UNIVERSITY OF KENTUCKY

COLLEGE OF NURSING

**TITLE:** NUR 902 - Nursing Leadership in Health Care Organizations

**CREDIT:** 3 Credits

**SEMESTER**: Summer 2018

**LOCATION:** On line

**COURSE DESCRIPTION:**

Students use theories of leadership, motivation, power, influence, and relationships to evaluate current practices and initiate future practices within health care, educational, and research organizations. Shared visions, advocacy, relationships and change management are addressed. Students study the change process in health related organizations by critically analyzing demographics, cultural influences, and current trends that affect practice, education, and research.

**PRE-REQUISITES**: None

**STUDENT LEARNING OUTCOMES**: At the completion of this course, the student will be able to:

1. Enhance self-awareness and personal development related to nursing leadership ability
2. Critically analyze theories of individual and group behavior for explaining relationships and

productivity in health related organizations

1. Evaluate theories of leadership, motivation, influence and justice to promote an environment in which organizational outcomes are maximized.
2. Critically analyze current factors having an impact on the healthcare practice, education and

research nationally and internationally.

1. Analyze the effects of cultural, political and economic issues on healthcare practice, education, and research
2. Develop strategies for leading change among multiple constituencies toward mutually identified outcomes

**REQUIRED TEXTBOOKS:**

Heifetz, R., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership*. Boston,

MA: Harvard Business Press

IOM. (2011). *The future of nursing: Leading change, advancing health*. Washington,

DC: The National Academies Press (Free on line, available at http://www.rwjf.org/content/dam/farm/reports/reports/2010/rwjf67190)

Rath, T. & Conchie,B. (2009) Strengths-based Leadership: Great Leaders, Teams and Why People Follow. Washington, DC: Gallup Press.

Schein, E. H., & Schein, P. (2017). *Organizational culture and leadership* (5th.). Hoboken, NJ: Wiley & Sons

Yukl, G. (2013). Leadership *in organizations* (8th ed. ). Upper Saddle River, NJ: Prentice Hall

**FACULTY:**

### Karen Stefaniak, PhD, RN

Phone: (859) 323-2951

Fax: (859) 323-1057

Email: [karen.stefaniak@uky.edu](mailto:karen.stefaniak@uky.edu)

Office: 549 COLLEGE OF NURSING BUILDING

**Availability of Faculty/Office Hours:**

Office hours will vary depending on student needs. Please contact the instructor to schedule a meeting or phone conference. The instructor will be in the office prior to and after class.

**Preferred Method for Reaching Instructor/Procedure for Communicating with Faculty and Response Timeframe:**

The preferred method of contacting the instructor is per email with NUR 902 in the subject line or per Canvas email messaging. The instructor will respond to emails within 24 hours during business hours, from Monday through Friday, 0800 to 1630. The instructor will also periodically check emails at other times (ie; weekends and in the evenings). If an emergency situation exists, you may contact the instructor per phone or text.

**CLASS TIMES:**

No in class meetings.

The course will be taught via a web-enhanced format and experiential learning. The course will be facilitated using Canvas.

**LEARNING METHODS:**

This course uses a distributed learning format. The course will be facilitated using the Canvas classroom management system. The course will be interactive on-line.

*Course activities will be individualized to the learning needs and interests of students, as possible to meet the course objectives. Learning methodologies will include:*

Discussion, consultation, teamwork, strategic planning exercises, web based and experiential assignments, presentations, written assignments, and enrichment experiences.

**GRADING SCALE:**

90-100% A

80-89% B

70-79% C

Below 69% E

**COURSE OUTLINE:**

Evolutional Thinking About Leadership (Module 1)

* Historical perspectives
* Concept analysis of “Leadership” and “Followership”
* Contemporary leadership theories
* Role of follower

Personal Leadership Development (Module 2)

* Assessment of leadership style (Strengths for Leaders Assessment)
* Leadership can be learned
* Leadership as an activity
* Emotional intelligence
* Influence and leadership
* Values and ethics in leading

Systems Theories (Module 3)

* General systems theory
* Micro, meso, macro system framework
* Introduction of complex adaptive systems (CAS)
* Role of relationships in systems
* Leadership in a complex adaptive systems (CAS)
* Role of collaboration and teams in a CAS

Leading Change in Organizations (Module 4)

* Organizational culture
* The interface between organizational culture and leadership
* Change processes in organizations
* Role of the leader in Evidence Based Change Model
* The role of the leader in influencing culture
* The role of vision
* Role of relationships in change
* Implementing change
* Sustaining change

The Future – Where are we Going? (Module 5)

* Defining characteristics of a learning organization
* Role of the leader in learning organizations
* The DNP role today and tomorrow
* Identify resources/networks and mentors

**DNP STUDENT EVALUATION**: Course assignments are designed to help students achieve competencies outlined in the DNP Essentials II and VI and to progress through the program.

Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral level knowledge and skills in these areas are consistent with nursing and health care goals to eliminate health disparities and to promote patient safety and excellence in practice.

**Essential II: Organizational and Systems Leadership for Quality Improvement and**

**Systems Thinking**

Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral level knowledge and skills in these areas are consistent with nursing and health care goals to eliminate health disparities and to promote patient safety and excellence in practice.

DNP graduates’ practice includes not only direct care but also a focus on the needs of a panel of patients, a target population, a set of populations, or a broad community. These graduates are distinguished by their abilities to conceptualize new care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives.

Graduates must be skilled in working within organizational and policy arenas and in the actual provision of patient care by themselves and/or others. For example, DNP graduates must understand principles of practice management, including conceptual and practical strategies for balancing productivity with quality of care. They must be able to assess the impact of practice policies and procedures on meeting the health needs of the patient populations with whom they practice. DNP graduates must be proficient in quality improvement strategies and in creating and sustaining changes at the organizational and policy levels. Improvements in practice are neither sustainable nor measurable without corresponding changes in organizational arrangements, organizational and professional culture, and the financial structures to support practice.

DNP graduates have the ability to evaluate the cost effectiveness of care and use principles of economics and finance to redesign effective and realistic care delivery strategies. In addition, DNP graduates have the ability to organize care to address emerging practice problems and the ethical dilemmas that emerge as new diagnostic and therapeutic technologies evolve. Accordingly, DNP graduates are able to assess risk and collaborate with others to manage risks ethically, based on professional standards.

Thus, advanced nursing practice includes an organizational and systems leadership component that emphasizes practice, ongoing improvement of health outcomes, and ensuring patient safety. In each case, nurses should be prepared with sophisticated expertise in assessing organizations, identifying systems’ issues, and facilitating organization-wide changes in practice delivery. In addition, advanced nursing practice requires political skills, systems thinking, and the business and financial acumen needed for the analysis of practice quality and costs.

The DNP program prepares the graduate to:

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work.

**Essential VI: Interprofessional Collaboration for Improving Patient and Population**

**Health Outcomes1**

Today’s complex, multi-tiered health care environment depends on the contributions of highly skilled and knowledgeable individuals from multiple professions. In order to accomplish the IOM mandate for safe, timely, effective, efficient, equitable, and patient centered care in a complex environment, healthcare professionals must function as highly collaborative teams (AACN, 2004; IOM, 2003; O’Neil, 1998). DNP members of these teams have advanced preparation in the interprofessional dimension of health care that enable them to facilitate collaborative team functioning and overcome impediments to interprofessional practice. Because effective interprofessional teams function in a highly collaborative fashion and are fluid depending upon the patients’ needs, leadership of high performance teams changes. Therefore, DNP graduates have preparation in methods of effective team leadership and are prepared to play a central role in establishing interprofessional teams, participating in the work of the team, and assuming leadership of the team when appropriate.

The DNP program prepares the graduate to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems

**EVALUATION:**

**Evaluation Summary:**

1. Canvas Discussion Board (36 points)
2. Leadership Theory Paper (10 points)
3. Strengthfinder Identification of 5 Strengths (4 points)
4. Change Analysis (20 points)
5. What I Absolutely will Advocate for (30 points)

**Evaluation Detail:**

**CANVAS Discussions (36 points)** As an online course, your discussion will be on Canvas weekly. You are expected to make meaningful contributions to every question on the discussion board and to provide your colleagues with thoughtful comments about their ideas. The requirement is that each student write one original answer to each question and make at least 2 **substantial** responses to other class members’ posts. Your initial post is due by Wed. 11:59 of each week. Your replies cannot be added until after your initial post. Replies are due by Sun. 11:59 each week. Please ground your comments in the literature and class activities.. There will be no partial credit for modules that are not fully completed or modules completed after the stated deadline.

