

University of Alberta Collaborative Baccalaureate  
Nursing Program  
with  
Grande Prairie Regional College

NS 4010  
Nursing Management

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Acknowledgment to J. Hibberd, RN., Phd.  
for course development

Faculty  
Chris Bera, R.N., BscNEd., Med.  
Room H228  
Phone 539-2896

## COURSE OUTLINE

### Course Description

This course is an introduction to the theory and practice of management applied to settings where nurses work. Emphasis will be placed on theories of organization, management, and leadership, as well as on selected nursing systems and worklife issues. The practice component will include a variety of learning experiences in health care settings or in seminars and simulations. [University Calendar, p.516. 4 credits(3-0-3)].

### Course Objectives

1. To introduce students to selected theories of organization and management and to apply them to health care agencies
2. To develop an awareness of the role, functions, and responsibilities of nurses in leadership and management positions
3. To examine selected systems designed: (a) to promote standards of nursing care and professional practice; and (b) to provide effective and efficient services to clients and patients
4. To build on previously acquired skills in team work, problem solving, decision making, critical thinking, scholarship, and oral and written communication
5. To explore personal leadership styles and potential

### Teaching Resources

Teacher. The teacher is responsible for planning, implementing, and evaluating the course, and serves as the content expert. The teacher's role is primarily that of tutor, facilitator, and coach to individuals and groups of students.

Field advisor. Each group of students will be assigned to a field advisor. Field advisors are practising nurse managers and administrators who have volunteered to be available to students as consultants. These nurses are strongly committed to the educational goals of the collaborative nursing program and wish to retain close links with the University. They will assist groups of students to identify learning opportunities in their health agencies.

### Learning Methods

Students will achieve the course objectives through individual and group study. Case studies will be used as the basis of class discussions.

**Individual study.** Each student is responsible for studying the assigned textbook and readings. Students will read independently in other content areas related to the course in order to complete group assignments. Students will learn from each other during group work.

**Group study.** In addition to individual study, students will achieve course objectives through cooperative learning in small groups. Students will organize themselves into groups of not less than four and not more than six members, and all term assignments will be completed by the group as a whole. **Completed term assignments must be approved and signed by each member of the group before final submission.** Each group will be responsible for presenting cases in class and stimulating analysis and discussion.

### **Group Work**

Each group will be responsible for:

1. Organizing and managing itself by:
  - 1.1 selecting a leader or leaders
  - 1.2 selecting a group member who will serve as the contact person, and who will obtain a gpu account for communicating with the teacher by e-mail
  - 1.3 establishing policies to guide decision-making, division of labour, communication, conflict management
  - 1.4 stating expectations of group members, e.g., sharing the work and attending meetings
  - 1.5 evaluating group process and individual contributions to the group
  - 1.6 identifying process problems, and communicating or consulting with the teacher as appropriate
2. Completing all term assignments as outlined in the section below.
3. Developing a working relationship with an assigned field advisor, and negotiating appropriate learning experiences. For example, students must attend at least one agency meeting.

### **Term Assignments**

There will be three group assignments and the criteria for evaluation are listed in Appendices A, B, and C respectively. In general terms, all group work will be evaluated on the following bases: satisfactory identification of the management issues and problems underlying the group exercise or case study; evidence of a sound understanding of relevant theory, concepts, and management processes; creativity; breadth and

depth of problem analysis; quality of scholarship; and evidence of effective group work. The format of the American Psychological Association (3rd or 4th ed.) is required. Assignments are to be typed.

1. Role of the nurse manager (20% of course grade)

1.1 **Interview.** Students will contact their field advisors and make an appointment for the entire group to meet and conduct the initial interview. Beforehand, students must complete assigned readings on the role of the nurse manager, and draw up a list of questions they would like to pose to the field advisor. These questions are to be put on an overhead and brought to the second class for discussion purposes. The objective of the assignment is to become acquainted with the field advisor, learn the scope of that person's responsibilities, and identify the trends, issues, and problems currently being addressed by him or her in the particular health agency. The interview also provides an opportunity to discuss additional learning opportunities.

1.2 **Report.** The written part of this assignment consists of:

- 1.2.1 a set of objectives the group wishes to achieve;
- 1.2.2 a report of the interview (including a copy of the interview questions);
- 1.2.3 an annotated bibliography of not less than five articles about the role of nurse managers or nurse administrators and their work;
- 1.2.4 a memorandum addressed to the teacher describing the group's activities to date, listing the decisions made about group leadership, rules, expectations, and indicating how and when the group will communicate and consult with the teacher; and
- 1.2.5 an evaluation of the group's management plan for this assignment including an evaluation of group processes and individual contributions to group work. Recommendations for managing the next assignment should be included.

1.3 **Class Report.** Each group of students will report to the class their findings from this assignment. Each group will facilitate discussion and field questions related to their report.

See Appendix A for evaluation criteria.

2. Case study analysis (35% of course grade)

Nine of the classes will consist of case study analysis, and each group of students will be responsible to help plan one of the sessions with the teacher. Each group will select one case

study as the basis for a major written assignment as well as analysis and discussion in class. Once the group's case study selection has been confirmed, the group should refer to the "guide to working with case studies" in the Nursing 401 Case Studies document on reserve in J.W.Scott Library.

All written work for this assignment will be negotiated with the teacher. Several days prior to meeting with the teacher, students will submit a set of learning objectives for the assignment, some suggestions as to what written administrative document(s) would be appropriate to the case study, and an indication of how the field advisor will be involved. The meeting time will be spent clarifying expectations, negotiating the components of the written assignment, and planning the class session.

