

Hello. The form at /genedchecklist/welcome.cfm was submitted on Wednesday, October 8, 2014 at 4:42 PM. The data is below:

APP
12/5/14

Course information:

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1. Course name: Leadership in Nursing
 2. Department: College of Nursing
 3. Number: 409
 4. Cluster requirement: Capstone Study

Faculty information:

-
5. Name: Ouida Dowd
 6. Email: ouida.dowd@umassd.edu
 7. Phone: 508-910-6444

Required components:

-
8. Master syllabus:
<http://webroots/www.umassd.edu/genedchecklist/holding/nur409proposedmastersyllabusrationalestatement.docx>

9. Course overview statement:
Nurses must understand and possess leadership knowledge to be prepared to meet global healthcare challenges. The goal of Leadership in Nursing is to engage and guide students in developing knowledge and skills necessary to communicate effectively, lead intraprofessional teams, effectively manage patient care, and advocate for policies and practices to promote a safe, quality healthcare environment. Contemporary healthcare issues are examined related to quality and patient safety and the role of the nurse as a leader in affecting improved healthcare outcomes. Theories and concepts associated with leadership and organizational skills are discussed in relationship to the role of the professional nurse in the healthcare environment. A variety of pedagogical approaches are used to meet the needs of a diverse group of learners including student centered-learning, active engagement, reflective narrative practice, and creating a community of learning. Assignments are planned to promote student achievement of the course goals. Reflection is generally viewed as a critical component of professional practice, professional development, and lifelong learning. It is through reflection that we enhance clinical reasoning and communication skills and gain practice insights and intentions for practice change to improve patient outcomes. Reflective assignments are designed to incorporate reflection on self and practice action for the purpose of integrating course concepts to achieve insights and intentions for practice change. Through reflective discussion assignments various leadership concepts and their applications, nursing knowledge and principles, and broad knowledge from university studies are explored and integrated. Interpersonal relationship skills and communication, reflective analytical and critical thinking abilities, and the ability to apply and understand research is developed through discussions and group collaboration. Through the reflective narrative assignment students individually explore the issues of teams, team work, and leadership concepts within the work setting. Students work in groups to evaluate current literature to define, examine, assess, discuss, and integrate knowledge of leadership concepts and their applications to collaborate on and produce a written paper discussing their findings and conclusions. In the capstone project, the student reflects upon their current performance in the work setting in relation to leadership competencies and integrates knowledge learned throughout their academic coursework completed to date. The student completes a leadership self-assessment, identifying one area for

improvement, builds a plan for improvement including monitoring metrics, implements the plan and completes at least two monitoring points. This capstone is critical to establishing a lifelong professional development plan, one in which the student learns to apply learning for self-improvement for the purpose of engaging in the workplace and community to improve patient care outcomes. The student communicates the capstone project in a final written paper and oral presentation to the class.

Students achieve University Studies learning outcomes through reflective and collaborative student-centered learning to develop and apply knowledge, skills, and capacities gained throughout their education experience. This course is instrumental in preparing students for lifelong community engagement and fosters understanding and development of essential leadership knowledge, characteristics, and skills for students to become successful leaders in advancing healthcare.

10. Signed faculty and chair sponsor sheet: sent separately.

11. Official course catalog description for the course:

NUR 409: Leadership in Nursing (3 credits)

This course will focus upon theories and key concepts associated with leadership and organizational skills as they pertain to the role of the professional nurse. Knowledge and skills associated with functioning as a manager of care as well as a member of the healthcare team will be considered, including strategies to enhance personal and professional effectiveness. Contemporary health care issues will be discussed related to quality and patient safety and the role of the nurse in effecting improved patient outcomes individually and collaboratively in teams.

12. Course approval form: not entered.

University Studies Course Rationale Statement

NUR 409: Leadership in Nursing

Cluster 5A –The Educated and Engaged Citizen: Integrating the UMD Experience: Capstone Study

Nurses must understand and possess leadership knowledge to be prepared to meet global healthcare challenges. The goal of **Leadership in Nursing** is to engage and guide students in developing knowledge and skills necessary to communicate effectively, lead intraprofessional teams, effectively manage patient care, and advocate for policies and practices to promote a safe, quality healthcare environment. Contemporary healthcare issues are examined related to quality and patient safety and the role of the nurse as a leader in affecting improved healthcare outcomes. Theories and concepts associated with leadership and organizational skills are discussed in relationship to the role of the professional nurse in the healthcare environment. A variety of pedagogical approaches are used to meet the needs of a diverse group of learners including student centered-learning, active engagement, reflective narrative practice, and creating a community of learning.

Assignments are planned to promote student achievement of the course goals. Reflection is generally viewed as a critical component of professional practice, professional development, and lifelong learning. It is through reflection that we enhance clinical reasoning and communication skills and gain practice insights and intentions for practice change to improve patient outcomes. Reflective assignments are designed to incorporate reflection on self and practice action for the purpose of integrating course concepts to achieve insights and intentions for practice change. Through reflective discussion assignments various leadership concepts and their applications, nursing knowledge and principles, and broad knowledge from university studies are explored and integrated. Interpersonal relationship skills and communication, reflective analytical and critical thinking abilities, and the ability to apply and understand research is developed through discussions and group collaboration. Through the reflective narrative assignment students individually explore the issues of teams, team work, and leadership concepts within the work setting. Students work in groups to evaluate current literature to define, examine, assess, discuss, and integrate knowledge of leadership concepts and their applications to collaborate on and produce a written paper discussing their findings and conclusions.

In the capstone project, the student reflects upon their current performance in the work setting in relation to leadership competencies and integrates knowledge learned throughout their academic coursework completed to date. The student completes a leadership self-assessment, identifying one area for improvement, builds a plan for improvement including monitoring metrics, implements the plan and completes at least two monitoring points. This capstone is critical to establishing a lifelong professional development plan, one in which the student learns to apply learning for self-improvement for the purpose of engaging in the workplace and community to improve patient care outcomes. The student communicates the capstone project in a final written paper and oral presentation to the class.

Students achieve University Studies learning outcomes through reflective and collaborative student-centered learning to develop and apply knowledge, skills, and capacities gained throughout their education experience. This course is instrumental in preparing students for lifelong community engagement and fosters understanding and development of essential leadership knowledge, characteristics, and skills for students to become successful leaders in advancing healthcare.

PROPOSED Master Syllabus

NUR 409: Leadership in Nursing

Cluster Requirement: 5A, The Educated and Engaged Citizen: Integrating the UMD Experience: Capstone Study

This University Studies Master Syllabus serves as a guide and standard for all instructors teaching this course as part of the University Studies program. Individual instructors have full academic freedom in teaching their individual courses, but as a condition of course approval, agree to abide by the goals and outcomes listed below, to cover the identified material, to use these or comparable assignments as part of the course work, and to make available the agreed-upon artifacts for assessment of learning outcomes.