**Written Assignment 1 Leadership Theory Analysis (10 points)**

The purpose of this assignment is for the student to demonstrate knowledge about the evolution of leadership theory.

*Directions*

* In two pages compare and contrast the following leadership theories:

Trait

Behavioral

Contingency

Transactional

Transformational

* Conclude your paper with 1 paragraph describing your preferred leadership theory and why
* Use APA formatting
* Use a minimum of 3 references
* Submit on the assignment link of canvas

|  |  |
| --- | --- |
| **Points Possible** |  |
| 4 | Comparison of Theories |
| 3 | Your Preferred Theory |
| 1 | References |
| 2 | APA |
|  |  |
| **10** | **Total** |

**Written Assignment 2: Strengthfinder (4 points)**

The purpose of this assignment is for the student to identify her/his own strengths

*Directions*

* After reading *Strengths-based Leadership by* Rath & Conchie (see Required Reading List), complete the on-line strengths profile. Instructions for completing the profile are in Additional Resources, page 99 under the heading. "Taking the StrengthsFinder ".  The profile takes about 15-20 minutes. Web site for completing profile is: [www.strengthsfinder.com](http://www.strengthsfinder.com)
* Submit your 5 strength summary page on canvas

**Written Assignment 3: Written Paper Analysis of a Previous Episode of Change (20 points)**

Purpose of assignment is for the student to analyze a change initiative either witnessed personally or observed. This is not to be an analysis of an episode of change found in the literature.

*Directions*

Select an “episode” of a change related to a quality and/or a patient safety initiative at the macro level in a health care or an educational organization that you have participated in or witnessed. Develop a descriptive analytical narrative of the change and a critical analysis of key components necessary to understand the change episode: evidence for the change (document major sources; strategy used to effect the change; relationship between the proposed change and the culture of the setting; process used to engage participants; who led the change; leadership behaviors; and outcomes. Other points that should be addressed are: how was the change implemented at all levels of the organization (the micro, meso, or macro system levels)? Did each micro and meso system have the authority to individualize the implementation. If so how? What went well and why? What did not go well and why? What might have been done differently or improved? Consider the key concepts from your required readings.

Do not exceed 4 pages total.

Grading rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Possible Points** | **Earned Points** | **Comments** |
| **Description of Change (1 pg. limit)** | 3 |  |  |
| **Analysis/critical narrative** | 5 |  |  |
| **Outcomes of the change---what went well what did not go well and why** | 5 |  |  |
| **How you would improve the change process** | 5 |  |  |
| **APA** | 2 |  |  |
| **Total** | 20 |  |  |

**Written Assignment 4: What I will Advocate for as a DNP Prepared Nurse (30 points)**

Purpose of assignment is to integrate all the readings, discussions, and power points into a synthesis paper.

1. Paper should not exceed 8 pages, excluding abstract and references.
2. Limit the description of the issue to 1 page of the 8 page maximum.
3. The guidelines for the paper are below.

 Guidelines:

 Since all in this course have had nursing experience, you no doubt have been faced with nursing practice situations and issues that have been very worrisome, difficult and perhaps impossible to accept.  As a nurse prepared at the doctoral level, you will be equipped with the knowledge, skills, and credentials to be the leader that influences the changes necessary to address the issue.

 For this assignment, choose one issue that you believe needs to be resolved, is a circumstance that you feel should not be accepted by professional nurses and others, and you conclude you cannot continue to accept.  In the syllabus this assignment is called “What I as a DNP Prepared Nurse Will Absolutely Advocate For”.  This is not to be a small issue.  Think big. Your approach to influencing the resolution of the problem will be by working at a broad system level (macrosystem).   Or, the issue might be a broad professional issue. The paper should include discussion on the following components:

(A description is not sufficient – Analysis is the key.)

