



**Texas A&M University-Texarkana**  
**College of Health and Behavioral Sciences**  
**Nursing Department**  
**NURS 535 - Nursing Administration Practicum**  
**Spring, 2013**

**Faculty:** Shirley Garick, Ph.D., RN

**Office:** In Office- 9 to 11 AM Monday & Tuesday or by appointment

**Office Hours:** Online: 1:00p to 4:30p, Mon-Tues-Thurs

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**Catalog Description:** This course utilizes assessment and planning strategies to effect change within the health care system. The purpose of the course is to enable the professional nurse to make sound clinical and administrative decisions based on a theoretical framework. Theories of management, leadership, change, and behavior modification are utilized to facilitate the identification of needed change. The student will apply research and didactic content in a variety of practice settings with a selected clinical population.

**Pre-requisites:** NURS 501, 504, 529, 502

**Required Text:** Atchison (2001). *Leading Transformational Change*.

Publisher: Health Administration Press, Chicago, Ill.

ISBN: 9781567931617

Dye, Carson F.(2010). *Leadership in Healthcare; Essential*

*Values & Skills*. (2<sup>nd</sup>, Ed.) Health Administration Press,

Chicago, Ill. ISBN 978-1-56793-355-

**Recommended:** American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author. ISBN: 9781433805615

Pozgar, G.D. (2007). *Legal aspects of health care administration* (10<sup>th</sup> ed.). Sudbury, Mass: Jones and Bartlett Publishers. ISBN: 9780763739270

**Student Learner Outcomes:**

The following course outcomes apply to successful achievement of this course. The student must be able to demonstrate the ability to:

1. Coordinate seminars and presentations within the clinical and online settings and submit seminar presentations to your faculty person.
2. Evaluate theories/philosophies of administration through Change Impact Paper and Presentation from clinical experience online via webinar (one paper).
3. Research paper on Leadership & Administration theories with a reflective analysis and synthesis on the impact within the clinical setting of theory and practice to the instructor online via webinar (one paper).
4. Critique and evaluate Weekly Blackboard posted research articles pertaining to dealing with clinical management, future trends and outcomes within clinical settings and the discussion with faculty for the one seminar hour per week.

## **Course Outline:**

### **Overview of course**

- *Concepts and theories guiding professional administrative practice*
- *Factors of Change, Complexity and Evaluation for Nurse managers/leaders*

### **Organization and Strategy of Evaluation within planned change including theories of change**

- *Evaluation of organizational structure and analysis*
- *Evaluation strategies to evaluate outcomes of planned change*
- *Strategic planning within nursing management/leadership; evidence-based practice*
- *Issues/Staffing and scheduling within a change project in the clinical setting*

### **Examination, application and synthesis of selected theoretical frameworks**

- *Theoretical frameworks for nurse managers/leaders*
- *Applying reflective analysis to change in the clinical setting focusing on issues in administration*
- *Examining the effectiveness of theory as applied to nursing administration within the clinical setting*

### **Understanding the impact of administrative theory on leadership and evidence based principles and building your change project within the leadership Practicum**

- *Changing management paradigms based on administrative theory*
- *Understanding the impact on management/leader activities with changes in philosophical theory*
- *The impact of on practice for nursing management/leaders within the clinical setting*

### **Wrap up course**

- *Practicum research papers due and presentation online*
- *Practicum workforce change within administrative theory*
- *Evaluation of course and professor*

**Prerequisites:** Student must have graduated with a BSN degree from an accredited University and have successfully met the Admission Criteria for the Masters Degree in Nursing.

**Justification:** This core administration course has been developed and will be taught to meet the requirements of students seeking a Master of Science Degree in Nursing Administration. The student will develop the ability to evaluate, synthesize, initiate and utilize the managerial/leadership paradigms to foster change within the healthcare settings in pursuit of the degree.

**Methods of Instruction:**

Blackboard on line assignments and discussion board will be conducted. Discussion board questions and online content will be presented. Preceptors will assist the student at the selected clinical site. Students may pick their preceptors email the name, phone number and email address to their faculty person.

**Evaluation:**

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 or below

**Weighted Scale for Course Activities:**

- |   |      |
|---|------|
| 1. Seminar Coordination and Presentations /Classroom/Clinical<br>(Two of these at 20% each)                                   | 40%  |
| 2. Change Impact Paper  | 20%  |
| 3. Research Paper on Nursing/ Healthcare Administration theories/philosophy with reflective analysis on outcomes.             | 20%  |
| 4. Discussion board and four Assignments plus research article postings<br>(student participation will be part of this grade) | 20%  |
|   | 100% |

5. Clinical Practicum –This course is 3 SCH with 1 hour of the 3 SCH for seminar. There are 4 SCH clinical practicum hours with a 2:1 clinical ratio. 40 hours of the 120 hours will be used for modules and clinical preparation. 80 hours of the 120 hours for clinical. **This portion of the course is Pass/Fail.**

## **Evaluation Criteria**

The student must achieve an average of 80% on all assignments to successfully complete the course. Students are encouraged to use the on campus writing center, if needed. If a student withdraws after the deadline date for an automatic “W” and has a course average of less than 80%, the grade of “WF” will be assigned.