Course Overview:

Theories and concepts associated with leadership and organizational skills are discussed as they pertain to the role of the professional nurse in the healthcare environment. Knowledge and skills associated with functioning as a leader of care as well as a member of the healthcare team are identified, including strategies to enhance personal and professional effectiveness. Contemporary health care issues are discussed related to quality and patient safety and the role of the nurse as leader in effecting improved patient outcomes individually and in teams. Course development was guided by the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).

Learning Outcomes:

Course-specific Outcomes:

The student:

1. Integrates standards of ethical, legal, and moral conduct in developing the professional nurse role.
2. Analyzes the social, political, and economic forces that drive innovation in the health care delivery system and shape health care policy.
3. Considers inter-professional leadership and advocacy that promotes communication and collaboration to achieve quality patient care outcomes.
4. Evaluates the standards, organizational structures, and legal and ethical parameters that guide professional nursing practice.
5. Appraises aggregate data from quality indicators and core measure to evaluate effectiveness of nursing care.

University Studies Learning Outcomes:

Cluster 5A requires students to apply the knowledge, skills and capacities gained throughout the UMD experience and to reflect on the interaction of these and their own professional and personal development. Students are given the opportunity to integrate their learning and produce an original expression of knowledge or understanding. Students will also demonstrate mastery of both written and oral communication.

Upon completion of the capstone study, the learner will:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).
2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.
3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.
4. Communicate effectively, both orally and in writing, the results of the project or experience.

Examples of Textbooks and/or Assigned Readings:

Required textbook:

Yoder-Wise, P.S. (2011). *Leading and Managing in Nursing*. (5th ed.). St Louis: Mosby.
ISBN: 978-0-323-06977-9

Suggested:

American Nurses Association. (2010). *Nursing: Scope and Standards of Practice*. (2nd ed.).
Silver Spring, MD: American Nurses Association.
ISBN: 9781558102828

Examples of Additional Readings:

Clarke, P. N., & Hassmiller, S. (2013). Nursing leadership: Interprofessional education and practice. *Nursing Science Quarterly*, 26(4), 333-6. Doi: 10.1177/0894318413500313

George, B., Sims, P., McLean, A. N., & Mayer, D. (2007). Discovering your authentic leadership. *Harvard Business Review*, February, 129-138.

Institute of Medicine (IOM). (2010). The future of nursing: leading change, advancing health. *Institute of Medicine of the National Academies Brief*, October, 2010.

International Council of Nurses (ICN). (2012). *The ICN code of ethics for nurses*. Geneva, Switzerland: ICN.

Keyes, S. (2012). Transforming nursing leadership development. *Nursing Times*, 8(38), 16-16.

Massachusetts Department of Higher Education. (2010). *Nurse of the Future Core Competencies*.

Macphee, M., Skelton-Green, J., Bouthillette, F., & Suryaprakash, N. (2012). An empowerment framework for nursing leadership development: supporting evidence. *Journal of Advanced Nursing*, 68(1), 159-169. DOI: <http://dx.doi.org.libproxy.umassd.edu/10.1111/j.1365-2648.2011.05746.x>

Pepin, J., Dubois, S., Girard, F., Tardif, J., & Ha, L. (2011). A cognitive learning model of clinical nursing leadership. *Nurse Education Today*, 31(3), 268-273. DOI: 10.1016/j.nedt.2010.11.009

Shirey, M. R. (2013). Lewin's Theory of Planned Change as a Strategic Resource. *Journal of Nursing Administration*, 43(2), 69-72. DOI: 10.1097/NNA.0b013e31827f20a9

Thompson, P., & Hyrkas, K. (2014). Global nursing leadership. *Journal of Nursing Management*, 22(1), 1-3. DOI: 10.1111/jonm.12215

Wong, C. A., Cummings, G. G., & Ducharme, L. (2013). The relationship between nursing leadership and patient outcomes: A systematic review update. *Journal of Nursing Management*, 21(5), 709-724. DOI: <http://dx.doi.org.libproxy.umassd.edu/10.1111/jonm.12116>

Examples of Learning Activities and Assignments:

To meet Cluster 5A2 requirements

Discussion Assignments

Various leadership concepts, nursing knowledge and principles, and knowledge learned from university curriculum studies will be integrated and explored through reflective online discussions. Reflective discussions benefit all students so each student should expect to contribute significantly to the discussion forums.

Discussion Guidelines

Discussions are an online seminar format where learning is maximized by the full participation of all students. This is an opportunity for students to convey understanding and knowledge of content topics and participate in discussion of topics and ideas with classmates. Learning is enhanced by participation and feedback from others on ideas generated by class discussions. Students are expected to be professional and respectful in all communications. Open discussions are not graded. There are five (5) graded discussion assignments. Detailed assignment guidelines and information for these assignments are provided in the *Course Modules* on the myCourses NUR 409 site. Faculty will monitor discussions on a daily basis but will not respond to postings unless there is a need to redirect the discussion or clarify a concept.

The student will:

1. Participate in open group discussions for each module. Students will be assigned to a specific discussion group at the beginning of this course.
2. Complete five (5) discussion assignments as directed.
3. Respond to peers' discussion postings by adding substance or something new to the discussion. It is not acceptable to respond "Good posting. I like your ideas." Students should not simply repeat what has already been said. For example, identify a point that was not discussed or discuss a different perspective. If you disagree with the response, explain why. Raise any questions you might have in regards to implications for nursing leadership in the current global healthcare environment.
4. Above all, remember that **respect** is the key principle of any communication.

See Discussion Grading Rubric at end of syllabus

To meet Cluster 5A3 requirements

I. Group Assignment: Leadership Characteristics Essay Paper

Students will work in groups to evaluate current literature to define, assess, discuss, and integrate knowledge on nursing leadership concepts. The final product of this group research will be a written APA format paper examining nursing leadership concepts and their applications.

Assignment Guidelines

A. Define leadership:

Student groups will have on-line group discussions to define important leader characteristics and answer the following questions: What characterizes a good nursing leader? How would you define leadership? What skills and competencies do nurse leaders need to address the trends and challenges in our current health care environment? What role do informal leaders play?

B. Nurse of the Future Leadership Core Competencies:

Student groups will discuss and compare your definition of nursing leadership to the leadership knowledge, skills, and attitudes set forth in the *Nurse of the Future Core Competencies*. What would you add or delete to this definition? How does the *Nurse of the*

Future document compare to the content in your readings and your group definition of leadership? How does the notion of followership fit with this leadership competency?

C. Followership:

Students will discuss this concept, which is gaining increased attention in the literature. What were your insights as a group as you read the chapter on followership? How can we improve followership in our workplace environments?