 Identification and Description of the Issue Background and an Analysis as why the Issue is of concern Your Plan, which should include:

* + What do you think needs to be changed, what change do you propose, what evidence (empirical and/or theoretical is there for proposing the change
* Major Stakeholders
* Change Theory
* Collaboration – Collaborators and their Role, including the approaches you will use to engage others
* Cultural Implications (all aspects of culture – quality/safety culture, tolerance for change, spoken

and unspoken values

* Underlying Values and their Role in the issue and the proposed solution
* Desired Outcomes
* Evaluation – When and How

Grading Rubric:

|  |  |  |  |
| --- | --- | --- | --- |
| **Criteria** | **Possible Points** | **Earned Points** | **Comments** |
| **Statement of issue (1 pg, limit)** | 1 |  |  |
| **Analysis/critical narrative** | 9 |  |  |
| **Plan & Implementation** | 9 |  |  |
| **Desired Outcomes, Evaluation, Next Steps** | 9 |  |  |
| **Grammar, clarity, APA format** | 2 |  |  |
| **Total** | 30 |  |  |

**SUBMISSION OF ASSIGNMENTS:**

Students will submit all assignments via Canvas. Due dates and times are indicated with each assignment description in this syllabus and are noted on the course schedule. There will be a deduction of 5 points for each day the assignment is past due. Additional time to complete assignments is generally not granted

**DISTRIBUTED LEARNING CLASS FORMAT**

This course uses a distributed learning format. The course is taught via a web- enhanced format and independent learning activities. The on-line portion of the course will be facilitated using the Canvas Server. This means that some of the course materials are available to you on the web.

**WHAT DOES ONLINE LEARNING MEAN?**

This means that the course materials will be available to you on the web and that you will turn assignments in on the web. This does not mean; however, that the course is not interactive. For example, you may participate in online discussions with other class members and faculty as needed using virtual meeting technology available through Canvas. **Because no technology is ever completely fail-safe, we ask that students maintain back-up copies of all coursework.**

Characteristics of successful distance learners should be reviewed at UK Online <http://www.uky.edu/ukonline/distance-learning-readiness>

**Online Class Conduct**

Your messages/words/media reflect YOU. Think about your audience and the relevance of your message before hitting the ‘submit’ button. Take time to make sure your message is correct in its form and content. You can do this by being concise and descriptive. Remember that the people in this class, including the faculty, are someone like you; they deserve and appreciate respect. Reviewing your message by watching it or reading it out loud will help you to ensure that it is appropriate.

**Canvas Protocol (LMS)**

Online education requires excellent time management and self-motivation. As an online class, this means receiving Canvas notifications ASAP and checking these notifications daily for messages, announcements, or assignment information. Budgeting your time carefully for coursework and reading/studying as if you were attending a class on a campus will help you avoid unforeseen delays and procrastination that will affect your overall performance.

**Computer requirements:** This web-enhanced course requires the following: (1) a computer with high speed access to the internet (Ethernet, broadband cable or DSL connection) and an internet browser.

**Minimum required laptop computer hardware and tablet computer hardware:**

<https://www.uky.edu/its/customer-support-student-it-enablement/virtual-den> for FAQ information

Because tablets have less storage than laptops, tablet users with high-speed Internet connectivity can use UK's virtual desktop and application solution (<https://www.uky.edu/its/customer-support-student-it-enablement/virtual-den> for FAQ information) to expand the number of applications available to them. See further below in this document about the software this service provides. Also, many tablets have HDMI or USB ports for connecting external monitors, keyboards, mouse, headset, and other devices.

**Software**

1)Visit <https://download.uky.edu/> to learn about software available free of charge or at a reduced rate.(2) An active University of Kentucky e-mail account that is not forwarded to another email address, and (3) Microsoft Office 2016, which is available free to all university students from <http://e5.onthehub.com/WebStore/Welcome.aspx?ws=f43536c5-bbb4-dd11-b00d-0030485a6b08&vsro=8&JSEnabled=1>

Contact the University of Kentucky Instructional Technology Customer Service Center (859-218-4357) for download instructions.

It is important to have a basic understanding of how to use the World Wide Web (web) as well as Microsoft Office products (Word, PowerPoint, Excel, and Exchange). If you need assistance, help is available in The Hub, located in the basement of W.T. Young Library. For more information, visit <http://www.uky.edu/Libraries/hub>. In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments

**SYLLABUS REVISIONS:** The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by posting announcements to the course website and by email communication.

