



**The University of Jordan**

**Accreditation & Quality Assurance Center**

**Course Name: Advanced Leadership in Health Care**

**Course Syllabus**

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| **1** | Course title | Advanced Leadership in Health Care |
| **2** | Course number | 0701925 |
| **3** | Credit hours (theory, practical) | 3 credit hours |
| Contact hours (theory, practical) | 3 contact hours |
| **4.** | Class room: | Nursing School Room |
| **4** | Prerequisites/co-requisites | --- |
| **5** | Program title | Doctor of Philosophy in Nursing |
| **6** | Program code | --- |
| **7** | Awarding institution | The University of Jordan |
| **8** | School | School of Nursing |
| **9** | Department | Community Health Nursing |
| **10** | Level of course | --- |
| **11** | Year of study and semester(s) | 2017/2018 |
| **12** | Final Qualification | PhD in Nursing |
| **13** | Other department(s) involved in teaching the course | --- |
| **14** | Language of Instruction | English |
| **15** | Date of production/revision | Sep. 2017 |

16. Course Coordinator:

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| Faculty Member: Ali Saleh, PhD, RN  Office Number: Office 112  Office Hours: by appointment  Office Location and Tel: The University of Jordan, School of Nursing, 1st Floor. 23143  Email and Website: Email: [a\_saleh@ju.edu.jo](mailto:a_saleh@ju.edu.jo)  Academic website: http://eacademic.ju.edu.jo/a\_saleh  E-Learning website: https://elearning.ju.edu.jo/ |

17. Other instructors:

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| *NA* |

**18. Course Description:**

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| This course is designed to prepare the doctoral student to identify and utilize the nursing science and leadership roles as a basis for transition to the leadership role of the advanced practice in nursing administration. Topics include role theory, change theory, leadership theory, and complexity theory as they apply to nurse leaders. Emphasis is on transition to a leadership role and integration of the various advanced practice roles by the nursing administrator |

19. Course aims and outcomes:

A- Aims:

**B- Intended Learning Outcomes (ILOs):** Upon successful completion of this course, students will be able to…

1. **Knowledge and understanding:**
   * + 1. Clarify the concept of shared governance in nursing.
       2. Examine the historical evolution of shared governance in nursing with emphasis on the role of the professional nursing staff and managers.
       3. Differentiate between shared governance and other management styles.
       4. Discuss the advantages and disadvantages of shared governance.
       5. Discuss common denominators in shared governance.
2. **Cognitive and intellectual skills:**
   * + 1. Explain factors that support the shared governance practice model
       2. Describe the guiding principles essential for moving from a traditional hierarchy to shared governance.
       3. Identify health governance issues and challenges.
3. **Subject specific skills:**
   * + 1. Discuss the shared governance model implemented selected health care institutions.
       2. Delineate implementation issues and challenges associated with nursing shared governance
       3. Develop a model for health governance for his/her own work place that highlights its practical dimensions.
       4. Review selected experience with interventions to improve health governance.
       5. Appreciate the merit of shared governance.
       6. Propose options for health governance programming that can strengthen health systems and ultimately lead to increased use of priority services.

20. Topic Outline and Schedule:

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| Time/date | Activity/topic | Reference |
| Weak 1  20/9 | * Introduction to the course |  |
| Weak 2  27/9 | * Introduction to shared governance |  |
| Weak 3  4/10 | * Leadership Theories | Northouse (2013) |
| Weak 4  11/10 | * Leadership Theories | Northouse (2013) |
| Weak 5  18/10 | * Health care in a quantum age | Ch. 1  O'Grady (2009) |
| Weak 6  25/10 | * Interdisciplinary shared governance: a model for integrated professional practice | Ch. 2  O'Grady (2009) |
| Weak 7  1/11 | * Building the foundations: transforming the organization | Ch. 3  O'Grady (2009) |
| Weak 8  8/11 | * Constructing integrated care delivery: Building a service continuum | Ch. 4  O'Grady (2009) |
| Weak 9  15/11 | * Building a sustainable interdisciplinary microsystem at the point of service | Ch. 5  O'Grady (2009) |
| Weak 10  22/11 | * The operations (management) council | Ch. 6  O'Grady (2009) |
| Weak 11  29/11 | * Transforming governance | Ch. 7  O'Grady (2009) |
| Weak 12  6/12 | * Integrating physicians and building provider partnerships | Ch. 8  O'Grady (2009) |
| Weak 13  13/12 | * Information infrastructure for interdisciplinary decision-making * Creating sustainable community in health care | Ch. 9  O'Grady (2009)  Ch. 10  O'Grady (2009) |
| Weak 14  20/12 | * Guest Speaker/ Field Visit |  |
| Weak 15  27/12 | * Paper presentations |  |
| 2-10/1/2018 | Final Exam |  |

21. Teaching Methods and Assignments:

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| Development of ILOs is promoted through the following teaching and learning methods:     * Interactive lectures * Group discussions * Seminars and presentations * Individual projects * E-learning using Moodle |

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| **Teaching Methodologies:**  The following approaches that are guided by *Adult Learning Theory* will be used to achieve course and clinical objectives related to the ILOs: | |
| **Instructional Methods** | **Learning Activities (Examples)** |
| * Direct Instruction | * Structured orientation lectures |
| * Indirect Instruction | * Evidence-based articles * Literature searches and reviews |
| * Interactive Instruction | * case presentations |
| * Experiential Learning | * Field visits * Guest Speakers |
| * Independent Study | * Self-directed literature review and synthesis to address problems in a specific case study * Reflective Journaling |

