, upload required forms, papers, and evidence to support project progression.

Writing Requirements:

It is expected that students will engage in a scholarly dialogue when conversing on the discussion board using appropriate citations and referencing. The minimum expectation for writing is at a graduate level in accordance with the MSU graduate student handbook. APA format is essential for citations of work and a reference list is required.

Required Texts:

New Required Text:


Previous Text that will have required readings:


Additional readings will be available on the D2L site

Required Resources, References, Supplies

Distance Learning Services Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
Always check with the Help Line first!

Evaluation:

Learning Assessments and Grading:
There are a total of three assignments/papers and four graded discussions. Additional information and rubric for each activity will be available on the D2L website

Assignment 1: Policy Analysis (20 points)

Policy Analysis Paper: At the completion of this policy analysis the student will have identified a healthcare issue and written a policy analysis related to this issue. This will include evaluating the issue and proposing more than one possible solution. In addition a focus will be on how the APRN can impact this policy issue. Additional information will be provided in the D2L course

Assignment 2: Safety and Hazard Analysis (20 points)

Analysis of adverse event: Identify a safety issue within a healthcare organization. If you do not have a case example that comes to mind, talk with the professor about options for analysis. Using one of the tools on the IHI site, do an analysis of an adverse event. This analysis will include description of the tool and what follow up on the adverse event would be needed. Additional directions are on the D2L site.

Assignment 3: Personal Leadership Plan (20 points)

Personal Leadership Plan: Each student will develop a plan that is designed to reflect on where you are presently in relationship to leadership abilities and what you would like to improve on in the future. As a doctorally prepared individual you will be expected to take on leadership roles in a variety of settings. This leadership plan will help you to define your next steps to accomplish these goals.
Graded discussions: 40 points (10 points per discussion)
- Organizational Policy Issues implications for the DNP
- Interprofessional collaboration challenges and opportunities
- Ethical Issues of Leadership in Healthcare Organizations
- Addressing Leadership Challenges

Rubrics and directions for discussions and papers will be included in the D2L course site.

Course Grading Requirements:

As one of the nine required doctoral courses, a 3.0 grade must be attained in this course.

Course Grading Scales:

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<tr>
<th>%</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>90 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>89 – 85%</td>
<td>3.5</td>
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<tr>
<td>84 – 80%</td>
<td>3.0</td>
</tr>
<tr>
<td>≤ 79%</td>
<td>Not passing</td>
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</tbody>
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(Minimum passing grade)

Writing Requirements:

The College of Nursing requires that students refer to a style manual when writing required papers and bibliographies. The reference format adopted by the College of Nursing is the Publication Manual of the American Psychological Association (most recent edition).

University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON MSN Student Handbook: [http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm](http://nursing.msu.edu/MSN%20Programs/Handbooks/default.htm)
- MSU Spartan Life Online: [http://www.vps.msu.edu/SpLife](http://www.vps.msu.edu/SpLife)
- Information for MSU Students: [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms)
Professionalism:

All graduate students at Michigan State University should be fully familiar with the Graduate Student Rights and Responsibilities Articles (published by the Graduate School; available at http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities) and University guidelines for ethical research (published by the University committee on Research Involving Human Subjects [UCRIHS]; available at http://www.msu.edu/user/ucrihs/); The MSU Guidelines for Integrity in Research and Creative Activities, http://grad.msu.edu/all/ris04activities.pdf and specific principles for informal conflict management, in the Graduate Student Resource Guide (published by the Graduate School; available at http://grad.msu.edu/conflict.htm).

The Graduate Student Rights and Responsibilities (GSRR) Articles address professional standards for graduate students as follows: “Each department/school and college shall communicate to graduate students, at the time of their enrollment in a degree program or course in the unit, any specific codes of professional and academic standards covering the conduct expected of them.” (Article 2.4.7). “The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards” (Article 2.3.8).

In addition to meeting academic standards included in the Academic Progression Guidelines, students and faculty in the Doctoral Program in Nursing have shared responsibility for adherence to the professional standards referred to the Doctoral Student Handbook of the CON.

Professional expectations are rooted in the maintenance of high quality working relationships with faculty, peers, research participants, staff, and all others with whom the graduate student interacts. Aspects of high quality working relationships that are addressed in the GSSR as shared faculty-student responsibilities include: mutual respect, understanding, and dedication to the education process (2.1.2); maintenance of a collegial atmosphere (2.3.7); and mutual trust and civility (2.3.1.2).