**STUDENT SUPPORT**

The University of Kentucky has a wide range of support services, academic and other, for student learners. Students wishing to learn more about these services should contact Kathy Collins in the College of Nursing’s Graduate Student Services office (room 315) or their faculty academic advisor. Students wishing to obtain support related to writing skills should contact The Writing Center in the W.T. Young Library through their website at http://www.uky.edu/AS/English/wc/ or by telephone at 257-1368. The College of Nursing also has a writing specialist who is available by appointment. Whitney Kurtz-Ogilive can be reached via e-mail for an appointment whitneyko@uky.edu Be sure to plan time for review of material so revision can be made prior to assignment due date

**Office of Services for Students with Disabilities**

If you have a documented disability that requires academic accommodations, please see the course instructor as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at [(859) 257-2754](tel:%28859%29%20257-2754) and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>

**POLICIES**

1. **ACADEMIC INTEGRITY:**

**Academic Integrity for Health Professions:**

Health Professions students are held to higher standards of integrity than the non-health professions student because of the unique and important relationship the health professions have with society.  The student majoring in nursing is charged by society and guided by ethical principles and laws to safeguard the health of the public.  In nursing the standards are set by The American Nurses Association Code of Ethics. Violation of these standards include but are not limited to lying, cheating, plagiarism, fraud or other act(s) punishable by law or ethical misconduct.  Disciplinary action will result at least in failure of the assignment up to and including dismissal from the program.

The College of Nursing ascribes to the University of Kentucky[**Health Care Colleges Code of Student Professional Conduct**](http://www.uky.edu/nursing/sites/www.uky.edu.nursing/files/UK%20Health%20Sciences%20Student%20Professional%20Behavior%20Code.pdf)**.**

**Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. Refer to the following link for more detail related to “Plagiarism: What is it?: <http://www.uky.edu/Ombud/What_Is_Plagiarism.pdf>

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

**2. ATTENDANCE GUIDELINES AND CLASS PARTICIPATION:**

**Excused Absences and Verification of Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences:

1. Significant illness of the student or serious illness of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification.
2. The death of a member of the student's household (permanent or campus) or immediate family. The Instructor of Record shall have the right to request appropriate verification. For the purpose of this rule, immediately family is defined as spouse or child or parent (guardian) or sibling (all of the previous include steps, halves and in-laws of the same relationship); and grandchild or grandparent
3. Trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events, including club sports registered with the university as well as varsity sports. When feasible, the student must notify the Instructor of Record prior to the occurrence of such absences, but in no case shall such notification occur more than one week after the absence. Instructors of Record may request formal notification from appropriate university personnel to document the student's participation in such trips.
4. Major Religious Holidays. Students are responsible for notifying the Instructor of Record in writing of anticipated absences due to their observance of such holidays no later than two weeks prior to the holiday. Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, <http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php>.
5. Any other circumstances which the Instructor of Record finds reasonable cause for absence.

Students missing any graded work due to an excused absence bear the responsibility of informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required), and of making up the missed work. The Instructor of Record shall give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred. Student’s grades may not simply be calculated on the basis of the other course requirements, unless the student agrees in writing.

**Other General Attendance Guidelines**

If an attendance policy is not stated in the course syllabus and attendance is not a criterion for a grade in the course, then the Instructor of Record shall not take any account of a student’s excused or unexcused absences from class when assigning a grade. If the course syllabus defines either policies that require class attendance or a grade standard that determines a student’s grade based in part on class attendance, the following rules apply:

* Excused Absences: If a student has excused absences in excess of one-fifth of the class contact hours for that course (participation activities for an online course as defined in 5.2.4.1.A), the student shall have the right to petition for a “W” as a Permissive Withdrawal (SR 5.1.8.3), or the Instructor of Record may award an “I” for the course if the student declines to petition for a “W”.
* Unexcused Absences: The Instructor of Record shall define any course policy relating to unexcused absences in the course syllabus (see Course Attendance Guidelines). If a policy is not stated in the course syllabus or the policy does not allow for a penalty to the student, the Instructor of Record shall not penalize the student for any unexcused absences.

With respect to nonattendance for reason of an employment-related schedule conflict, the student who is a UK employee has exactly the same standing as a student who is working for some other employer.

**Course Attendance Guidelines**

In a graduate seminar, each class member's preparation and contribution is vital to the quality of both his/her own individual learning and that of the other class members. Therefore, attendance at scheduled on campus course sessions and attendance/participation in the online components of this course is required.

Attendance to on campus classes will be included in the Class Participation Grade. Tardiness and unexcused situations where students come to class late or leave early (at the end of scheduled classes) will also be considered in the computation of the Class Participation Grade. University policies related to excused and unexcused absences are outlined above. Each of these features (attendance, promptness, preparation, and thoughtful, active discussion) will be considered in computation of the Class Participation Grade.