Grading Criteria:

1. Evidence of group engagement in discussion of the assigned topic: (30%)
 - a. Evidence of group dialogue on each of the components of the paper is posted in the discussion thread.
 - b. Students are to use their group discussion board to discuss and make decisions about the assignment. One person from each group is responsible for posting the group essay as an attached APA document as the last entry in the discussion thread. Due date is listed in the Class Schedule.
2. Integration/application of readings: (30%)

Provide evidence that students understand and can apply leadership issues, concepts, and theories to the discussion topic. References are included in APA format.
3. Depth of thoughtful analysis of topic, insight, development of a common perspective and linkage of topic to work environment/clinical experience: (30%)

The goal is develop a topic conclusion with implications for practice. This is accomplished through an analysis of the assigned topic.
4. Grammar/Writing Style/APA Format: (10%)

Assignment, writing style, citations and references adhere to APA format. Paper length limit is 5 pages excluding the References page.

See Group Assignment Essay Paper Grading Rubric at end of syllabus

II. Reflective Narrative Paper on Teams and Teamwork

Students will work independently to assess a team they have worked with to critically analyze, explore, expand on, and develop a greater understanding of leadership concepts. Students will use reflection to gain insight and changed perspectives and examine situations within the context of one's knowledge, experience, beliefs, and assumptions. The student will write a reflective narrative assessment of a team and reflect on course content in relation to the work environment and assess team dynamics. The student will reflect on a team of which he/she is a member, assess one's role on the team, its functioning, its stage of development, and the acceptance of change. The student will identify a problem, suggest solution(s), and identify insights gained through the readings. The goal is to critically analyze, explore, expand on and develop an understanding of leadership roles in nursing.

Grading criteria:

1. Description: (10%)

Identify a work team of which you are a member. Describe the purpose, goals, vision and objectives of the team and your role on the team. Identify the members of the team by professional category (RN, case manager, physician, etc.). Is this a long-standing team, a project team, etc.? How does the team communicate their work?
2. Reflection: (50%)

In this step, you will reflect on and assess the team. Incorporate the assigned readings and web links and assess your role on the team and the team functioning. At what stage of development is the team? Explain why. Is it a team or a group of people? Why? Use Yoder-Wise's Team Assessment exercise to arrive at your conclusion as to the functioning of the team? Is the team receptive to change? Is change one of the charges of the team? What process do they use to implement change? How have you facilitated and/or hindered team

development? Is there conflict within the team? Would you consider this an effective or ineffective team and why? Assess communication within the team and with the team and the agency. Considering your role on this team, assess your qualities as a team player (Yoder-Wise pg. 359). If you could identify one problem of this team what would it be? Why?

3. Changed Perspectives and Actions: (30%)
In this section, you are identifying what you have learned. What have you learned? How has this exercise helped you to think differently about this team and about teams in general? Regarding the problem you identified above, what solution is needed? What action can you take to move toward a solution?
4. References, APA format and Grammar: (10%)
The paper should be written in APA format with references cited appropriately to support connection of readings with the team situation described. Correct APA format and grammar. Not to exceed 5 typewritten pages, exclusive of Reference page.

See Reflective Narrative Paper Grading Rubric at end of syllabus

To meet Cluster 5A1 and 5A4 requirements

Capstone Project: Leadership Development Project

Students will synthesize knowledge learned in this course and all their university curriculum studies to independently complete a research-based project to identify and develop leadership knowledge and skills. Students will identify one leadership concept, characteristic, or competency which they would like to develop as a leadership skill. Students will **create and implement** a leadership development plan during the semester. Project research, findings, knowledge learned, and implementation of development plan will be communicated in a written APA format paper and presented to the class online (i.e. PowerPoint or video recording of presentation).

Project grade: Paper 50%; Presentation 50%

Grading Criteria for APA format paper and project presentation:

1. Identification of proposed leadership competency and goal: (10%)
The student will submit a proposal of the identified competency for faculty approval by due date. Proposal includes a brief written description (1-2 paragraphs) of the identified competency topic and identified leadership development goal.
2. Assessment: (10%)
Why have you chosen this competency? Relate discussion to the course readings and provide relevant examples. How does this align with your career goals?
3. Goal: (10%)
Identify a specific action-oriented leadership goal to be accomplished this semester in this project. What are the benefits to you to achieve this goal? How does this align with your career plans? Do you plan to achieve smaller goals in order to reach your larger goal? What are they?
4. Resources: (10%)
What resources are available to assist you in achieving your goal? What facilitators are in place to assist you? What obstacles exist for you to achieve your goal? How will you overcome them?
5. Action steps: (10%)
List each action step that you will take to achieve your goal. These steps need to be very specific, detailing action, time line, accountability and costs, if appropriate. If you have identified smaller goals, include them in the action plan and how you will achieve them.
6. Communicating Your Plan: (10%)

To whom will you communicate your plan and how will you do it? For example, will you share your plan with your manager? Will it be incorporated into your developmental plan at work? What process will you use?

7. Implementation and Monitoring Progress: (10%)
Identify one or two methods to monitor or measure your progress. How will you monitor progress on your plan to meet your goal (or main goal and smaller goals) as you implement your leadership plan? How will you know that you have met your goal? You might want to have weekly re-evaluation of your plan to allow for modification of goals and action steps. List the ways that you plan to monitor your progress – be very specific. For example, you might assess whether delegated tasks are completed correctly in a timely manner (if your identified competency was delegation). What have you learned and what changes or adjustments to your plan have you made as you implemented it?
8. Evaluating Outcomes: (10%)
Assess whether your action plans and goals were accomplished in the manner you predicted when you were planning your implementation. What were the expected outcomes you identified in the planning phase of this project? Were these achieved? What unplanned outcomes occurred? How would you plan for these in the future? What are the implications for future leadership development? You might seek feedback from your team members and manager on the impact on the team.
9. References: (10%)
References are cited appropriately (in APA format) used in developing the plan and those to be used in implementing the plan.
10. Grammar/Writing/APA Format (10%)
 - a. Paper is written in appropriate APA format with a title page (Abstract is not needed). The body of paper has main APA sections - introduction, discussion, implications, and conclusions. APA headings and subheadings are used to guide readers. Citations and references are in APA format. Paper does not exceed ten (10) pages, excluding Reference page.
 - b. Project design follows grading criteria format and appropriate APA format.

See Leadership Development Project Grading Rubric at end of syllabus

Sample Course Outline:

A sample syllabus is included below. The University Studies Cluster 5A requirements have been embedded into the syllabus sample for NUR 409, an existing 3 credit course.

