GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM

LEADERSHIP & MANAGEMENT IN NURSING

NURS 4457

8 Week Course

GRAYSON COLLEGE
Course Syllabus for 2020-2021

Please Note: Due to extenuating circumstances, including public health issues, course and testing delivery methods, instructional schedules, housing contracts, campus procedures and/or operating hours may be altered, interrupted and/or ceased for a limited or extended period of time. Such changes will be posted on the College website.

Course Information:

NURS 4457, Leadership & Management,

Professor Contact Information

Name Dr. Michael Anders
Location HS 105, Health Science Building on the Faculty Corridor
Office hours are posted outside office door.
Office: 903-463-8683
Email: andersm@grayson.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: Any time during the RN to BSN Program. Acceptance into the RN to BSN Program required.

Course Description:
(4-0-4) This course focuses on exploration of organizational strategies, leadership theories, and societal trends with implications for decision-making in healthcare. Management techniques and nursing care decisions are examined by synthesizing knowledge of various health care organizations.

End of Program Student Learning Outcomes

1.0 Member of the Profession:

1.1 Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.

1.2 Promote the profession of nursing through advocacy and leadership activities.

2.0 Provider of Patient-Centered Care

2.1 Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.

2.2 Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities

2.3 Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction

2.4 Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0 Patient Safety Advocate

3.1 Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks

3.2 Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0 Member of the Healthcare Team

4.1 Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need

4.2 Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

Upon successful completion of the course, students will have demonstrated the ability to:

1. Demonstrate responsibility for ongoing professional development, including exploration of role diversification and life-long learning.

2. Integrate concepts of current organizational and systems leadership with the culture of the healthcare organization to coordinate quality patient centered care.

3. Integrate theory and research knowledge in the formulation, implementation, and evaluation of nursing leadership/management actions in various practice settings.

4. Utilize contemporary practice technologies, information systems, and communication devices that support the delivery of safe nursing practice.

5. Apply knowledge of the socio-political forces, economic resources, and regulatory processes that impact health care delivery.

6. Work in partnership with the healthcare team to optimize patient outcomes that reflect advocacy and human caring for diverse populations across the lifespan.

7. Synthesize professional skills, knowledge, and attitudes when applying the nursing process to provide safe, holistic, evidence-based, patient-centered care.

8. Demonstrate values based on historical, moral, ethical, and legal aspects of professional nursing practice responding to global health needs.

Required Textbooks and Materials

NURS 4301, Leadership & Management
Fall 2020 Required Textbooks and Materials
Books can be purchased in print or electronic form

ISBN	Author	Title
978-0134153117	Sullivan, E. J.	Effective Leadership and Management in Nursing (9th edition)

Required Assignments & Academic Calendar
(Topics, Reading Assignments, Due Dates, Exam Dates and where/how exams will be administered)

In case of inclement weather, emergency closings, or other unforeseen disruptions to scheduled classes, student must log onto their Canvas accounts for directions on where or how to continue their coursework.

<center>**Course Schedule**</center>

Semester Dates	Individual Learning Activities	Assignments	DUE	Percent of Grade
Week 1 – Class Starts	**WELCOME & INTRODUCTION TO LEADERSHIP AND MANAGEMENT** **Read:** Syllabus Chapter 1-4, Effective Leadership and Management in Nursing-Sullivan	Discussion Introduction Self-Assessment Discussion 1 – Who Controls Nursing		Required, but not graded 5 points 2 point
Week 2	**READ:** Chapter 5-8, Effective Leadership and Management in Nursing-Sullivan	Discussion 2 – Quality Data Review *Organizational Analysis: Strategy Plan *Create Portfolio		2 point 5 points 2 points
Week 3	**READ:** Chapter 9-12, Effective Leadership and Management in Nursing-Sullivan	Discussion 3 – Conflict in the Workplace *Organizational Analysis: The Organization		2 points 10 points
Week 4	**READ:** Chapter 13-16, Effective Leadership and Management in Nursing-Sullivan	Discussion 4 – Situation Examples *Budgeting & Staffing Project		2 point 15 points
Week 5	**READ:** Chapter 17-20, Effective Leadership and Management in Nursing-Sullivan	Discussion 5 – Tasks & Functions in the Work Environment *Organizational Analysis – The Nurse Leader		2 points 10 points
Week 6	**READ:** Chapter 21-27, Effective Leadership and Management in Nursing-Sullivan	*Change Theory Project *Portfolio Organization		15 points 3 points
Week 7	**READ:** Chapter 28, Effective Leadership and Management in Nursing-Sullivan	*Professional Development Plan *Organizational Analysis – Your Experience		10 points 10 points
Weeks 8 –	**Final Week** Complete Course Projects and Written Assignments **All Assignments Due Wednesday at Midnight**	Reflective Journal	10/14/2020	5 points

*These assignments is required for the completion of the course and must be added to the student's Portfolio as a requirement for completion of the BSN program.

