

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

NS 4010
Nursing Management
4 Credit Course

Fall 1997

Course developed by Prof. Judith Hibberd
Faculty of Nursing U. of A.

Faculty
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Course Outline **Nursing 401: Nursing Management**

Classes: Tuesday and Thursdays Starting Sept 4, 1997 Time: 0900 - 1100

Office Hours as posted. I can be contacted by phone to arrange times convenient to students.

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. College Calender p. 4 credit course

Course Objectives

The purpose of the Nursing Management course is to focus on the **frontline management level**. The intent will be:

1. To introduce students to selected theories of organization and management and their application 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 communications.
5. To explore personal leadership styles and potential.

Teaching Resources

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

Field Advisor - One of the early assignments will be to interview a nurse manager, who will be well experienced in management. Students will be encouraged to refer to these managers as consultants during the course for identifying learning opportunities within the agencies and to assist with the type of decision making applied to case study review. These managers have already agreed to meet with groups of students. These nurses in leadership roles are committed to the educational goals of the collaborative nursing program.

Learning Methods

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

Individual study. Each student is responsible for studying assigned textbook and readings. Students will read independently in other content areas related to the course in order to complete individual as well as group assignments. Students will need to come prepared to class in order to discuss case studies and apply the prerequisite readings. Classes will take on the form of seminars. A percentage of marks will apply to seminar participation. Two unexcused absences will be allowed for the semester. Additional absences will result in lost marks. **Seminars depend for their success on the presence and participation of all group members.** Students learn from each other during group work.

Group study. In addition to individual study, students will achieve the course objectives through cooperative learning in small groups. students will organize themselves into groups of three, term assignments will be completed by the group as a whole. Completed term assignments must be approved by each member of the group and signed by each before final submission. the worked should be shared equally. It does not stand that each member must automatically have the same mark. Dependent on the output or lack of by some group members, the mark can be adjusted for members to a percentage of the total mark with agreement from the majority of the group. The rationale for the group work is based on the team work that is required in most nursing agencies, where nurses work interdependently. The intent is to make this a realistic experience to what will be encountered in employment.

Each group is responsible for presentations related to assignments. **We multiply and enrich our learning through sharing.**

Utilization of some scheduled class time for group work is open to negotiation by the whole class with the instructor. This will be classified as designated lab time.

Group Responsibilities

1. The organization and management of the group:
 - 1.1 selecting a leader
 - 1.2 selecting a group member who will serve as the contact person with the teacher. e-mail may be a form of contact
 - 1.3 establishing policies to guide decision-making, division of labour, communication, conflict management.
 - 1.4 stating expectations of group members, as sharing in the workload 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 next section.
3. Developing a working relationship with an assigned field advisor, and negotiating appropriate learning experiences. For example students may attend an agency meeting. they may choose to shadow the manager for a half day. They should have a plan for what they may wish to learn in more depth. Sample Topics: budgetary process, dealing with innocent absenteeism, disciplinary process, staff selection, making the union contract work for both parties, organizational process as applied to communication within, dealing with conflict as related to staff/clients.

Term Assignments

There will be two group assignments and one individual assignment See Appendices for A, B, and C respectively. In general, 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 using a font face of courier, geneva or times, and a font size of 12.

Marks allocation

Individual Assignment	Personal Philosophy	15%
Group Assignment I	Role of Nurse Manager	20%
Group Assignment II	Case Study Analysis	25%
Final Examination	Multiple Choice	30%
Participation in Seminars		<u>10%</u>
	Total	100%

1. **Personal Philosophy** **Value 15%**

There will be one individual assignment, A Personal Philosophy. You will be given the chance to do a Meyer - Briggs Personal Inventory. This has been organized through the Student Services Department. The results will be confidential to you. The intent is to help you identify your personal strengths and traits as well as your preferences. You may wish to use this information to help establish or enhance your personal philosophy. A personal philosophy is useful whether you wish to enrich your daily interaction or develop career planning strategies. In nursing interpersonal skills are very complex and are the tools nurses rely on. It is through understanding of self that we come to understand others. This paper should be to your personal benefit and you may wish to use it as a future reference and review. Be creative and reflective. Confer with a close friend if you find it helpful. This should not be a theoretical research document. A length of 4 to 7 pages would be sufficient.

Due: Oct 6, 1997

See appendix A

2.1 **Role of the nurse manager** **Value 20%**

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 trends, issues, and problems currently being addressed by him or her in their particular agency. At this time students may organize additional learning opportunities for individuals. Practicing the skill of negotiating in itself is an opportunity to apply theoretical knowledge

2.2 Written component: See Appendix B for evaluation criteria.

Part A: A set of **learning objectives** the group wishes to achieve related to the role of the nurse manager; and a **memorandum** addressed to the teacher outlining the decisions made regarding the organization and management of the group (i.e. leadership, policies, expectations, evaluation plans, and how & when the group will communicate/consult with the teacher).