UNIVERSITY OF MASSACHUSETTS DARTMOUTH

COLLEGE OF NURSING

RN-BS Online Program

SAMPLE SYLLABUS

Course Number/Title: NUR 409: Leadership in Nursing

Credits: Three (3) credits – Theory – Online

Placement in

Curriculum: Senior year OR with permission of faculty

Pre-requisites: NUR 214 and 300 level courses

Co-Requisites: None

Faculty:

Ouida P. Dowd, MSN, RN, ACNS-BC, CCRN

Office: Dion 308D 508-910-6444

Office hours: Monday 10 am-noon, Wednesday 12-2 pm or by appointment;

Online virtual office hours: Monday 7-9 pm or by appointment

Add/Drop Deadline: The last day to add or drop courses is _____

Withdrawal date: The last day to withdraw from a course is _____

Course Overview:

Theories and concepts associated with leadership and organizational skills are discussed as they pertain to the role of the professional nurse in the healthcare environment. Knowledge and skills associated with functioning as a leader of care as well as a member of the healthcare team are identified, including strategies to enhance personal and professional effectiveness. Contemporary health care issues are discussed related to quality and patient safety and the role of the nurse as leader in effecting improved patient outcomes individually and in teams. Course development was guided by the AACN *Essentials of Baccalaureate Education for Professional Nursing Practice* (2008).

Learning Outcomes:

Course-specific Outcomes:

The student:

1. Integrates standards of ethical, legal, and moral conduct in developing the professional nurse role.
2. Analyzes the social, political, and economic forces that drive innovation in the health care delivery system and shape health care policy.
3. Considers inter-professional leadership and advocacy that promotes communication and collaboration to achieve quality patient care outcomes.
4. Evaluates the standards, organizational structures, and legal and ethical parameters that guide professional nursing practice.
5. Appraises aggregate data from quality indicators and core measure to evaluate effectiveness of nursing care.

University Studies Learning Outcomes:

Cluster 5 requires students to apply the knowledge, skills and capacities gained throughout the UMD experience and to reflect on the interaction of these and their own professional and personal development. Students are given the opportunity to integrate their learning and produce an original expression of knowledge or understanding. Students will also demonstrate mastery of both written and oral communication.

Upon completion of the capstone study, the learner will:

1. Synthesize the knowledge and skills gained within major courses, independently complete a research-based project or creative work and integrate the results of both in an open-ended project or experience (projects within the major are encouraged).
2. Integrate knowledge and principles from the field of study with those of the broader University Studies curriculum.
3. Demonstrate advanced information literacy skills by selecting, evaluating, integrating and documenting information gathered from multiple sources into discipline-specific writing.
4. Communicate effectively, both orally and in writing, the results of the project or experience.

Required textbook:

Yoder-Wise, P.S. (2011). *Leading and Managing in Nursing*. (5th ed.). St Louis: Mosby. ISBN: 978-0-323-06977-9

Suggested books:

American Nurses Association. (2010). *Nursing: Scope and Standards of Practice*. (2nd ed.). Silver Spring, MD: Author. ISBN: 9781558102828

American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. ISBN: 978-1-433-80562-2

Additional Readings are posted on the myCourses NUR 409 site

Responsibilities of Faculty:

1. To guide the learner through assignments and discussions.
2. To construct assignments that foster critical thinking and support professional development.
3. To provide written guidelines for assessment of learner performance and timely feedback of discussions and assignments.
4. Faculty will be available for virtual office hours weekly throughout the semester as indicated by designated times in the virtual office chat room or by appointment with students when necessary. I am online every day at various times. Students may initiate chat room conversation or message me at any time.
5. Faculty will respond to student inquiries within 24 hours, Monday – Friday.

How to contact me:

Course-related questions should be posted in the Course Q&A Discussion on the NUR 409 MyCourses site (This allows everyone in the class to benefit from your question). If you have a personal concern that you would like to keep private, please email me via MyCourses or at quida.dowd@umassd.edu. I check my email Monday through Friday at least once daily so you can expect a reply from me within 24 hours. I am online in the course site daily so you may also get a reply on the weekend.

Responsibilities of the Student:

1. To demonstrate commitment to the exploration of ideas and issues related to course content.

2. To be self-directed and communicate learning needs.
3. To take accountability for reviewing course content and discussions on a regular basis, weekly or more often, throughout the semester.
4. To take responsibility to contact faculty when experiencing issues/concerns or difficulty related to course content and assignments.
5. To engage in the online class and actively participate in on-line discussions.
6. To complete all course assignments on the designated due date.
7. To treat peers and faculty with respect to promote a positive academic atmosphere, to communicate professionally and respectfully, and to use proper on-line etiquette when posting discussions.
8. To cite all references and sources used and to be mindful of plagiarism and academic dishonesty standards.
9. To submit assignments on time by midnight of each due date listed in the ***Class Schedule***. Three (3) points per day will be deducted from late submissions unless the student communicates with faculty prior to the assignment due date and receives an extension approved by faculty.
10. Due to the nature of web courses, students are highly encouraged to keep copies of all their discussion postings as well as assignments. CITS archives courses at the end of each semester so course postings will not be available after the semester has ended.

Methods Of Teaching/Learning:

Narrated presentations
 Assigned readings, critical thinking exercises, and case study scenarios
 Discussion forum participation and reflection on knowledge concepts and topics
 Written assignments, group work and essay, and leadership development project

Students can expect to spend a minimum of 3-4 hours/week on course work for each credit hour (a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement). This course is a 3 credit course so students can expect to spend 9-12 hours/week on course work.

Methods Of Evaluation:

In accordance with the College of Nursing policy, the minimum passing grade for this course is 73%.

The course grade will be based on:

Discussion Assignments (5)	20%
Group Essay Paper on Leadership	20%
Reflective Narrative Paper on Teams and Teamwork	20%
Leadership Development Capstone Project	40%
TOTAL	100%

Please see the **Assignment Guidelines** folder on the myCourses NUR 409 site for detailed information on assignments. All written work in the College of Nursing is presented in APA (American Psychological Association) format. APA resources and tips for professional writing are posted on the course site. Students needing assistance with writing are encouraged to contact the Writing Center early. Students also have access to E-tutor services via myCourses.

Assignments:

DISCUSSION ASSIGNMENTS

Various leadership concepts, nursing knowledge and principles, and knowledge learned from university curriculum studies will be integrated and explored through reflective online discussions. Reflective discussions benefit all students so each student should expect to contribute significantly to the discussion forums.

Discussion Guidelines

Discussions are an online seminar format where learning is maximized by the full participation of all students. This is an opportunity for students to convey understanding and knowledge of content topics and participate in discussion of topics and ideas with classmates. Learning is enhanced by participation and feedback from others on ideas generated by class discussions. Students are expected to be professional and respectful in all communications. Open discussions are not graded. There are five (5) graded discussion assignments. Detailed assignment guidelines and information for these assignments are provided in the *Course Modules* on the myCourses NUR 409 site. Faculty will monitor discussions on a daily basis but will not respond to postings unless there is a need to redirect the discussion or clarify a concept.