Methods of Evaluation
(Grading policy including percentages for assignments, grade scale, etc.)

Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Self-Assessment	5%
Reflective Journal/Activities Log	5%
Discussion Boards	5%
Budgeting and Staffing Project	15%
Change Theories Project	25%
Professional Development Plan	10%
Organizational Analysis	35%
Total	**100%**

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of "D" is considered unsatisfactory in a student's major field of study and generally does not transfer. Therefore, a grade of "C" or better is

necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

ASSIGNMENT DESCRIPTIONS
*Please note: Rubrics for all assessments are located at the end of this syllabus.

Methods of Instruction

In accordance with current restrictions related to the COVID 19 outbreak this course will conducted 100% online. There will be no required on-campus activity. This is a 3.0 credit hour course

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- Recorded lectures
- Assigned textbooks and article readings
- Exams
- Case Studies
- Concept Map
- Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Computer Hardware and Software Requirements

It is the student's responsibility to have access to a computer with a reliable Internet connection and a computer that is compliant with recommended browsers and settings in order to effectively utilize Canvas. In order for Canvas to function properly, your computer must have the latest updates and plugins. All written assignments are to be submitted in a Word document, unless specified in another format, i.e. PowerPoint, PDF, etc. Refer to the student handbook or the course module on *Required Technology and Skills* for details on computer requirements.

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.

3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

STUDENT RESPONSIBILITY & ATTENDANCE

Attendance online is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in individual and group assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course projects, self–reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.
• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK

In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at andersm@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY

The course is set up on weekly modules. The week begins on Monday and ends on Sunday. The Final week (week 8) ends on Thursday. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

Student Conduct & Discipline

> Refer to the RN to BSN Student Handbook for policies

Academic Integrity

Refer to the RN to BSN Student Handbook for specific policies

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson

College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

Student Responsibility

You have already made the decision to go to college; now the follow-up decisions on whether to commit to doing the work could very well determine whether you end up working at a good paying job in a field you enjoy or working at minimum wage for the rest of your life. Education involves a partnership that requires both students and instructors to do their parts. By entering into this partnership, you have a responsibility to show up for class, do the assignments and reading, be engaged and pay attention in class, follow directions, and put your best effort into it. You will get out of your experience here exactly what you put into it – nothing more and nothing less.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

NRSG 4457 Leadership & Management
Discussion Forum Rubric

Criteria	Exemplary	Satisfactory	Undeveloped
On Topic **30%**	Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. (30)	Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. (20)	Post does not address the problem/question that is posed. (10)
Participation **30%**	Initial post and at least 2 additional responses/comments are submitted on time by the student. (30)	Initial post OR responses/comments submitted on time by the student. (15)	No discussion post or responses/comments posted by the student. (0)
Evidence of references **30%**	Post reflects a good understanding of the ideas presented and references (**at least two**) are from the	Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas.	Post does not reflect or reference ideas from class materials. (10)

	textbook or peer-reviewed journals. (30)	Less than 2 references used or not from assigned readings or peer-reviewed journals. (20)	
Grammar & APA 10%	No spelling, grammar, APA errors. (10)	Few spelling, grammar, APA errors. (7.5)	Multiple spelling grammar, APA errors. (5)

NURS 4457 LEADERSHIP AND MANAGEMENT IN NURSING

PROFESSIONAL DEVELOPMENT PLAN RUBRIC

Criterion	Exemplary	Satisfactory	Undeveloped
Goals 10%	The Professional Growth Plan indicates the student has thoughtfully identified two goals that are significant in terms of overall impact on the nursing profession.	The Professional Growth Plan is clearly written and identifies two specific goals for improvement.	The Professional Growth Plan is vague and/or does not clearly identify two specific goals for improvement.
Activities/Actions 20%	The activities/actions proposed by the student in the Professional Growth Plan are measureable and the intern offers insight into how he/she will monitor his own progress toward goal achievement. **And-** The actions/activities outlined by the intern seem to be thoughtfully selected and offer a realistic timeframe for making improvements. Concrete ideas are presented by the student.	The activities/actions proposed by the intern in the Professional Growth Plan are measureable and seem realistic for the scope of the nursing profession.	The activities/actions proposed by the student in the Professional Growth Plan will be difficult to measure, they are vague. **Or-** The activities/actions proposed seem either too broad or too narrow in scope.