University Policies:

Academic Honesty: Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Nursing adheres to the policies on academic honesty specified in General Student Regulation 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See http://splife.studentlife.msu.edu/regulations/general-student-regulations and/or the MSU Web site www.msu.edu.)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work NUR 901. Students who violate MSU rules may receive a penalty grade, including but not limited to--a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html).
Students engaged in scholarly activities (e.g. dissertation, scholarly projects) should follow the guidelines of scholarly writings as outlined in the *Publication Manual of the American Psychological Association* (most recent edition). Ethical principles ensure the accuracy of scientific and scholarly knowledge and protect intellectual rights. Principles include reporting of results, plagiarism, publication credit, sharing data, and copyright.

Please read each part of the following site to fully understand your responsibilities and the position of the University regarding:

- Cheating
- Plagiarism
- MSU regulations, ordinances, and policies regarding academic honesty and integrity

Academic dishonesty in any form will not be tolerated in the College of Nursing. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Services in the College of Nursing and a grade of 0.0 may be issued for the course.

Research Misconduct and Questionable Research Practices within the college are defined consistently with the Interim University Document on Intellectual Integrity approved by the President of Michigan State University on August 5, 1994 and revised June 29, 1995. Refer to the CON Doctoral Student Handbook.

**Originality Checker Statement**

Consistent with MSU’s efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Originality Checker to compare a student’s work with multiple sources. The tool compares each student’s work with an extensive database of prior publications and papers, providing links to possible matches and a “similarity score.” The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student’s work. All submissions to this course may be checked using this tool. It can also be used by the student to check originality as well as grammar and spelling. Specific directions for a use of the Originality product in the course are provided in assignment directions.

**Accommodations for students with disabilities:** Students with disabilities should contact the Resource Center for Person with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice, 355-1293 (TTY), or visit MyProfile.rcpd.msu.edu

**Disruptive behavior:** Article 2.3.5 of the *Academic Freedom Report* (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." *General Student Regulation 5.02* states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.
**Attendance:** Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

**College of Nursing Policies:** Professional Development Guidelines [found in the CON Student Handbook at the CON website]. Students are responsible for the information found in the CON Doctoral Student Handbook. Effective conflict management/negotiation skills are essential for navigating the graduate school experience and maintaining high quality working relationships. Specific principles for conflict are responsible for making concerted good faith efforts to resolve conflicts with others in a constructive and informal fashion, prior to proceeding to formal conflict resolution options as consistent with the GSRR statement on informal conflict resolution (Article 5.3.2.). Doctoral students who have specific questions or concerns about professional standards or conflict resolution issues should consult with their Major Professor, the Director of the Doctoral Program, and/or the University Ombudsman for guidance, as appropriate.
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<thead>
<tr>
<th>Module</th>
<th>Module Content</th>
<th>Evaluation</th>
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| 1: 9/2 – 9/13 | Public Policy and Politics  
- Scope of healthcare issues – global, national, state and local  
- IOM Report on Future of Nursing  
- Patient Protection and Affordable Care Act | Intensive sessions – debate session |
| 2: 9/14-9/27 | Organizational Policy and Implementation  
- System dynamics  
- Regulation  
- Mandates  
- Evaluating Health Systems  
- Patient Engagement | Discussion Board: Organizational Initiatives impact on patients  
Turn in Policy Brief (10/5) |
| 3: 9/28 – 10/11 | Interprofessional Competencies  
- Teamwork and Team based care  
- Communication  
- Values and Ethics  
- Roles and Responsibilities | Discussion Board: Interprofessional communication and team building |
| 4: 10/12-10/25 | Culture of Healthcare Organizations  
- Just Culture  
- Impact of teams  
- Error reporting and analysis  
- Leadership of teams | Zoom meeting: Just Culture in Healthcare Organizations – guest speaker (10/14)  
Discussion Board: Case Studies: ethical issues |
| 5: 10/26 – 11/8 | Development of strategic initiatives in organizations in response to adverse events  
- Organizational priorities  
- Making Change  
- Marketing  
- Utilization of large data sets | Analysis of an adverse event within a healthcare organization due 11/8 |
| 6: 11/9-11/22 | Implementation strategic initiatives:  
- Negotiation Strategies  
- Consensus building  
- Grant Writing  
- Community Boards | Zoom Presentation: November 18th: Engaging with the community resources – guest speaker |
| 7: 11/23-12/13 | Making a difference: Leading Change  
- Identifying key stakeholders  
- Preventative Care Versus Chronic Care needs  
- Mentoring and coaching | Discussion Board: Addressing leadership challenges |
| Finals week: 12/14-12/18 | | Personal Leadership plans  
Due 12/11/15 |