Due: Sept. 23, 1997

Value 5%

Part B: Informal report of the interview. The Field Advisor's responses to your questions should be summarized into key terms representing managerial or organizational concepts and processes. Prioritize these key terms, selecting only four most commonly reported ones or the four that the group believes are the most important (This prioritization is a form of content analysis used in qualitative research to identify significant themes in data) Your four terms should be defined, using the literature. Compare and contrast these definitions to the meanings/definitions that were provided by your Field Advisor. Your reference list should include four to five article that report studies relative to nurse managers and their work.

Attach copies of the articles in the Appendices along with a copy of your interview questions.

Due: October 21, 1997

Value 15%

2.3 Class Presentation. Each group of students will give an informal presentation to the class regarding their findings from this assignment. Each group will field questions related to their presentation.

3.1 Case study analysis

Written work. See Appendix C for evaluation criteria

Each group will be responsible for a case study analysis in a written format besides the ones that will be covered in class during seminar discussion. Each group will select one case study as the basis for a major written assignment as well as an 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. This guide is included with the Case study Package. One package will be handed to the class. Students may choose to copy the necessary information. the other option is to sell packages to students through the bookstore.

- 3.2 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. **Meetings must be scheduled prior to Nov. 7**
- 3.3 Students' learning objectives for the assignment
 A management plan for the assignment which includes a timeline, how the field advisor will be utilized, & a proposed date to meet with the course instructor to discuss the class presentation.
 A proposed contract regarding:
 - what administrative document(s) will be completed with rationale
 - the focus of the literature review
- 3.4 The administrative document(s) appropriate to the case that are in the range of 6 pages. Note: at least one of the administrative documents should be two to three pages in length. Examples of administrative documents include: memos, letters, executive summaries, reports, discussion papers, proposals, meeting agendas, meeting minutes, etc.
- 3.5 A literature review on any aspect related to the case in the range of 4-6 pages in length. Appendices to include a printout of CD ROM literature search.
- 3.6 An evaluation of the group's management plan & group process that is in the range of 2 pages. The evaluation will include:
 -whether the learning objectives were met for this assignment,
 -effectiveness of the management timelines
 -an evaluation of group process utilizing a model of group development from your course textbook
- 3.7 **Facilitating class discussion of Case Study. See Appendix C for evaluation criteria**
 Each group of students will take a lead role for the discussion of the case study they have chosen. This two hour session should include:
 - a highlight of applicable management theory as background information,
 - a case study analysis(refer to guide to working with case studies
 - a management plan for dealing with the case study based on application of management theory
 - discussion and/or analysis of appropriate administrative documents

During the class discussion, students may use the occasion to present their ideas about the case and the position they would take. Field advisors may be invited to the session.

3.8 Critiques

Each group will be responsible for providing a critique on the draft copy of another group's administrative document. The critique should be in the range of 1 to 2 pages. The two involved groups will negotiate the due date. The reviewer group will submit a copy to the instructor.

Due: November 24, 1997

Summary of Evaluation

To pass this course, students must take part in all assigned group work and all assignments must be completed. Marks assigned for group work constitute 55% of the final grade for the course. Students must also write the final examination, which constitutes 30% of the final grade for the course. A quizz may be given without marks for the purpose of a practical exercise. All final marks are converted to a 9-point grade scale as follows:

9 Point Grading System (as per University of Alberta)

<u>Grade</u>	<u>Equivalent in %</u>
9	90 - 100
8	82 - 89
7	74 - 81
6	66 - 73
5	58 - 65
4	50 - 57
3	42 - 49
2	34 - 41
1	<34

RATIONALE FOR CHOOSING THESE LEARNING METHODS

The Canadian economy has undergone a significant recession and this has had 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 flexible structures. Traditional functional departments in health care 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. The result is the responsibility placed on all nurses to ensure that professional standards are met and that appropriate nursing services to clients and patients are provided. Working with multidisciplinary 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 life long commitment to learning. Moreover, their roles increasingly involve the facilitation, integration and coordination of autonomous teams; there is less emphasis on direction, supervising and controlling subordinates than in the past. Problem-solving, decision-making, teaching, negotiating and conflict resolution, are all important managerial skills, and these are more effectively taught and learned in group settings rather than the traditional classrooms where lectures are the prevailing teaching method. It is not the intent of this course to prepare nurses for management roles, but 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 and above all they must recognize their role as part of the process.

Expectations of the instructor: During this course we work more closely, like a team with open communication. As in the management process it is important that we follow the principles of good communication. Therefore if the student(s) have any concerns about the course itself or the expectations of the instructor, it is expected that the student(s) address all issues with the instructor responsible for the course. If there will be any adjustments made, it will be at this level.

Assignments are expected to be submitted on the day they are due. Only extreme circumstances will be considered and the instructor must be contacted prior the due date. Please keep in mind that instructors must also meet deadlines. **Late assignments are subject to a loss of 5 marks for each late day!**

Thank you!