Expected Outcomes 20%	The student is able to identify at least 1-2 expected outcomes for each of the two goals he/she has identified. The outcomes are clear, measureable and the student is able to articulate in the plan what evidence will constitute goal achievement and how these improvements will positively impact the nursing profession.	The student is able to identify at least 1-2 expected outcomes for each of the two goals he/she has identified in the plan. The outcomes are clear, measureable and, if achieved, will seemingly have a positive impact on the nursing profession.	The student's plan is vague in identifying what he/she hopes to accomplish when working on each of the two stated goals. Outcomes are subjective and difficult to measure.
Resources Needed 20%	The student's plan includes 1-2 resources needed for achieving the two goals. **And:** The resources identified by the student for achieving the identified goals are thoughtfully realistic and provide options for accessing needed supports. The student recognizes his/her own need to be resourceful and responsible in accessing additional supports.	The student's plan includes 1-2 resources needed for achieving the two goals. **And:** The resources identified by the student for achieving the identified goals are realistic given the student's role and function.	The student's plan does not include resources for achieving the goal **Or:** The resources identified by the student for achieving the identified goals are impractical or unrealistic.
Timeline 10%	The student provides both a realistic timeline for implementing the activities/actions suggested in the plan and there is a clear expectation of where the student hopes to be for each goal by graduation.	The student provides a realistic timeline for implementing the activities/actions suggested in the plan and there is only a vague expectation of where the student hopes to be for each goal by graduation.	The student provides no timeline for implementing the activities/actions suggested in the plan and there is no mention of what the student hopes to achieve by graduation.
500 Word Explanation/Rationale 20%	The student's 500 word explanation is clear and compelling **And:**	The student's 500 word explanation is adequate **And:**	The student's explanation does not accompany the plan **OR-**

	The rationale provided illustrates a deeper level of insight in connecting how achievement of the two goals will facilitate the student's growth as a professional nurse.	The rationale provided does link the two goals to professional nursing.	The rationale provided does not effectively link the two goals to professional nursing.

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BUDGETING AND STAFFING PROJECT RUBRIC

Criterion	Exemplary	Satisfactory	Undeveloped
Identification of Main Issues/Problems 20%	Identifies and demonstrates a sophisticated understanding of the main issues/problems in the case study.	Identifies and demonstrates an accomplished understanding of most of the issues/problems.	Identifies and demonstrates acceptable understanding of some of the issues/problems in the case study.
Analysis and Evaluation of Issues/Problems 20%	Presents an insightful and thorough analysis of all identified issues/problems.	Presents a thorough analysis of most of the issues identified.	Presents a superficial or incomplete analysis of some of the identified issues.
Recommendations on Effective Solutions/ Strategies 30%	Supports diagnosis and opinions with strong arguments and well-documented evidence; presents a balanced and critical view; interpretation is both reasonable and objective.	Supports diagnosis and opinions with limited reasoning and evidence; presents a somewhat one-sided argument; demonstrates little engagement with ideas presented.	Little or no action suggested and/or inappropriate solutions proposed to the issues in the case study.
Links to Course Readings and Additional Research 20%	Makes appropriate and powerful connections between identified issues/ problems and the strategic concepts studied; supplements case study with relevant and thoughtful research and documents all sources of information.	Makes appropriate but somewhat vague connections between identified issues/problems and concepts studied; demonstrates limited command of the analytical tools studied; supplements case study with limited research.	Makes inappropriate or little connection between issues identified and the concepts studied; supplements case study, if at all, with incomplete research and documentation.

Writing Mechanics and Formatting 10%	Demonstrates clarity, conciseness and correctness; formatting is appropriate and writing is free of grammar and spelling errors.	Occasional grammar or spelling errors, but still a clear presentation of ideas; lacks organization.	Writing is unfocused, rambling, or contains serious errors; poorly organized and does not follow specified guidelines.

