Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

LIBERTY UNIVERSITY.

COURSE SYLLABUS

NURS 721
LEADERSHIP, POLICY AND ETHICS

COURSE DESCRIPTION

This course will provide a study of principles and knowledge of organizational leadership and advanced communication abilities that support an improved quality of care delivery as well as improved outcomes. Consultative and leadership approaches that facilitate collaboration are explored. The advanced practice role of nursing as it pertains to policy development, championing change, and inspiring clinical innovation are examined. National and global policy issues are highlighted, with specific attention placed on the ethical aspects of health policy development.

RATIONALE

Nurses prepared as practice scholars are called upon to provide leadership and facilitation of change in today's complex healthcare arena. Skills of innovation and challenge of the status quo are expected from contemporary leaders. This course provides the DNP student an opportunity to explore and interact with advanced leadership theories, in addition to examining pertinent policy related healthcare issues within the context of ethical decision making.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. RECOMMENDED RESOURCES

American Nurses Association. (2015). *Code of ethics for nurses with interpretive statements*. Silver Springs, MD: Author. ISBN: 9781558105997.

Johns, C. (2017). *Becoming a reflective practitioner*. (5th ed.), West Sussex, UK: Wiley-Blackwell. ISBN: 9781119193920.

IV. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment

B. Internet access (broadband recommended)

C. Microsoft Office

D.   To watch educational videos, the student will need a connection speed of 256–512 kilobits per second. Browsers that do not support HTML5 video and audio will require Microsoft Silverlight Player plug-in.

V.   MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

A.   Analyze contemporary organizational leadership theories and approaches that support effective communication, improved patient safety and outcomes, and efficient delivery of care (**PLO: 2,3,5,7. DNP Essentials: II, NONPF 2014: Leadership Competencies: 1,2; Health Delivery System Competencies: 1,2,3,5,6,7**).

B.   Compare scholarly literature regarding consultative and collaborative approaches to operational and clinical leadership that support process change and innovation in the current health care environment (**PLO: 2,3,5,7. DNP Essentials: II, NONPF 2014: Leadership Competencies: 1,2; Health Delivery System Competencies: 1,2,3,5,6,7**).

C.   Examine the APN role within the context of health care reform, public education, health policy development, and advocacy (**PLO: 3,7. DNP Essentials: V, NONPF 2014: Policy Competencies: 1,2,3,4,5).**

D.   Analyze domestic and global health policy concerns from an ethical, moral, and Christian worldview perspective (**PLO: 3,7. DNP Essentials V, NONPF 2014: Policy Competencies: 1,2,3,4,5; Quality Competency: 4; Ethics Competencies: 1,2,3).**

E.   Formulate a clinically-oriented change plan based on scholarly evidence, demonstrating utilization of effective organizational leadership strategies, professional communication, health policy and advocacy, and ethical decision making (**PLO: 2,3,5,7. DNP Essentials II & V, NONPF 2014: Leadership Competencies: 1,2,3,5; Health Delivery System Competencies: 1,2,3,4,5,6,7; Quality Competency: 5).**

VI.   COURSE REQUIREMENTS AND ASSIGNMENTS

A.   Textbook readings and lecture presentations

B.   Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C.   Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. Therefore, the student is required to provide a thread in response to the provided prompt for each forum. The student will also be required to reply to at least 2 classmates' threads. Each thread will be evaluated based on the depth and breadth of the discussion.

D.   Emotional Intelligence Paper

The student will write an 8–10-page research- and reflective-based paper in current APA format that focuses on emotional intelligence. The paper must include at least 6–8 references in addition to the course textbooks and the Bible.

E.   Leadership and Change Theory Synthesis Paper

The student will write a 12–15-page research-based paper in current APA format that focuses on leadership and change theory. The paper must include at least 10–12 references in addition to the course textbooks and the Bible.

F.   Group Electronic Presentation Project

Students will be assembled in teams and work as a group (virtual, in a manner chosen by the group) to prepare an electronic presentation illustrating a contemporary health related public policy or professionally related policy with the associated impact on nursing practice. The presentation must be 15–20 minutes if streamed (such as YouTube), or 30 slides (such as PowerPoint). There must also be 12–15 scholarly, peer-reviewed references reflected in the presentation and provided in an APA reference page format.