The student will:

1. Participate in open group discussions for each module. Students will be assigned to a specific discussion group at the beginning of this course.
2. Complete five (5) discussion assignments as directed.
3. Respond to peers' discussion postings by adding substance or something new to the discussion. It is not acceptable to respond "Good posting. I like your ideas." Students should not simply repeat what has already been said. For example, identify a point that was not discussed or discuss a different perspective. If you disagree with the response, explain why. Raise any questions you might have in regards to implications for nursing leadership in the current global healthcare environment.
4. Above all, remember that **respect** is the key principle of any communication.

See Discussion Grading Rubric at end of syllabus

GROUP ASSIGNMENT: LEADERSHIP CHARACTERISTICS ESSAY PAPER

Students will work in groups to evaluate current literature to define, assess, discuss, and integrate knowledge on nursing leadership concepts. The final product of this group research will be a written APA format paper examining nursing leadership concepts and their applications.

Assignment Guidelines

A. Define leadership:

Student groups will have on-line group discussions to define important leader characteristics and answer the following questions: What characterizes a good nursing leader? How would you define leadership? What skills and competencies do nurse leaders need to address the trends and challenges in our current health care environment? What role do informal leaders play?

B. Nurse of the Future Leadership Core Competencies:

Student groups will discuss and compare your definition of nursing leadership to the leadership knowledge, skills, and attitudes set forth in the *Nurse of the Future Core Competencies*. What would you add or delete to this definition? How does the *Nurse of the Future* document compare to the content in your readings and your group definition of leadership? How does the notion of followership fit with this leadership competency?

C. Followership:

Students will discuss this concept, which is gaining increased attention in the literature. What were your insights as a group as you read the chapter on followership? How can we improve followership in our workplace environments?

Grading Criteria:

1. *Evidence of group engagement in discussion of the assigned topic:* **(30%)**

- a. Evidence of group dialogue on each of the components of the paper is posted in the discussion thread.
 - b. Students are to use their group discussion board to discuss and make decisions about the assignment. One person from each group is responsible for posting the group essay as an attached APA document as the last entry in the discussion thread. Due date is listed in the Class Schedule.
2. Integration/application of readings: (30%)
Provide evidence that students understand and can apply leadership issues, concepts, and theories to the discussion topic. References are included in APA format.
 3. Depth of thoughtful analysis of topic, insight, development of a common perspective and linkage of topic to work environment/clinical experience: (30%)
The goal is develop a topic conclusion with implications for practice. This is accomplished through an analysis of the assigned topic.
 4. Grammar/Writing Style/APA Format: (10%)
Assignment, writing style, citations and references adhere to APA format. Paper length limit is 5 pages excluding the References page.

See Group Assignment Essay Paper Grading Rubric at end of syllabus

REFLECTIVE NARRATIVE PAPER ON TEAMS AND TEAMWORK

Students will work independently to assess a team they have worked with to critically analyze, explore, expand on, and develop a greater understanding of leadership concepts. Students will use reflection to gain insight and changed perspectives and examine situations within the context of one's knowledge, experience, beliefs, and assumptions. The student will write a reflective narrative assessment of a team and reflect on course content in relation to the work environment and assess team dynamics. The student will reflect on a team of which he/she is a member, assess one's role on the team, its functioning, its stage of development, and the acceptance of change. The student will identify a problem, suggest solution(s), and identify insights gained through the readings. The goal is to critically analyze, explore, expand on and develop an understanding of leadership roles in nursing.

Grading criteria:

1. Description: (10%)
Identify a work team of which you are a member. Describe the purpose, goals, vision and objectives of the team and your role on the team. Identify the members of the team by professional category (RN, case manager, physician, etc.). Is this a long-standing team, a project team, etc.? How does the team communicate their work?
2. Reflection: (50%)
In this step, you will reflect on and assess the team. Incorporate the assigned readings and web links and assess your role on the team and the team functioning. At what stage of development is the team? Explain why. Is it a team or a group of people? Why? Use Yoder-Wise's Team Assessment exercise to arrive at your conclusion as to the functioning of the team? Is the team receptive to change? Is change one of the charges of the team? What process do they use to implement change? How have you facilitated and/or hindered team development? Is there conflict within the team? Would you consider this an effective or ineffective team and why? Assess communication within the team and with the team and the agency. Considering your role on this team, assess your qualities as a team player (Yoder-Wise pg. 359). If you could identify one problem of this team what would it be? Why?
3. Changed Perspectives and Actions: (30%)
In this section, you are identifying what you have learned. What have you learned? How has this exercise helped you to think differently about this team and about teams in general? Regarding the

problem you identified above, what solution is needed? What action can you take to move toward a solution?

4. References, APA format and Grammar: (10%)

The paper should be written in APA format with references cited appropriately to support connection of readings with the team situation described. Correct APA format and grammar. Not to exceed 5 typewritten pages, exclusive of Reference page.

See Reflective Narrative Paper Grading Rubric at end of syllabus

LEADERSHIP DEVELOPMENT CAPSTONE PROJECT

Students will synthesize knowledge learned in this course and all their university curriculum studies to independently complete a research-based project to identify and develop leadership knowledge and skills. Students will identify one leadership concept, characteristic, or competency which they would like to develop as a leadership skill. Students will **create and implement** a leadership development plan during the semester. Project research, findings, knowledge learned, and implementation of development plan will be communicated in a written APA format paper and presented to the class online (i.e. PowerPoint or video recording of presentation).

Project grade: Paper 50%; Presentation 50%

Grading Criteria for APA format paper and project presentation:

1. Identification of proposed leadership competency and goal: (10%)

The student will submit a proposal of the identified competency for faculty approval by due date. Proposal includes a brief written description (1-2 paragraphs) of the identified competency topic and identified leadership development goal.

2. Assessment: (10%)

Why have you chosen this competency? Relate discussion to the course readings and provide relevant examples. How does this align with your career goals?

3. Goal: (10%)

Identify a specific action-oriented leadership goal to be accomplished this semester in this project. What are the benefits to you to achieve this goal? How does this align with your career plans? Do you plan to achieve smaller goals in order to reach your larger goal? What are they?

4. Resources: (10%)

What resources are available to assist you in achieving your goal? What facilitators are in place to assist you? What obstacles exist for you to achieve your goal? How will you overcome them?

5. Action steps: (20%)

List each action step that you will take to achieve your goal. These steps need to be very specific, detailing action, time line, accountability and costs, if appropriate. If you have identified smaller goals, include them in the action plan and how you will achieve them.

6. Communicating Your Plan: (10%)

To whom will you communicate your plan and how will you do it? For example, will you share your plan with your manager? Will it be incorporated into your developmental plan at work? What process will you use?