22. Evaluation Methods and Course Requirements:

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| Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:  Students will be evaluated based on satisfactory completion of class participation, papers, and case study presentations, critiques and analyses.  **Grading and assignments:**  Presentation 15%  Case analysis 15%  Project 30%  Final exam 40%  Total 100%  **Grading Scale**   |  | | --- | | 91-100 = A  85-90 = A-  81-84 = B+  75-80 = B  71-74 = B-  65-70 = C+ |     Students must earn 75 or higher on the overall course grade in order to pass.  **Due dates for assignments:**  Case analysis: 15/11/2017  Project: 20/12/2017 |

23. Course Policies:

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| **Course Expectations**  As doctoral students, the expectation is that the learner seeks out the information and learning opportunities beyond the basic readings and requirements listed for each class meeting. The doctoral student is the future leader in nursing. As such, the learner must expand and develop their knowledge base to meet the requirements of leader, researcher, educator and advocate for the population they will serve.  The faculty member facilitates learning on the doctoral level. The learner must then organize information gathered from the readings, professional background, and previous education to synthesize and integrate these to apply this knowledge in the class. Learning is done through interaction with others in the class and applying the information previously gathered. All come to this class with different levels of knowledge, expertise, and skills to share, thereby creating a diversity of input. Everyone thus benefits from what we all have to offer.  It is the hallmark of professional nursing and doctoral education that ethical behavior in academic honesty is demonstrated in all work that is submitted. References are to be scholarly and follow the APA rule for not exceeding 5 years in date (unless a classic source or previously approved by the faculty member). Plagiarism or academic honesty will result in consequences, which could include dismissal from the course or the receipt of a failing grade.  Communication with faculty may be accomplished through email (preferred) or by phone. Please make email your first mode of contact for routine questions. While the faculty will make every attempt to get back to you in a timely manner, please allow 24 to 48 hours for me to reply back to your questions. Please don’t hesitate to contact faculty if you have questions about the course or assignments.  **Presentation**  Each class member will do a presentation on a selected topic. Approval of assigned faculty member regarding the outline of the presentation is required at least one week before the presentation date. The presentation should consist of a powerpoint presentation. Grading will be done using a rubric that addresses the quality of the presentation content and presenter skills.  A- Attendance policies:   * Students must attend all classes of this course. * Any student with absence of 15% of the classes of any course, will be illegible to sit for the final exam and will be given the university zero in this course. * In the case (b) above, if a student submits an official sick report authenticated by university clinic or an accepted excuse by the Dean of his/her faculty, the student will be considered as withdrawn from the course, and a "W" will be shown in the transcript for this course. * Students are not allowed to come late to classes. Any student coming late will not be allowed to attend the class and he/she will be marked absent.   B- Absences from exams and handing in assignments on time:   * Individual assignments are to be completed alone * When group assignments are made, each student in the group must have contributed to the project * Assignments and projects should be submitted to the instructor on the due date. Papers or assignments submitted after the due date without the permission of the instructor will have 1 point deducted for each late day, including weekend days   C- Honesty policy regarding cheating, plagiarism, misbehavior:  Cheating, plagiarism, misbehavior are attempts to gain marks dishonestly and includes; but not limited to:   * Copying from another student’s work. * Using materials not authorized by the institute. * Plagiarism which means presenting another person’s work or ideas as one’s own, without attribution.   D- Grading policy:  A grade of (C+) is the minimum passing grade for the course.  F- Available university services that support achievement in the course:   * Faculty members website * E-Learning website |

24. Required equipment:

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| * Audio-Visual Aids * Faculty member’s Website * E-Learning Website |

**25. References:**

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| --- | --- |
| **References:**   |  | | --- | | * Northouse, P.G. (2013). *Leadership: Theory and practice* (6th ed.). Thousand Oaks, CA: Sage Publications. |  * O'Grady T. 2009. Interdisciplinary shared governance; integrating practice, transforming health care. 2nd ed. Jones and Barlett Publishers. * O'Grady T. 2005. Implementing Shared Governance Creating a Professional Organization. Web Edition. Tim Porter-O’Grady Associates, Inc. * O'Grady T. 2004. Shared Governance Implementation Manual. Web Edition. Tim Porter-O’Grady Associates, Inc. * Shared Governance TeamBook * Hess R. 2008 * Butts U, Helms S, Kinker P. (2007). Defining Readiness for Shared Governance Using the Index for Professional Nursing Governance in a Hospital in a Rural Setting. Richmond, VA. [Poster](http://www.sharedgovernance.org/images/CommunityMemorialHealthcenter.pdf) at the Mid-Atlantic Nursing Leadership Conference. * Swihart D. (2006). Shared Governance . A Practical Approach to Reshaping Professional Nursing Practice. Marblehead, MA: HCPro. Entire IPNG and IPG included. * Weston M. (2006). Antecedents to Control over Nursing Practice. Doctoral dissertation. College of Nursing, University of Arizona. Tucson, AZ. [Abstract](http://www.sharedgovernance.org/ipngarticlesweston.htm). [Report on Use of IPNG Participation Subscale](http://www.sharedgovernance.org/ipngarticleswestonipngreport.htm). * Brooks, B., Omeoike, O., Shaver, S., et al. (2005). Measuring nursing shared governance. Presentation at From Nursing Science to the Nursing Workplace: Creating New Pathways. National Nursing |

26. Additional information:

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Name of Course Coordinator: -------------------Signature: ------------------------- Date: ------------------------- Head of curriculum committee/Department: ------------------------- Signature: ---------------------------------

Head of Department: ------------------------- Signature: ---------------------------------

Head of curriculum committee/Faculty: ------------------------- Signature: ---------------------------------

Dean: ------------------------------------------- -Signature: ---------------------------------

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File