**2.1 Written work.** The written part of this assignment is to be negotiated with the teacher and will include:

- 2.1.1 a literature review on any aspect related to the case that is not more than 4 pages in length (1000 words);
- 2.1.2 administrative document(s) appropriate to the case that are not more than 6 pages in total;
- 2.1.3 Appendices containing:
  - students' learning objectives,
  - copy of the plan for managing this assignment including a statement of how the field advisor will be involved, and an evaluation of that plan
  - copy of the critique received from reviewers of the draft assignment
  - an evaluation of group processes and individual contributions to the group. Include a summary of the groups learning experience of working together as a group throughout the term.
  - printout of CDROM literature search for the literature review

**2.2 Class Discussion.** Each group of students will take a lead role in facilitating the discussion of the case study they have chosen. The discussion will focus on the case and the application of management theory to the problem. During the class discussion, students may use the occasion to present their ideas about the case and the position they would take; or they can pose questions of classmates and examine the administrative implications of the case. Field advisors may be invited to the session as appropriate.

**See Appendix B for evaluation criteria.**

### **3. Critique (5% of course grade)**

Each group will be responsible for providing a one-page critique of another group's case study. **Only** the literature

review and the administrative documents relevant to the case are to be assessed. The two involved groups will negotiate the critique due date. The reviewer group will send its critique to the writer group and a copy to the teacher.

See Appendix C for evaluation criteria.

### Summary of evaluation

To pass this course, students must take part in all assigned group work. Marks assigned for group work constitute 60% of the final grade for the course. Students must also write the final examination, which constitutes 40% of the final grade for the course. There are no marks for any quizzes - these are learning exercises. Final grades will be assigned on a 9-point scale that is consistent with the Faculty of Nursing policy.

### Rationale for choosing these learning methods

Over the past several years the Canadian economy has been in and out of recessions and this is having a major impact on the health care system. Three dominant themes at the macro, meso, and micro levels of the health care system are: reform, restructure, and redesign. The pace of change at all three levels is accelerating, and familiar organizational arrangements are being replaced by more complex and more flexible structures. Traditional functional departments in health care agencies such as nursing are disappearing, and nurse managers may be required to report to general managers many of whom have little health care experience or background. This places increasing responsibility on all nurses to ensure that professional standards are met and that appropriate nursing services to clients and patients are provided. Working with multi-disciplinary teams is becoming the norm and so all nurses, especially those in management positions, must possess advocacy skills to ensure that the nursing discipline is involved and represented in decisions at all levels of health care agencies.

The structural changes taking place have profound implications for new nurses entering the health care system as providers of nursing services. The changes call for a good understanding of organizational structures and processes, of managerial and leadership styles, and of interdisciplinary team work. People who aspire to be managers in the health field must develop effective ways of identifying what it is they need to know as well as a lifelong commitment to learning. Moreover, their roles increasingly involve the facilitation, integration, and coordination of autonomous teams; there is less emphasis on directing, supervising, and controlling subordinates than in the past. Problem-solving, decision-making, teaching, negotiating, and conflict resolving, are all important managerial skills, and these are more effectively taught and learned in group settings rather than in traditional

and controlling subordinates than in the past. Problem-solving, decision-making, teaching, negotiating, and conflict resolving, are all important managerial skills, and these are more effectively taught and learned in group settings rather than in traditional classrooms where lectures are the prevailing teaching method. Although the course is not designed to prepare nurses for management roles, it is important that all nurses have a good understanding of organizational concepts and dynamics so that they may practice effectively as health professionals in all kinds of work settings.

### Class Schedule

Week 1996		Readings
1. Sept. 3	Introduction to the course Formation of student groups Group work for first assignment	Team Building for effective group work
2. Sept. 9	Current trends in health Care Coping with Change	Ch. 2 by Storch & Meilicke
3. Sept. 16	<b>Topic: Organizational theory</b> Class Discussion	Ch. 4 by Meilicki Ch. 11 Monk
4. Sept. 23	<b>Topic: Management and leadership theory</b> Class Discussion	Ch. 10 by Wylie Marriner-Tomey, (1992)
5. Sept. 30	First Assignment is due <b>Presentation by each group of their findings from the first assignment</b> Class Discussion of case study: <b>Role of the Nurse Manager</b>	Ch. 1 by Hibberd/Kyle Ch. 27 by Wylie CNA (1988)
6. Oct. 7	Quiz based on content to date First case study discussion <b>Nurse Manager as change agent</b>	Ch. 24 by Montgomery Ch. 25 by Thorpe & Wheeler

7. Oct. 14	Second Case study discussion Organization of Patient Care	Ch. 17 by Lendrum Reaume, A., Frisch, S., Smith, A., & Kennedy, C. (1994) Case Management and nursing practice. <u>Journal of Nursing Administration</u> , 24(3), 30- 36
8. Oct. 21	Case study discussion TBA	Readings TBA
9. Oct. 28	Case study discussion TBA	Readings TBA
10. Nov. 4	Case study discussion TBA	Readings TBA
11. Nov. 11	Case study discussion TBA	Readings TBA
12. Nov 18	Case study discussion TBA Assinment due: Personal Style and philosophy	Readings TBA
13. Nov. 25	Case study discussion TBA	Readings TBA
14. Dec. 2	Review open to topic of Choice	

### Learning Resources

#### Required Textbook

Hibberd, J.M., & Kyle, M.E. (Eds.). (1994). Nursing management in Canada. Toronto: W.B.Saunders.

#### Case studies

A collection of case studies has been placed on reserve in the J.W.Scott Library. The document is titled: Case Studies for Nursing 401: Nursing Management. Student groups must select one