7. Implementation and Monitoring Progress: (10%)

Identify one or two methods to monitor or measure your progress. How will you monitor progress on your plan to meet your goal (or main goal and smaller goals) as you implement your leadership plan? How will you know that you have met your goal? You might want to have weekly re-evaluation of your plan to allow for modification of goals and action steps. List the ways that you plan to monitor your progress – be very specific. For example, you might assess whether delegated tasks are completed correctly in a timely manner (if your identified competency was delegation). What have you learned and what changes or adjustments to your plan have you made as you implemented it?

8. Evaluating Outcomes: (10%)

Assess whether your action plans and goals were accomplished in the manner you predicted when you were planning your implementation. What were the expected outcomes you identified in the planning phase of this project? Were these achieved? What unplanned outcomes occurred? How would you plan for these in the future? What are the implications for future leadership development? You might seek feedback from your team members and manager on the impact on the team.

9. Monitoring Progress/Evaluating Outcomes: (10%)

How will you monitor progress on your plan to meet your goal? How will you know that you have met your goal? Will you build in achievement of small goals and, if so, what are the smaller goals? You might want to build in a periodic re-evaluation of your plan to allow for modification of goals and action steps. List the ways that you plan to monitor your progress – be very specific. For example, you might assess whether delegated tasks are completed correctly in a timely manner or you might ask manager for feedback on your assertiveness in leading your team. What are the expected outcomes? Were these achieved? What unplanned outcomes occurred? How would you plan for these in the future? What are the implications for future research?

10. References: (10%)

References are cited appropriately (in APA format) used in developing the plan and those to be used in implementing the plan.

11. Grammar/Writing/APA Format (10%)

- a. Paper is written in appropriate APA format with a title page (Abstract is not needed). The body of paper has main APA sections - introduction, discussion, implications, and conclusions. APA headings and subheadings are used to guide readers. Citations and references are in APA format. Paper does not exceed ten (10) pages, excluding Reference page.
- b. Project design follows grading criteria format and appropriate APA format.

See Leadership Development Project Grading Rubric at end of syllabus

Topical Course Outline:

Class	Content	Learning Activities
	Module I: Trends, Power & Influence	
Week 1	Introduction Course Overview Historical/sociopolitical healthcare trends influencing leadership Leadership challenges Power and Influence	Yoder-Wise: Chapter 10 Assigned readings & narrated videos Introduction to Peers Posting due Open discussion forum
	Module II: Change	
Week 2	Change theories Role of the Nurse Leader in Organizational Change Strategies for Implementing Change	Yoder-Wise: Chapter 16, 17 Assigned readings & narrated videos Discussion Assignment #1 & responses to peers due
	Module III: Leadership: Theoretical Perspectives	
Week 3	Leader vs. manager vs. follower Leadership characteristics and styles Leadership theories	Yoder-Wise: Chapter 1, 3, 4 Assigned readings & narrated videos Identify leadership characteristic & begin research Open discussion forum

Class	Content	Learning Activities
Week 4	Organizational structure, vision/strategic goals Defining your leadership and finding your leadership passion	Yoder-Wise: Chapter 8,9 Assigned readings & narrated videos Open discussion forum
Week 5	Ethical and legal aspects of leadership Top Issues in Nursing	Yoder-Wise: Chapter 5 Assigned readings & narrated videos Group Essay Paper due
Module IV: Leadership Competencies		
Week 6	Decision Making Delegation	Yoder-Wise: Chapters 6, 26 Assigned readings & narrated videos Discussion Assignment #2 & responses to peers due Written proposal of Leadership Development Project competency, goals, and action plan due
Week 7	Communicating with Clarity Workplace Violence Conflict	Yoder-Wise: Chapters 23, 25 (pp. 349-53) Assigned readings & narrated videos Discussion Assignment #3 & responses to peers due
Week 8	Building Commitment: Creating and Sustaining Teams, Collaboration	Yoder-Wise: Chapter 18 Assigned readings & narrated videos Reflective Narrative Paper due
Module V: Nurse as Leader of Patient Safety and Quality		
Week 9	Role of nurse as leader in creating and sustaining a culture of patient safety	Yoder-Wise: Chapter 2 Assigned readings & narrated videos Open discussion forum
Week 10	Role of nurse as leader of quality outcomes Linking evidence-based practice and quality outcomes	Yoder-Wise: Chapter 20 Assigned readings & narrated videos Discussion Assignment #4 & responses to peers due
Module VI: Nurse as Leader Influencing the Health Care Environment		
Week 11	Influencing The Healthcare Environment	Assigned readings & narrated videos Discussion Assignment #5 & responses to peers due
Module VII: Career Management		
Week 12	Self-Management: Stress & Time	Yoder-Wise: 27, 28 Assigned readings & narrated videos Open Discussion forum
Week 13	Managing Your Career, Role Transition Looking to the Future: Continuing the Leadership Journey	Yoder-Wise 29, 30 Assigned readings & narrated videos Leadership Development Capstone Project Paper & Presentation due Course and Faculty Evaluations due

Students with Disabilities:

In accordance with University policy, all students shall have equal access to this course. Any student with a documented disability must contact faculty at the beginning of the semester if arrangements based on

needs are desired. The necessary paperwork is obtained through the Center for Access and Success, located in Liberal Arts, Room 016; phone: 508-999-8711. Information is also available at:
<http://www.umassd.edu/dss/>

Academic Integrity and Ethical Standards:

Academic dishonesty and plagiarism are serious academic offenses. Please review the *Student Handbook* for academic regulations and procedures for details and potential options open to the faculty, College of Nursing Dean, and university to address these infractions. The University and College of Nursing student handbook, policies and procedures, and academic policy on bullying can be found at:
<http://www.umassd.edu/studentaffairs/studenthandbook/academicregulationsandprocedures>
<http://www.umassd.edu/studenthandbook/academicregs/ethicalstandards.cfm>
http://www.umassd.edu/media/umassdartmouth/collegeofnursing/nursingundergradhandbook_07.pdf

Students should be aware that suspect assignments (e.g., those without works cited, reference pages, or with large departures in style) will be submitted to Safe Assign by the instructor for the purpose of detecting possible plagiarism. Submitted assignments will be included in the UMass Dartmouth dedicated databases of assignments. These databases of assignments will be used solely for the purpose of detecting possible plagiarism during the grading process during this term and in the future.

Incomplete Policy:

In accordance with University and the College of Nursing policy, an incomplete may be given only in exceptional circumstances at the instructor's discretion. The student must be passing at the time of the request or be sufficiently close to passing. If the work is not completed within one year of the recording of the incomplete grade, the grade will become an F(I). The incomplete policy for this course is that at least 70% of the course must be already completed and an exceptional circumstance (i.e. medical issue) must exist. The student must communicate with faculty in writing via email as soon as possible. If a student feels they require an incomplete for an exceptional circumstance, the student will communicate immediately with faculty and present reasons for the incomplete in writing.

