

University of West Georgia
School of Nursing
Master of Science in Nursing
Program
Fall 2012



NUR6602-N81 - Problem-Solving in Health Systems Leadership

Course Description: Using a case study systems approach, this course provides an in depth examination of identifying health systems leadership problems and identifying specific theory-based and/or research based interventions designed to solve identified problems.

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|------------------------|--|
| Pre-requisites: | Admission to graduate nursing program |
| Co-requisite: | None |
| Credit: | (2-0-2) |
| Faculty: | Jack Yensen, BSc(Hons), PhD, MN Visiting Professor School of Nursing 250 537-5053 (long distance, email me first and I can call you) jyensen@westga.edu |
| Meeting Times: | This is a Distance Education Course It will consist of: <ul style="list-style-type: none"> • Some synchronous meetings using Wimba • Asynchronous discussion sessions <p><i>See the course schedule for specific dates and times.</i></p> |
| Office Hours: | To be determined as mutually convenient Email in Course Den (preferred) or jyensen@westga.edu Virtual office hours by appointment |

Learning Goals

Program objectives are noted in parentheses following the learning goals:

1. Use decision making models related to assessment and intervention aspects of the health systems management leadership role. (1, 5, 6)
2. Examine the relationship between organizational mission, philosophy, structure, and organizational culture in identifying clinical problems and strategy implementation. (3, 5)
3. Analyze legal and ethical implications relevant to decision making in health systems leadership. (3)
4. Explore a variety of strategies useful in solving organizational/clinical problems in a diverse global environment. (5, 6, 7)
5. Use research and evidence-based findings to develop strategies for implementation in health systems leadership. (2, 4, 8)
6. Utilize basic principles of fiscal responsibility/quality issues as a rationale for decision-making. (5)
7. Identify and use technological and information systems relevant to problem identification and strategy implementation. (1)
8. Apply knowledge of caring and holism in the selection of human resource management strategies. (9, 10)

Content

1. Identifying of organizational/clinical problems
2. Strategies and techniques designed to solve clinical/organization problems
 - o Legal/ethical decision making
 - o Organizational culture, diversity, globalization
 - o Financial resources/strategies
 - o Collaboration
 - o Human resource management
 - o Negotiation and contracts
 - o Case Management
3. Relationship of organizational mission and philosophy to identification and solution of organizational/clinical problem.
4. Technological and information systems

Textbooks

Required

Roussel, L. (2013). *Management and leadership for nurse administrators* (6th ed.). Burlington, MA: Jones & Bartlett Learning. [ISBN – 978-1-4496-1492-8]

Malloch, K., & Porter-O'Grady, T. (2009). *The quantum leader: Applications for the new world of work* (2nd ed.). Sudbury, MA: Jones & Bartlett. [ISBN – 978-0-7637-6540-8]

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. [ISBN – 13: 978-1-4338-0561-5]

Learning Activities

This course will be delivered 100% online. This requires the online equivalent of 1425 minutes of instruction (seat-time) and an additional 2850 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

| Activity | Instructional Equivalent |
|--|--------------------------|
| Class Participation (Online assignments) | 1425 minutes |
| Student Led Discussions, learning activities | 285 minutes |
| Executive Summary | 1140 minutes |

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

Methods of Evaluation

| Activity | Percentage of Grade |
|---|---------------------|
| Class Participation (Online assignments) | 50% |
| Student Led Discussion | 10% |