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CHANGE THEORY PROJECT RUBRIC

Criterion	Exemplary	Satisfactory	Undeveloped
Observations 30%	Observations of and comments about the leader's effectiveness or ineffectiveness with change theory. Rationale (research, examples, specific outcomes) for connections to specific styles.	General observations of and comments about the leader's effectiveness or ineffectiveness with change theory. General rationale for some connections.	Minimal observations of and comments about the leader's effectiveness or ineffectiveness with change theory. Little or no rationale for statements provided.
Research 30%	Clear description of your initial change theory research and how that applies in health care.	General description of your initial change theory research and how that applies in health care.	Vague or missing description of your initial change theory research and how that applies in health care.
Reflections 30%	Specific statements demonstrating personal and professional reflection on change theory. Including detailed description of skills you would need and whether or not you have them now, and evidence to support your assessment.	Generalized statements demonstrating personal and professional reflection on change theory. Including detailed description of skills you would need and whether or not you have them now, and evidence to support your assessment.	Unclear or missing statements demonstrating personal and professional reflection on change theory. Including detailed description of skills you would need and whether or not you have them now, and evidence to support your assessment.
Grammar & APA 10%	APA format and style are correct and clear.	APA format and style are mostly correct.	APA format and style are minimally

	Areas of focus include syntax, appearance, organization, and grammatical correctness. References and literature citations are correct.	Areas of focus include syntax, appearance, organization, and grammatical correctness. References and literature citations are correct.	correct. Areas of focus include syntax, appearance, organization, and grammatical correctness. References and literature are cited but contain mistakes.

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ORGANIZATIONAL ANALYSIS- STRATEGY PLAN RUBRIC

Criterion	Exemplary	Satisfactory	Undeveloped
Learning Plan 30%	Perspective Learning Plan follows a logical strategy, which would maximize the students learning opportunity.	Perspective Learning Plan somewhat follows a logical strategy, which would help the students learning opportunity	Perspective Learning Plan follows a minimal or no strategy
Learning Discussion 30%	Multiple learning modalities and learning opportunities are discussed in detail. At least 3 - 4 specific examples of learning opportunities.	Few learning modalities and learning opportunities are discussed in detail. 1-2 specific examples of learning opportunities.	No learning modalities and learning opportunities are discussed in detail. No specific examples of learning opportunities.
Student Activity 30%	Detailed discussion on student activity that would promote a learning opportunity. Includes a summary of how the student plans to meet the practicum hours.	Minimal discussion on student activity that would promote a learning opportunity. Minimal summary of how the student plans to meet the practicum hours.	No discussion on student activity that would promote a learning opportunity. No summary of how the student plans to meet the practicum hours.
Grammar & APA 10%	APA format and style are correct and clear. Areas of focus include syntax, appearance, organization, and grammatical	APA format and style are mostly correct. Areas of focus include syntax, appearance, organization, and grammatical	APA format and style are minimally correct. Areas of focus include syntax, appearance, organization, and grammatical

	correctness. References and literature citations are correct.	correctness. References and literature citations are correct.	correctness. References and literature are cited but contain mistakes.

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ORGANIZATIONAL ANALYSIS- THE ORGANIZATION RUBRIC

Criterion	Exemplary	Satisfactory	Undeveloped
Observation or Research 30%	Detailed observations or research about the Organization. Includes, physical structures, type of organization, and function of organization.	General observations or research about the organization Missing information on physical structures, type of organization, and function of organization.	Minimal Observations or research about the organization Little or no information on physical structures, type of organization, and function of organization.
Leadership Community 30%	Clear description of leadership hierarchy and staffing models. Clear identification of organizations function in the community	General description of leadership hierarchy and staffing models. Unclear identification of organizations function in the community	Vague or missing description of leadership hierarchy and staffing models. No identification of organizations function in the community
Communication 30%	Specific and detailed statements about the organization. The description flows logically and is easy to understand. Specific, viable types of professional development that would help you develop needed skills.	Generalized list of skills you would need and whether or not you have them now.	Unclear or missing statements of why you would or would not want the position. Inaccurate, incomplete, or missing skills required for this position.
Grammar & APA 10%	APA format and style are correct and clear. Areas of focus include syntax, appearance, organization, and grammatical	APA format and style are mostly correct. Areas of focus include syntax, appearance, organization, and grammatical	APA format and style are minimally correct. Areas of focus include syntax, appearance, organization, and grammatical

| | correctness. References and literature citations are correct. | correctness. References and literature citations are correct. | correctness. References and literature are cited but contain mistakes. |