VII.   COURSE GRADING AND POLICIES

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Emotional Intelligence Paper	200
Leadership and Change Theory Synthesis Paper	300
Group Electronic Presentation Project Topic	50
Group Electronic Presentation Project	250
Total	1010

B.   Scale

A = 940–1010   A- = 920–939   B+ = 900–919   B = 860–899   B- = 840–859

C+ = 820–839   C = 780–819   C- = 760–779   D+ = 740–759   D = 700–739

D- = 680–699   F = 0–679

C.   Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

VIII. BIBLIOGRAPHY

Ash, L., & Miller, C. (2017). Interprofessional collaboration for improving patient and population health. In Zaccagnini, M. E., & White, K. W. (Eds.) *Doctor of nursing practice essentials: A new model for advanced practice nursing* (pp. 233–274). Sudbury, MA: Jones & Bartlett.

Chaffee, M. (2012) Science, policy and politics. In Mason, D. J., Leavitt, J. K., & Chaffee, M. W. (Eds.). *Policy & politics in nursing and health care* (pp. 307–315). St. Louis, MO: Elsevier Saunders.

Johns, C. (2017). *Becoming a reflective practitioner*. (5th ed.), West Sussex, UK: Wiley-Blackwell.

Knickman, J. R. & Kovner, A. R. (2015). *Health care delivery in the United States* (11th ed). New York, NY: Springer.

Leviton, L. C., Kuehnert, P. L., & Wehr, K. E. (2015). Public health: A transformation for the 21st century. In Kovner, A. R., & Knickman, J. R. (Eds.) *Health care delivery in the United States* (pp. 99-118). New York, NY: Springer.

Buettner-Schmidt, K. & Malone, R. E. (2016). The Nightingales take on big tobacco. In Mason, D. J., Gardner, D. B., Outlaw, F. H., & O'Grady, E. T. (Eds.). *Policy & politics in nursing and health care* (7th ed.), (pp. 632–641). St. Louis, MO: Elsevier Saunders.

Mathre, M. L. & Krumm, B. (2016). Reefer madness: The clash of science, politics, and medical marijuana. In Mason, D. J., Gardner, D. B., Outlaw, F. H., & O'Grady, E. T. (Eds.). *Policy & politics in nursing and health care* (7th ed.), (pp. 698-702). St. Louis, MO: Elsevier Saunders.

Moore, M., Jackson, E. & Tschannen-Moran, B. (2016). *Coaching psychology manual.* (2nd ed). Philadelphia, PA: Wolters Kluwer/Lippincott, Williams & Wilkins.

O'Grady, E T., Mason, D. J. Outlaw, F. H., & Gardner, D. B. (2016). Frameworks for action in policy and politics. In Mason, D. J., Gardner, D. B., Outlaw, F. H., & O'Grady, E. T. *Policy & politics in nursing and health care* (7th ed.), (pp. 1-21). St. Louis, MO: Elsevier Saunders.

Sparer, M. & Thompson, F.J. (2015). Government and health insurance: The policy process. In Kovner, A. R., & Knickman, J. R. (Eds.) *Health care delivery in the United States* (pp. 32-51). New York, NY: Springer.

COURSE SCHEDULE

NURS 721

Textbooks: Clawson, *Level Three Leadership: Getting Below the Surface* (2012).
Goudreau & Smolenski, *Health Policy and Advanced Practice Nursing* (2014).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Clawson: chs. 1, 16–18, Appendix Theories 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	Clawson: chs. 2–4 1 presentation 4 websites	DB Forum 2	50
3	Clawson: chs. 9, 12 1 presentation 2 websites	Emotional Intelligence Paper	200
4	Clawson: chs. 6, 10 1 presentation 3 websites	DB Forum 3	50
5	Clawson: chs. 24–25 2 presentations 1 website	Leadership and Change Theory Synthesis Paper	300
6	Goudreau & Smolenski: chs. 1–2, 4–5 1 presentation 3 websites	Group Electronic Presentation Project Topic	50
7	Goudreau & Smolenski: ch. 13 1 presentation 1 website	Group Electronic Presentation Project	250
8	1 presentation	DB Forum 4	50
		TOTAL	1010

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.