Executive Summary 40%

Discussion Evaluation Rubric

| Objective/ Criteria | Performance Indicators | | | |
|--|---|---|---|---|
| | Excellent (1 points) Posted 2 or more curriculum focused comments per week that broadened or deepened the discussion. Posted a summary or take away point. | Proficient (0.8 points) Posted 1 or more curriculum focused comments per week that broadened or deepened the discussion | Satisfactory (0.6 points) Posted no curriculum focused comments per week that broadened or deepened the discussion | Not acceptable (0 points) Posted irregularly or primarily non-curriculum focused comments |
| Frequency of contributions | (2 points) Examples referring to and incorporating others comments into own reflective and insightful commentary | (1.6 points) Consistently makes clear, thoughtful comments which integrate discussion comments and course concepts | (1.2 points) Most comments clear, relevant and have some depth | (0 points) Contributed only own posts without addressing any other peers' comments |
| Quality of discussion commentary | (2 points) Thoroughly identified and analyzed issues and implications of topic, generated new issues, concerns, or broader themes for consideration, applied ideas to specific and concrete situations, discussed implications of readings, integrated additional professional literature (health care and non- health care related) into discussion | (1.6 points) Analyzes or challenges assumptions | (1.2 points) Minimal to occasional analysis or critique of information | (0 points) Comments simply agreed or disagreed with prior commentary, no evidence marshaled, states facts without analysis |
| Depth of commentary | (2 points) Select and discuss main ideas related to topic, make connections among the various ideas presented, apply ideas to specific and concrete situations, make distinctions between various readings as to level of importance, quality, and relevance | (1.6 points) Synthesis evident and generally logical and consistent, problem or issue identification clear, position or conclusion made and generally supported by information presented with minor gaps | (1.2 points) Some synthesis evident but may occasionally group dissimilar concepts or data, problem or issue identification relatively clear, position or conclusion attempted but weak support in information presented | (0 points) Comments showed lack of understanding and no preparation, unable to make distinctions among ideas/readings as to level of importance, quality, and relevance "shotgun" approach, problem or issue identified but requires major clarification |
| Evidence of understanding of topic and required readings | (1 points) Examples of listening and expressing understanding of other points of view and seeking out ideas from other course participants | (0.8 points) Able to refocus discussions and highlight key points | (0.6 points) Rarely leads discussion or refocuses or highlights | (0 points) Finds flaws and creates conflict, argumentative |
| Finding new meanings, seeking other perspectives | (1 points) Seeks consensus among peers and assumes a leadership role in efforts to find common ground, respects opinions and acknowledges and encourages peers, even with differing opinions | (0.8 points) Responds appropriately to peers with encouragement or respect for opinions | (0.6 points) Occasionally uses responses which may limit discussion or deter or discourage peers | (0 points) Attempts to win every disagreement, wanted all peers to adopt own point of view, frequently used responses that have potential to limit discussion or deter or discourage peers |
| Reaching common ground | (1 points) Sources properly referenced, inline citations used, full reference listing in APA 6th edition format | (0.8 points) Most sources properly referenced, inline citations used, reference listing with few errors | (0.6 points) Few sources properly referenced, inline citations not used properly, reference listing with errors | (0 points) No sources properly referenced, inline citations not used, reference listing with many errors |
| Sources | out of 10 | | | |

Assignment Evaluation Rubric

| Criteria | Max. mark | Your mark | Grade | Not Acceptable | Satisfactory | Proficient | Excellent |
|-------------------------------|-----------|-----------|-------------------|---|--|--|--|
| | | | | 0% to 65% | 66% to 73% | 74% to 89% | 90% to 100% |
| Timeliness | 1 | 1 | Excellent (++) | Late or not submitted | | | Submitted on or before due date |
| Substance | 6 | 6 | Excellent (++) | Ambiguous thesis, limited Demonstrates some understanding of topic but ideas are mainly obvious Insufficient or unclear details | Limited central thesis Adequate knowledge, ideas may be conventional Details may be repetitious | Clear central thesis Adequate engagement of topic but little originality Appropriate details, but some gaps identified Evidence of synthesis | Clear central thesis Intelligent consideration & knowledge of topic with originality of thought Carefully selected details that support general statements & central thesis Good synthesis evident among subject areas represented |
| Spelling and grammar | 1 | 1 | Excellent (++) | Frequently awkward Almost no sentence variety Overuse of coordination Limited and sometimes inaccurate word choice | Clear but functional Some sentence variety Subordination and co-ordination usually correct Correct but unimaginative word choice | Clear and reasonably fluent Appropriate sentence variety Satisfactory subordination and coordination Appropriate, clear and correct word choice | Clear, controlled and fluent diction Effective variety in sentence type, length & structure Effective subordination and coordination Appropriate, lively, and wide-ranging word choice |
| Content 1-2 pages | 1 | 1 | Excellent (++) | Unclear, verbose, uninformative No clear introduction or conclusion Paragraphs not sufficiently unified or developed Transitions poor and inappropriate Plan of development barely adequate | Reasonably adequate introduction, body and conclusion Adequate paragraphs but some are needlessly long or short Mechanical or abrupt transitions Specific plan but limited emphasis | Clear introduction, body & conclusion albeit somewhat mechanical Unified well-developed paragraphs Effective paragraph transitions; sentence transitions sometimes conventional Specific plan followed fairly consistently | Clear, concise and informative discussion Effective introduction, body & conclusion Various parts of the proposal effectively tied together Writing flows smoothly, with effective paragraph transitions Effective plan with evidence of analysis |
| References and APA | 1 | 1 | Excellent (++) | Frequent errors that seriously impede communication Significant spelling, punctuation & typographical errors Limited APA use, with multiple errors in format and no congruence between citations and reference list | Minor errors and a few major errors that reduce clarity of communication Multiple spelling, punctuation or typographical errors Fair APA formatting with some differences between citations and reference list | A few minor errors and one or two major errors which do not reduce the clarity of communication Occasional spelling, punctuation, or typographical errors Good APA formatting with congruence between citations and reference list | No major errors Sentence fragments, if present, are used deliberately for effect and emphasis Impeccable punctuation & spelling Evidence of careful proofreading throughout Excellent APA formatting with full congruence between citations and reference list |
| Penalties or bonuses -1 -1 | | | | | | | |
| Totals | 10 | 10 | | | | | |
| Percentages | 100% | 100% | | | | | |
| Mark for this assignment | 10 | 10 | | | | | |
| Grade for this assignment | | | Excellent (++) | | | | |