### **Seminar time with Faculty:**

These seminar hours are for guidance and assistance for the student in relationship to the project/plan they are developing and initiating within the clinical setting. This may be done on blackboard as group discussion or within the clinical setting depending on the student’s assessment of their own needs. These hours may also be used for individualized help, if needed.

### **Student Technical Assistance:**

Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

### **I-OS and Android Devices**

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:

- Solutions to common problems and FAQ’s for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
- Blackboard Helpdesk contacts (office hours are: Monday - Friday, 8:00a to 5:00p)  
 Julia Allen (main contact) 903-223-3154 [julia.allen@tamut.edu](mailto:julia.allen@tamut.edu)  
 Nikki Thomson (alternate) 903-223-3083 [nikki.thomson@tamut.edu](mailto:nikki.thomson@tamut.edu)  
 Jayson Ferguson (alternate) 903-223-3105 [jayson.ferguson@tamut.edu](mailto:jayson.ferguson@tamut.edu)

## **Technical Requirements:**

### **Minimum Windows PC Requirements:**

- Pentium IV 1.5GHz+ (preferred: Core Duo)
- 1 GB RAM minimum (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Windows 2000, XP, Vista or 7
- Web browser (Internet Explorer 7.0+; Firefox 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0\_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)

Blackboard has certified the following browsers for computers running Windows Operating Systems:

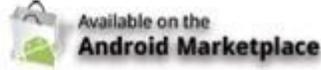
- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

### **Minimum Apple Macintosh Requirements:**

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended)



To access Texas A&M University - Texarkana, there is an individual license fee of \$1.99 per year or \$5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.

### CALENDAR OF SEMESTER ASSIGNMENTS

Week	Assignment(s)
1	Orientation and overview of course through discussion board and online lecture. Preceptor handbooks retrieved online in course content.
2	Group evaluations and Delphi techniques. Pick your preceptor and share with your professor, the name phone number and facility via blackboard email.
3	Seminar discussions, if requested. Please request seminar hours via blackboard email. <b>Read Ch. 1 &amp; 2 in Leading Change book &amp; Ch.1 in Leadership in Healthcare</b>
4	Clinical Evaluation: Discussion Board postings and Assignment #1. Discussion regarding clinical practicum.
5	Developing a change program model. Discussion Board and Assignment # 2 , comments on research articles questions and discussion of postings. <b>Read Ch. 9 in Leading Change &amp; Ch. 2 &amp; 3 in Leadership book.</b>
6	Organizational evaluation and systems paradigms. Discussion Board Discussion regarding clinical practicum experiences.
7	<b>Read Ch. 7 &amp; 8 in Leading Change &amp; Ch. 3, 8, 7 in Leadership in Healthcare</b> Discussion Board and comment on article postings.
8	No assignments <b>Spring break week March 12 through 17<sup>th</sup></b>
9	Quality Improvement Strategies: Developing research for deciphering outcomes and system changes within your clinical plan. Discussion Board and Assignment #3 and discussion on clinical practicum experiences. <b>Read Ch. 3,4 &amp;5 in Leading Change book &amp; Ch. 11,12 &amp; 13 in Leadership in Healthcare book.</b>
10	Executive and managerial theories within the clinical setting on the discussion Board. <b>Read Ch. 6 &amp; 8 in Leading change bk. &amp; Ch.10,15,16, 17 in Leadership bk.</b>
11	Executive management of boards within the clinical setting on the discussion. Discussion of clinical practicum experiences.
12	Discussion board and Assignment 4. <u>Nursing administration Paper on theories/philosophy with reflective analysis paper emailed to professor</u>
13	Presentations of seminar coordination and Presentations to colleagues' online and/or clinical setting.
14	SEMINAR Presentations to be emailed to your professor
15	CHANGE IMPACT Paper due. <b>All Journals are due</b>
16	Online evaluation of course

\*Each Assignment will be online the week before any materials within the assignment are due. For instance, in week three, Assignment 1 will be placed up on Thursday afternoon at 5 pm and the due date on Week 4 (one week late) on Thursday afternoon at 5 PM. This schedule will hold firm throughout the semester.

**Academic Integrity:**

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary actions." For additional information see the university policy manual.