**Failure to attend class will result in a loss of discussion point(s). Arriving one hour late (or more) or leaving one or more hours early may result in the loss of discussion point(s).**

Students also are expected to participate in the distance learning/online components of this course as applicable, to include:

* Participating substantively in online discussions,
* Participating in synchronous lecture, recitation, discussion or guest speaker sessions (if applicable for course),
* Communicating with the instructor of record,
* Submitting and completing required work,
* Participating in required collaborative work with students,
* Completing quizzes or tests (if applicable for course), and
* Participating in any other activity required by the instructor of record.

**Inclement Weather:**

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/PR/News/severe_weather.htm> or you can call (859) 257-5684. In general, the University is not closed for severe weather, but the instructor may decide to cancel the class, in which case, he will contact you via e-mail (or cell phone) and let you know before the class begins.

**3. CELL PHONES, PAGERS, AND USE OF LAPTOP COMPUTERS**

a. Cell phones or pagers should be turned off or on vibrate during class. If you are expecting an Emergency, please inform the instructor prior to class. Text messaging during class is **not permitted;** if you have an emergency and need to send someone a message or make a phone call during class, please leave the classroom to do so.

b. Students should not be on the internet or using their laptop for “non-course related reasons” during class. **Laptops or I-pads are not to be used in class unless we are doing an activity that requires the use of student computers because this can be distracting to other students. Use of technology in class for non-course related reasons will result in loss of discussion points for that class.**

**4. COMMUNICATION**

The preferred method of contacting the instructor is per email or Canvas email messaging. Students should check UK email accounts and Canvas Notifications daily and should respond to faculty communication within 2 business days of receipt of the email.

**5. HEALTH SCIENCES STUDENT PROFESSIONAL BEHAVIOR CODE**

The College of Nursing ascribes to the Health Sciences Professional Behavior Code

**The College of Nursing Values Statement for a Healthy Learning and Working Environment** notes that by creating and sustaining a healthy learning and working environment at the University of Kentucky College of Nursing, we will ensure a high level of professionalism, civility, and caring among students, staff, and faculty. The following are values and normative behaviors that students, staff, and faculty are expected to exhibit to promote a healthy learning and working environment at the University of Kentucky College of Nursing: Respect and Appreciation, Integrity, and Communicaion. This applies to interactions between and among students, staff and faculty to foster optimal learning and professional development.

**6. IDENTIFICATION BADGES**

All students who are in the Medical Center facilities, including the Medical Center Library and the College of Nursing building, need to have a Medical Center ID badge to access various areas and facilities. If you lose or misplace the badge, you will be required to replace it at your own expense. Without this badge, you will be unable to use Medical Center facilities. Graduating students will not receive final grades or transcripts until the return of the ID badge to the Office of Student Services, on the final day of classes. The Office of Student Services will assist with questions or issues related to your ID badge.

**7. INCOMPLETE GRADES**

Prior to taking an incomplete grade for the course, students MUST have permission from the faculty. Permission for an incomplete grade will only be granted for acceptable circumstances. Because some of the work in this course involves group projects, students that do not participate in group projects and that request an “I” in the course will need to complete the group assignments as individual assignments.

Grades will be reduced when incompletes occur (see criteria below).

Students will have 6 months to resolve incomplete grades as follows:

* 1. It is preferred that the course will be completed and that all incomplete assignments will be turned in within the first 3 months after the semester ends. For assignments completed within the first 3 months after the course ends, earned grades **for each/all incomplete assignments** will be reduced by one letter grade (Ex. A to B, etc.).
  2. If the student chooses to continue the “incomplete” beyond the first 3 months, up to and at the end of the six month period, **the course grade** will be reduced by one **additional** letter grade.
  3. After six months, if work is not completed, the course grade will become an “E”.

This policy will apply except in those situations that are considered to be beyond the control of the student.

**8. LICENSURE**

Registered nurse licensure “without limitations” in the state in which you want to do any College of Nursing related clinical or research fieldwork is a prerequisite for College of Nursing courses. This means you will need a Kentucky R.N. license and a license for any out-of-state fieldwork

1. **STUDENT EVALUATION OF FACULTY INSTRUCTION AND COURSES**

“The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are encouraged to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses. Forwarding UK email to an alternate address is not a viable option.**”

**COURSE CANVAS SITE AND IT RESOURCES:**

**Computer Requirements:**

You must have high speed connectivity to the internet.