Executive Summary Grading Rubric

Rubric for Grading the Executive Summary (from a report provided by faculty or from a quality improvement project)

I. Title Page (5 points)

II. Introduction (very brief—5 points)

III. Identify the Clinical Quality issue: how it was found or discovered, from whom (15 points)

IV. Describe what you identify as the Root Cause (15 points)

V. Summary of the data that was examined when evaluating the issue (15 points)

VI. List barriers or facilitators identified (15 points)

VII. Recommendations for actions to resolve the issue (15 points)

VIII. Conclusion (very brief—5 points)

IX. Reference (minimum of 3—10 points)

Grading System

A = 90 - 100

B = 80 - 89

C = 75 - 79

F = below 75

School of Nursing Policies and Communication

- Students are expected to access the School of Nursing MSN Handbook on the SON website and are responsible for the information and policies in it.
- The School of Nursing *Grapevine* is located in the course list on Course Den after logging in. This site is used for general student information and messages from the SON administrative staff. It should be checked frequently since it provides timely announcements for all nursing students. **The *Grapevine* is not to be used for course related communication with faculty.**
- It is University policy that all electronic communication between the faculty and students must take place through the campus e-mail network only, utilizing MyUWG or CourseDen).

Technical Requirements and Online Learning Expectations

- This course will be conducted primarily within CourseDen. Students should seek assistance from university resources listed below as needed to facilitate the use of CourseDen.
- Where and how to receive help with CourseDen or any other technical Problems: <http://www.westga.edu/~distance/webct1/help/>
- The GeorgiaVIEW/CourseDen server goes down for mandatory maintenance each week; see dates here: <http://www.usg.edu/gaview/support/maint-schedule.phtml> Typically, the servers are down from 10 pm on Friday nights until 7am on Saturday mornings.
- Link to UWG Online Connection website (includes link to Orientation, basic software/hardware requirements, Online Student Guide, and all student services) - <http://www.westga.edu/~online/>
- The software and settings for use of CourseDen may be found at <http://www.westga.edu/~distance/webct1/help/techrequirements.html>. Students are expected to complete the browser check and download the necessary software on their computers in order to use CourseDen most effectively.
- Efficient internet connectivity will be essential for working in the online course and is the student's responsibility. For this course "*dial-up is not recommended.*" The following site describes various options: http://www.westga.edu/its/index_5243.php.
- At a minimum, students should be familiar with the use of Microsoft Word and PowerPoint products. A 2003 or higher version of the Microsoft software is recommended. All documents and assignments must be submitted as Microsoft Word documents (.doc or .docx) or submitted in rich text format (.rtf).
- Students are expected to actively participate in the course using email, synchronous and asynchronous discussions, and assignment submission including the ability to attach files to each of these.
- Synchronous online classes will be held during regularly assigned class times unless otherwise arranged with full agreement by all class members. *Participation in synchronous class sessions will require a computer with a headset and microphone and webcam (preferred) or a telephone connection with a speaker phone.*
- All assignments are to be submitted in the "Assignment" section within the CourseDen site. Assignments will be returned in the same manner. See grading rubric for each assignment.
- Threaded discussions are to be conducted in the designated discussion site, identified by topic. Students are expected to actively engage in these discussions. See the grading rubric for online discussions.
- Students are expected to check and use CourseDen for course related communications, and to submit all assignments. It is advisable to check the site daily. Access to CourseDen, as well as the fax number and e-mail address on this syllabus should eliminate the likelihood of late assignments.
- The UWG Library Distance Learning services are located at <http://www.westga.edu/~library/>. A link is provided on the CourseDen home page.

Americans with Disabilities Act Statement

- If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services.
- A CDWS counselor will coordinate those services.
- See http://www.westga.edu/studentDev/index_8884.php for more information.

Academic Integrity

- The School of Nursing is committed to promoting a learning environment that recognizes the importance of honesty, integrity, and high ethical standards in education and the professional practice of nursing.
- The academic dishonesty policies of this course are the same as those found in the *University of West Georgia Connection* and *MSN Student Handbook, 2012-2013*.

Evidence of student cheating, fabrication, or plagiarism, as defined in these policies will result in failure of the course. This evidence includes copying of reference materials including material from web sites directly into class projects or papers without proper sourcing.