**Accommodations Statement:**

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

**A&M-Texarkana Email Address:**

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

**Drop Policy:** To drop this course after the census date (see [semester calendar](#)), a student must complete the Drop/Withdrawal Request Form, located on the University website <http://tamut.edu/Registrar/droppingwithdrawing-from-classes.html>) or obtained in the Registrar's Office. The student must submit the signed and completed form to the instructor of each course indicated on the form to be dropped for his/her signature. The signature is not an "approval" to drop, but rather confirmation that the student has discussed the drop/withdrawal with the faculty member. The form must be submitted to the Registrar's office for processing in person, email [Registrar@tamut.edu](mailto:Registrar@tamut.edu), mail (7101 University Ave., Texarkana, TX 75503) or fax (903-223-3140). Drop/withdraw forms missing any of the required information will not be accepted by the Registrar's Office for processing. It is the student's responsibility to ensure that the form is completed properly before submission. If a student stops participating in class (attending and submitting assignments) but does not complete and submit the drop/withdrawal form, a final grade based on work completed as outlined in the syllabus will be assigned.

**Class Participation**

Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. Failure to submit online assignments between the first day of classes and the "university census date" (according to the university schedule) will result in an ADMINISTRATIVE DROP from the course.

**Resources Needed:** The student will need access to a computer and printer at home or at school and/or in both places.

**Faculty Requirement:** This course must be taught by faculty with a terminal degree Ph.D. in Nursing or a Related Field.

**Rationale for Graduate Credit:** This course will be a part of the core requirements for achieving a Masters of Nursing Administration Degree. It will be taught at a master's level of teaching and student participation. It will foster independent learning through the impact paper and presentation, the research paper and presentation, the seminar presentations, the online module assignments, clinical practicum with objectives, logs and preceptor evaluations.

**Other:** The faculty reserves the right to make any changes necessary to facilitate student learning and/or to accommodate any other issues that may develop during the semester for this course.

**Preceptors:** The students will only use preceptors with Masters Degrees in Nursing or a Master's Degree in a related field above for their clinical practicum experience.

**Assignments:** Assignments are designed as opportunities for the application of principles learned through coursework in this program. As masters students you are responsible for identification of your individual learning needs, self direction and demonstration of learning outcomes. Your faculty person will provide guidance to assist every student's successful completion of this course.

- 1.** Seminar Coordination & Presentation prepares the student to incorporate an executive, management and leadership role by providing direction and management to others, synthesizing pertinent information into consumable formats. The utilization of previous course work and classical nursing management literature will be part of the seminar presentation. Topics will be selected by the student and approved by the course faculty. Students will present two seminars lasting one and one half hours each; with the presentation being presented in webinar and/or the clinical setting using multiple strategies for their presentation. Library searches for peer reviewed articles will be the responsibility of the student and at least 5 peer reviewed research articles related to the seminar topic must be a part of the seminar. You will work with a preceptor on a potential change to be initiated within your clinical setting.
- 2.** The change impact paper will be about what type of impact change has effected your seminars. This paper involves the clinical practicum setting with the clinical change/transformation project and paper being the focus of the change you are making in the clinical area. The assignment is intended to facilitate the students' ability to accomplish the following:

  - A. Develop a plan that includes a change project.
  - B. Measure goal attainment of the change project in your paper.
  - C. Explain the outcomes in your paper, through self- evaluation, evaluation of the planned change and outcomes of the change based on theory.
  - D. Analyze the method/approach utilized for the planned change and suggestions for revisions if the project were to continue and/or be redone in the future.

(10 to 15 pages including cover sheet abstract & reference page APA style).
- 3.** The nursing / healthcare administration theory/philosophy reflection paper is an opportunity to revisit the theory class of your core courses and make any necessary revision, changes, additions based on your experiences within the management courses, your work position within the healthcare arena and general life experiences. This would allow you to review the ANA standards for Nursing Administration. The reflection will be the honest evaluation of your own experiences as an executive/manager with the inclusion of theories that match your own style of leading and/or managing. The paper will also how your leadership style affects the entire healthcare team, nurses, physician, nurse practitioners, and all members of the healthcare team. (10 to 15 pages including cover sheet abstract & reference page APA style).
- 4.** Blackboard discussions, posting and responses provide students with the opportunity to express opinions, bring forward literature, and learn from other students. All assignments for online will be posted for class on the discussion board. Questions for clinical discussion will also be placed on the discussion board with all students responding to the clinical experiences. Assignments, there will be four assignments. The response to the assignment should be substantiated with at least one reference from the literature to provide support for your thoughts and position you express.