Please follow the University of Kentucky’s recommendation on computer hardware as noted below:

# Technical Requirements

In order to have a successful educational experience in distance learning courses, there are minimum technology requirements that should be met. The University of Kentucky strongly recommends that each student purchase a personal computer. To review minimum recommendations and guidelines for your computer click on the following web site: <http://www.uky.edu/ukat/hardwareguide>

University of Kentucky distance learning students are also encouraged to acquire the following hardware, software, and Internet connection to ensure that all systems used by distance learning courses will function properly.

|  |  |
| --- | --- |
| Hardware | * Headset with a microphone * Webcam (Required) |
| Software | * The latest version of Java ([Available Here](http://java.com/en/)) * The latest version of Adobe Flash ([Available Here](http://get.adobe.com/flashplayer/)) * The latest version of Adobe Acrobat Reader ([Available Here](http://get.adobe.com/reader/)) * Microsoft Office (Available free to students through [http://download.uky.edu](http://download.uky.edu/)) |
| Internet Connection | * 1 MBPS Broadband Connection |

To test your Internet connection to see if it is sufficient, run the following speed test found at <http://www.uky.edu/ukonline/technical-requirements-0>. (Note: testing from campus is unnecessary and will result in abnormally high results):

**Which browsers are supported by Canvas?    (This is updated from time to time)**

As of **July 13, 2015,** we support the most recent versions of Flash and popular web browsers:

* **Internet Explorer** 10 and 11
* **Chrome**42 and 43
* **Safari**7 and 8
* **Firefox** 38 and 39 <https://www.mozilla.org/en-US/firefox/organizations/>.
* **Flash**17 and 18 (for recording or viewing audio/video and uploading files)

**To check for Updates on Browsers** ‘Which browsers does Canvas support?’ <https://community.canvaslms.com/docs/DOC-10720-67952720329>

**UK E-Mail Account:**

UK College of Nursing and the Healthcare Enterprise require the use of exchange email. All e-mail communication will utilize your uky.edu exchange email account

**Distance Learning Information**

Information on Distance Learning Library Services (<http://libraries.uky.edu/dlls>).

**Carla Cantagallo**, DL Librarian  
(859) 218-1240  
Email: carla@uky.edu  
DL Interlibrary Loan Service: <http://libraries.uky.edu/page.php?lweb_id=253>

Contact information for UK's Information Technology Customer Service Center:

<http://www.uky.edu/its/>.

     - 859-218-HELP

Procedure for resolving technical complaints/Getting HELP

Please use the Canvas help hotline  844-480-0838 for issues with Canvas.

If you have issues with your exchange/linkblue account contact the UK helpdesk at 859-218-HELP. Also ‘How do I get help with Canvas as a student?’ article found at <https://community.canvaslms.com/docs/DOC-10554-4212710328>.

If you are having equipment related technical difficulties UK ITS Customer Services website is <https://www.uky.edu/its/customer-support-student-it-enablement/customer-services>.

Phone Number: 859-218-4357

Email: 218help@uky.edu

Include the following information in your email:

* Your full name (including middle name)
* Link Blue UserID
* Phone Number
* UKID number (if this is in regards to a password reset request)
* A full description of the problem including any error message or/and version of software and hardware.
* Include a picture of error messages you are receiving, if applicabl

**Library Access:**

In addition, students should be able to use the internet to access the Medical Center and other UK Libraries, search library data bases, and obtain literature necessary for class work and assignments.

For information on Distance Learning Library Services, please see [www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS) or contact the Distance Learning Librarian via local phone (859) 257-0500 ext 2171; long distance (800) 828-0439 (option #6) or email [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu).

For DL interlibrary loan service please see <http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16>.

**Teacher/Course Evaluations:**

“The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for every course every semester. To meet this requirement, the College of Nursing uses web-based surveys on a confidential site for faculty and course evaluation. All students enrolled in this course are required to access the CoursEval website to fill out evaluations or to decline the opportunity within the designated time frame. Students who don’t visit each survey available to them within the designated time will receive an incomplete in the course that will remain until the surveys are accessed. Students should take this opportunity to provide serious input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are completely anonymous. The information is compiled and shared with individual faculty members and appropriate administrators only after final grades are submitted. **To receive announcements about the evaluations, students must activate and use their UK email addresses.  Forwarding UK email to an alternate address is not a viable option.**”