CCNE Accreditation:

The College of Nursing is accredited by CCNE. Representative student work may be photocopied and shown to CCNE accreditors during a re-accreditation visit. Student names will be omitted on the work. Please notify faculty if you do not wish your work to be saved for accreditation purposes.

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for faculty to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes will be made with advance notice to the students.

DISCUSSION ASSIGNMENT GRADING RUBRIC

Objective/Criteria	Performance Indicators			
	Low Performance	Somewhat Acceptable, Below Average	Acceptable	Highly Acceptable, Exemplary
Assignment Submission & Length	(0 points) What May be Missing: Student did not successfully post the assignment by the due date/time and did not adhere to length criteria as outlined in the assignment	(1 point) What May be Missing: Student did not successfully post the assignment by the due date/time or did not adhere to the length criteria as outlined in the assignment guidelines. One of more components of the assignment may be missing.	(2 points) What May be Missing: The student was slightly late with assignment post and/or was somewhat short with assignment length. One component of assignment not completed.	(3 points) The student successfully posted the assignment on or before the stated due date, adhered to the length criteria as outlined in assignment guidelines. Fully completed the assignment
Quality of Posting	(1 point) What May be Missing: Posting consisted mostly of opinions, feelings, and impressions. No reflection. No reference to readings.	(2 points) What May be Missing: Many opinions expressed with little or no reference to the readings. No reflection on self-practice or clinical work experience. Poor development of ideas. Comments are not clearly connected to assigned readings.	(3 points) What May be Missing: Ideas need more development and linkage to the readings. Reflection on one's work and leadership needs more development	(4 points) Posted thoughtful analysis of readings. Reflected on readings in relation to clinical work experience. Effectively used quotes and references to illustrate points, support position and reflection.
Engagement with Peers	(1 point) What May be Missing: Little to no engagement with peers. Responses to peers may be late or absent.	(2 points) What May be Missing: Student offers opinions that are only occasionally related to the topic. No linkage to the readings. No suggestions given to peers, no examples posted.	(3 points) What May be Missing: Engagement with peers could have been further developed, linkages with readings more specific. Few examples given to support statements.	(4 points) Fully engages peers in discussion. Identifies linkages with assigned readings, one's clinical practice. Offers suggestions, additional readings, or resources for support. Student may use examples to assist struggling students see the way the topic connects to life experiences. Can answer group member questions with ease.
Grammar/ Writing/ APA Format	(1 point) What May be Missing: APA Format was not used. Student used more than 5 incomplete sentences and/or more than 6 misspelled/improperly used words in the assignment. Student may not have communicated respectfully to others while participating in online course activities.	(2 points) What May be Missing: The student used 3 – 5 incomplete sentences and/or 4 – 6 misspelled or improperly used words in the assignment. The student was not respectful to others on more than one occasion.	(3 points) What May be Missing: The student used between 2 - 4 incomplete sentences and/or 3-5 misspelled or improperly used words in the assignment. The student was somewhat insensitive to others while participating in discussion.	(4 points) The Student used no more than 1 incomplete sentence and/or 2 or more misspelled/improperly used words in the assignment. The Student always communicated effectively and respectfully with others, respectful of opinions of peers.

GROUP ASSIGNMENT ESSAY PAPER GRADING RUBRIC

Objective/ Criteria	Performance Indicators			
	Low Performance	Somewhat Acceptable, Below Average	Acceptable	Highly Acceptable, Exemplary
Evidence of group engagement in discussion of topic	(15 points) Ideas not developed and references/linkage to readings absent. No reflection or reference to readings or correlation to clinical practice. Ideas expressed opinions not concepts supported by readings or research. Minimal group engagement in discussions.	(20 points) Ideas need development and references/linkage to the readings. Reflection on readings & clinical practice needs to be developed to support concepts. Comments are not clearly connected to assigned readings. Some members only participated in 50% of discussions.	(25 points) Ideas need more development and linkage to the readings. Reflection on readings needs more development to fully develop points and support position. Some members only participated in 75% of discussions.	(30 points) All members participated fully in discussions. Posted thoughtful discussion on each component. Ideas fully developed and linked to readings. Reflected on readings in relation to clinical work experience. Effectively used quotes and references to illustrate points, support position and reflection.
Integration & application of readings	(15 points) Concept not developed or supported by readings. Leadership issues, concepts, and theories not developed in topic discussions. Citations and references missing.	(20 points) Concept not fully developed or supported by readings. Leadership issues, concepts, and theories not developed in topic discussions. Citations/references are missing or incomplete.	(25 points) Concept understanding not fully developed. Leadership issues, concepts, and theories not fully developed in topic discussions. More citations and references are needed.	(30 points) Evidence of concept understanding present. Applied leadership issues, concepts, and theories to discussions of topic. Citations and references are included.
Analysis of topic, insight, perspective to work environment	(15 points) Topic analysis not complete. Topic conclusion not developed. Practice implications not discussed.	(20 points) Topic analysis is incomplete. Topic conclusion is incomplete. Practice implications are incomplete.	(25 points) Topic analysis not fully presented. Topic conclusion not fully developed. Practice implications not fully discussed.	(30 points) Detailed analysis of topic is presented. Topic conclusion developed in detail. In-depth practice implications discussed.
Grammar/Writing/APA Format	(0 points) What May be Missing: APA Format was not used. Student used more than 5 incomplete sentences and/or more than 6 misspelled/improperly used words in the assignment. Student may not have communicated respectfully to others while participating in	(4 points) What May be Missing: The student used 3 – 5 incomplete sentences and/or 4 – 6 misspelled or improperly used words in the assignment. The student was not respectful to others on more than one occasion.	(7 points) What May be Missing: The student used between 2 - 4 incomplete sentences and/or 3-5 misspelled or improperly used words in the assignment. The student was somewhat insensitive to others while participating in discussion.	(10 points) The Student used no more than 1 incomplete sentence and/or 2 or more misspelled/improperly used words in the assignment. The Student always communicated effectively and respectfully with others, respectful of opinions of peers.