**5.** The clinical practicum involves evaluation of planned change, health care evaluation procedures in general, and evidence based practice. The purpose of the practicum is to facilitate the student's application of the skills, functions and strategies necessary to successfully evaluate and redesign planned change as a change agent in a selected setting with a selected practice population and also function in the evaluation of a nurse manager/leader. Other purposes for this practicum are to increase the student's depth of knowledge in relation to nursing administration and the evaluation and redesign of effective change including the skills to bring about the change within a clinical area. The students will work with a preceptor of their choice who has a Masters Degree. They are also expected to write objectives and journal their experiences. The clinical objectives must be approved by a faculty prior to sharing this with your preceptor and other agency people who may be involved with your clinical plan. The clinical journal must be a detailed chronicle of your evaluation and management/leadership activities along with how these activities are contributing to your evolution as a master of your profession.

**6.** Clinical journals are to be written in APA (6<sup>th</sup> .ed.) style with evaluations of outcomes. The journal must have a title page as outlined in APA. Each journal entry must have the date and number of hours spent in the clinical setting. That means that each journal must reflect your portion of the 80 hours of clinical. You may divide up the 80 hours to match your project/ plan of change. These may be emailed at the end of the course, the calendar will give you the day.

**Bibliography:**

- Agency for Healthcare Research and Quality. (2004). *Research in action: AHRQ tools and resources for better health care*. AHRQ Publication No. 03- 0008. Washington, D.C.: Author.
- Alles, P. (1995). CESF medical outcomes research project: Implementing outcomes assessment in a clinical setting. *Wisconsin Medical Journal*, 94(1), 27-31. (Classic)
- Barnett, V. (1982). *Comparative statistical Inference*. New York: Wiley. (Classic)
- Dunham-Taylor, J., & Pinczuk, J. (2006). *Financial management for nurse managers: Applications in hospitals, long-term care, home care, and ambulatory care*. Sudbury, Ma: Jones and Bartlett.
- Hope, J. & Fraser, R. (2003). Who needs a budget? *Harvard Business Review*, 81(2), 108-115.
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- Orchid, C. (1994). Comparing healthcare outcomes. *British Medical Journal*, 308(6942), 1493-1496.
- Popper, K. (1968). *The logic of scientific discovery*: New York: Harper & Row. (Classic)
- Sjostrom, B. & Dahlgren, L.O. (2002). Applying phenomenography in nursing research. *Journal of Advanced Nursing*, 40(3), 339-345.
- Volicer, B.J. (1984). *Multivariate statistics for nursing research*. New York: Grune & Stratton. (Classic)
- Whitehead, J. (1992). *The design and analysis of sequential clinical trials*. New York: Ellis-Harwood. (Classic)
- Williams, L. D. (1995). Issues of consent and data collection in vulnerable populations. *Journal of Neuroscience Nursing*, 34(4), 211-218.

# **APPENDIX A FORMS**

### ONLINE CLINICAL SCHEDULE

Week One	PRECEPTOR NAME & AGENCY	Name & agency of preceptor due on
Week Two		
Week Three	OBJECTIVES PRECEPTOR AGREEMENT	<b>Clinical objectives due TBA</b> <b>Signed preceptor agreement</b>
Week Four	JOURNAL DUE <span style="color: red;">or at end of course</span> DISCUSSION BOARD	<b>Clinical Journal due</b>
Week Five	DISCUSSION BOARD	
Week Six		<b>Clinical Journal due</b>
Week Seven		
Week Eight	JOURNAL <span style="color: red;">or at end of course</span> DISCUSSION BOARD	<b>Clinical journal due</b>
Week Nine		
Week Ten		
Week Eleven		<b>Clinical journal due</b>
Week Twelve		
Week Thirteen	JOURNAL <span style="color: red;">or at end of course</span> DISCUSSION BOARD	<b>Clinical journal due</b>
Week Fourteen		
Week Fifteen	<span style="color: red;">All journals are due not, however if you have been submitting them all along, just the last journal is due.</span>	
Week Sixteen		

## JOURNALING SUGGESTIONS

**All journals must have your name, date and hours spent in the clinical area. The journals need to cover some of the criteria below, however given the fluid situations within the clinical setting there may be other criteria which will need to be included that are not listed. All journals must have a title sheet and be written in APA style (6<sup>th</sup> ed.).**

1. Describe and discuss events in the clinical setting.
2. Analyze the skill set within the framework of your planned change.
3. Evaluate personnel issues.
4. Identify areas of weakness in your plan of change.
5. Identify areas of strength in your plan of change.
6. Describe reconstruction of your plan of change, if needed.
7. Review weaknesses and strength of your plan with your preceptor.
8. Critically review each element of your plan.
9. Discuss application of your plan.
10. Assess your own attitudes in relationship to your clinical plan.