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ORGANIZATIONAL ANALYSIS- THE NURSE LEADER RUBRIC

Criterion	Exemplary	Satisfactory	Undeveloped
Observations 30%	Observations of and comments about the Nurse Manager's effectiveness or ineffectiveness when handling conflict. Rationale (research, examples, specific outcomes) for connections to specific styles.	General observations of and comments about the Nurse Manager's effectiveness or ineffectiveness when handling conflict. General rationale for some connections.	Minimal Observations of and comments about the Nurse Manager's effectiveness or ineffectiveness when handling conflict. Little or no rationale for statements provided.
Reflections 30%	Clear description of your initial impression of the Nurse Manager and how your impression of the manager's role has changed. Clear identification of your leadership style with references cited. At least two specific examples of manager's leadership skills and how your manger's leadership style compliments, or competes against, the overall effectiveness of the organization.	General description of your initial impression of the Nurse Manager and how your impression of the manager's role has changed. General identification of your own leadership style with references cited. At least one example of manager's leadership skills and how your manger's leadership style compliments, or competes against, the overall effectiveness of the organization.	General description of your initial impression of the Nurse Manager and how your impression of the manager's role has changed. General identification of your own leadership style with references cited. At least one example of manager's leadership skills and how your manger's leadership style compliments, or competes against, the overall effectiveness of the organization.
Communication 30%	Specific statements of why you would or would not want the position. Detailed description of skills you would need and	General statements of why you would or would not want the position. Detailed description of skills you would need and	Unclear or missing statements of why you would or would not want the position. Inaccurate, incomplete, or

	whether or not you have them now, and evidence to support your assessment. Specific, viable types of professional development that would help you develop needed skills.	whether or not you have them now, and evidence to support your assessment. Specific, viable types of professional development that would help you develop needed skills.	missing skills required for this position. No activities or strategies to develop needed skills.
Grammar & APA 10%	APA format and style are correct and clear. Areas of focus include syntax, appearance, organization, and grammatical correctness. References and literature citations are correct.	APA format and style are mostly correct. Areas of focus include syntax, appearance, organization, and grammatical correctness. References and literature citations are correct.	APA format and style are minimally correct. Areas of focus include syntax, appearance, organization, and grammatical correctness. References and literature are cited but contain mistakes.

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ORGANIZATIONAL ANALYSIS- YOUR EXPERIENCE RUBRIC

Criterion	Exemplary	Satisfactory	Undeveloped
Paper Construction 30%	Paper is organized and flows as a seamless academic work. Detailed observations, research, and references are relevant and support the theme of the paper. Rationale and conclusions of experiences and learning opportunities are fully discussed. Single conclusion sums up all four sections.	Paper is somewhat organized and flows as a seamless academic work. General observations, research, and references are relevant and support the theme of the paper. Rationale and conclusions of experiences and learning opportunities are partially discussed. Single conclusion sums up most sections.	Paper is unorganized and does not flow as a seamless academic work. Minimal observations, research, and references that support the theme of the paper. Rationale and conclusions of experiences and learning opportunities are minimally discussed. Single conclusion does not sum up all four sections.

Reflections 30%	In-depth personal reflection on the learning opportunities during the course. Including impression of the Nurse Leader/ Manager role and how you see the manager's role changing. Clear identification of the leadership style you prefer.	Generalized personal reflection on the learning opportunities during the course. Some impressions of the Nurse Leader/ Manager role and how you see the manager's role changing. General identification of the leadership style you prefer.	Vague or missing description of personal reflection on the learning opportunities during the course. Including impression of the Nurse Leader/ Manager role and how you see the manager's role changing. Vague or missing identification of the leadership style you prefer.
Communication 30%	Specific statements of why you would or would not want a leadership position. Detailed description of skills you would need and whether or not you have them now, and evidence to support your assessment. Specific, viable types of professional development that would help you develop needed skills.	Generalized statements of why you would or would not want a leadership position. Generalized description of skills you would need and whether or not you have them now, and evidence to support your assessment. General types of professional development that would help you develop needed skills.	Unclear or missing statements Specific statements of why you would or would not want a leadership position. Unclear or missing description of skills you would need and whether or not you have them now, and evidence to support your assessment. Unclear or missing, types of professional development that would help you develop needed skills.
Grammar & APA 10%	APA format and style are correct and clear. Areas of focus include syntax, appearance, organization, and grammatical correctness. References and	APA format and style are mostly correct. Areas of focus include syntax, appearance, organization, and grammatical correctness. References and	APA format and style are minimally correct. Areas of focus include syntax, appearance, organization, and grammatical correctness. References and

	literature citations are correct.	literature citations are correct.	literature are cited but contain mistakes.