GROUP ASSIGNMENT ESSAY PAPER GRADING RUBRIC				
Objective/ Criteria	Performance Indicators			
	Low Performance	Somewhat Acceptable, Below Average	Acceptable	Highly Acceptable, Exemplary
	online course activities.			
Assignment Submission & Length	(Minus 5 points) Assignment not posted by due date/time and did not adhere to length criteria as outlined in the assignment directions.	(Minus 2 points) Did not adhere to the length criteria as outlined in the assignment guidelines.	(No points deducted) Assignment posted on or before due date, adhered to the length criteria. Fully completed the assignment	(No points deducted) Assignment posted on or before due date, adhered to the length criteria. Fully completed the assignment

REFLECTIVE NARRATIVE PAPER GRADING RUBRIC				
Objective/Criteria	Performance Indicators			
	Low Performance	Somewhat Acceptable, Below Average	Acceptable	Highly Acceptable, Exemplary
Description of Team (10%)	(25%) Ideas not developed. Information missing. References and concepts missing. Ideas expressed opinions not concepts supported by readings or research. Essential details missing.	(50%) Description of work team, purpose, goals, vision, team objectives, student's role, team communication, and team dynamics not fully developed, supported by readings, or partially missing.	(75%) Concepts developed but needs more details of work team, purpose, goals, vision, team objectives, student's role on team, type of team, team communication, and/or team dynamics. Reflection on readings needs more development to fully develop points and support position.	(100%) Detailed description of work team, purpose, goals, vision, team objectives, student's role on team, type of team and its purpose, team communication, and team dynamics. Reflected on readings in relation to team experience. Quotes and references illustrate points, support position and reflection.
Reflection (50%)	(25%) Little in-depth reflection on team dynamics, issues, and readings. Little reflection on readings in relation to team concepts. Reflection on issues, concepts, and theories not developed. Citations and references missing.	(50%) Reflection on team dynamics, issues, and readings needs to be developed. Comments are not clearly connected to assigned readings. Citations/references are missing or incomplete.	(75%) Reflection on dynamics, issues, and readings needs to be developed more to support concepts. More detailed reflection on issues, concepts, and theories needed. Concept understanding not fully developed. More references are needed.	(100%) Detailed reflection on team dynamics, issues, readings, and team concepts. Concept understanding fully developed and supported by references to readings. Citations and references are included.
Changed Perspectives and Actions (30%)	(25%) Concepts and perspectives not fully developed or	(50%) Concepts and perspectives not fully developed or supported by readings.	(75%) Concepts and perspectives not fully presented. Potential problem solutions,	(100%) Detailed presentation of

REFLECTIVE NARRATIVE PAPER GRADING RUBRIC				
Objective/Criteria	Performance Indicators			
	Low Performance	Somewhat Acceptable, Below Average	Acceptable	Highly Acceptable, Exemplary
	supported by readings. Potential problem solutions not discussed. Perspective conclusion not developed. Practice implications not discussed.	Potential problem solutions incomplete. Perspective conclusion and practice implications incomplete.	perspective conclusion or practice implications not fully presented.	concepts, perspectives, problem solutions, conclusions and practice implications.
References/AP A Format/ Grammar/ Writing (10%)	(0%) APA format not used. More than 5 incomplete sentences and/or more than 6 misspelled or improper words used. Communications not effective, concise, or in logical format.	(50%) 3 – 5 incomplete sentences and/or 4 – 6 misspelled or improper words used. APA format, citations, and references incorrect. Communicated in an effective, concise, and logical format in some of assignment.	(75%) 2 - 4 incomplete sentences and/or 3-5 misspelled or improper words used. APA format, citations, and references in partial APA format. Communicated in an effective, concise, and logical format in most of assignment.	(100%) No more than 1 incomplete sentence and/or 2 or more misspelled/improperly used words. APA format correct. Citations and references in APA format. Communicated fully in an effective, concise, and logical format.
Assignment Submission & Length	(Minus 5 points) Assignment not posted by due date/time and did not adhere to length criteria as outlined in the assignment directions.	(Minus 2 points) Did not adhere to the 4 page length criteria as outlined in the assignment guidelines.	(No points deducted) Assignment posted on or before due date, adhered to the length criteria. Fully completed the assignment	(No points deducted) Assignment posted on or before due date, adhered to the length criteria. Fully completed the assignment

LEADERSHIP DEVELOPMENT PROJECT (PAPER & PRESENTATION)				
Objective/Criteria	Performance Indicators			
	Low Performance	Somewhat Acceptable, Below Average	Acceptable	Highly Acceptable, Exemplary
Leadership competency identification and assessment (20%)	(25%) Ideas not developed and references/linkage to readings absent.	(50%) Ideas need development and references/linkage to the readings.	(75%) Ideas need more development and linkage to the readings.	(100%) Ideas fully developed and linked to readings.
Discussion of goal and resources to achieve goal (20%)	(25%) Ideas not developed and references/linkage to readings absent.	(50%) Ideas need development and references/linkage to the readings to support concepts. Discussion is not	(75%) Ideas need more development and linkage to the readings to fully develop points and support concepts.	(100%) Ideas fully developed and linked to readings. Effectively used quotes and references to illustrate points and support concepts.

LEADERSHIP DEVELOPMENT PROJECT (PAPER & PRESENTATION)

Objective/ Criteria	Performance Indicators			
	Low Performance	Somewhat Acceptable, Below Average	Acceptable	Highly Acceptable, Exemplary
	No correlation to clinical practice. Ideas expressed opinions not concepts supported by readings or research.	clearly connected to readings or research.		
Leadership development discussion (action steps, communicating plan, monitoring progress, evaluation) (40%)	(25%) Plan not developed and references/linkage to readings absent. No correlation to clinical practice. Discussion is not supported by readings or research.	(50%) Plan needs development and references/linkage to the readings to support discussion. Discussion is not clearly connected to readings or research.	(75%) Plan needs more development and linkage to the readings to fully develop points and support discussion.	(100%) Plan fully developed and linked to readings. Effectively used quotes and references to illustrate points and support discussion.
References (10%)	(25%) References and citations missing and do not support leadership competency concepts.	(50%) References and citations incomplete or may not completely support concepts.	(75%) Need more support of leadership competency concepts with references and citations.	(100%) References and citations complete and support leadership competency concepts.
Grammar/ Writing/ APA Format (10%)	(0 points) APA format not used. More than 5 incomplete sentences and/or more than 6 misspelled or improper words used. Communications not effective, concise, or in logical format.	(50%) 3 – 5 incomplete sentences and/or 4 – 6 misspelled or improper words used. APA format, citations, and references incorrect. Communicated in an effective, concise, and logical format in some of assignment.	(75%) 2 - 4 incomplete sentences and/or 3-5 misspelled or improper words used. APA format, citations, and references in partial APA format. Communicated in an effective, concise, and logical format in most of assignment.	(100%) No more than 1 incomplete sentence and/or 2 or more misspelled/improperly used words. APA format correct. Citations and references in APA format. Communicated fully in an effective, concise, and logical format.
Assignment Submission & Length	(Minus 5 points) Assignment not posted by due date/time and did not adhere to length criteria as outlined in the assignment directions.	(Minus 2 points) Did not adhere to the length criteria as outlined in the assignment guidelines.	(No points deducted) Assignment posted on or before due date, adhered to the length criteria. Fully completed the assignment	(No points deducted) Assignment posted on or before due date, adhered to the length criteria. Fully completed the assignment

