Edison State Community College
RN to BSN Program

NUR 460S
Leadership in Nursing

2026FS

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SYLLABUS PART I

EDISON STATE COMMUNITY COLLEGE
NUR 460S NURSING INFORMATICS
4 CREDIT HOURS

Course Description

Focuses on the knowledge, skills, and attitudes needed to practice evidence-based, client-centered nursing. Competency areas include demonstrating knowledge skills in concepts related to leadership teamwork, collaboration, and delegation. Prerequisite: Department acceptance into the RN-BSN program is required.

Course Goals

The student will:

Bloom's Level		Program Outcomes
3	1. Demonstrate responsibility for ongoing professional development, including exploration of role diversification and life-long learning	1
3	2. Demonstrate values based on legal, moral, ethical, and historical aspects of professional nursing practice responding to global health needs.	1
5	3. Integrate concepts of current organization and systems leadership with the culture of the healthcare organization to coordinate quality client-centered care.	2
4	4. Synthesize professional skills, knowledge, and attitudes when applying the nursing process to provide safe, holistic, evidence-based, client-centered care.	2
3	5. Integrate theory and research knowledge in the formation, implementation, and evaluation of nursing leadership/management action in various practice settings.	3
3	6. Work in partnership with healthcare team to optimize client outcomes that reflect advocacy and human caring for diverse populations across the lifespan.	4
3	7. Utilize contemporary practice technologies, information systems, and communication devices that support the delivery of safe nursing practice.	5

Core Values

The Core Values are a set of principles that guide in creating educational programs and environments at Edison State. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

Topic List

1. Decision making, problem solving, critical thinking, and clinical reasoning: requisites for successful leadership and management
2. Classical views of leadership and management

3. Twenty-first century thinking about leadership and management
4. Ethical issues
5. Legal and legislative issues
6. Client, subordinate, workplace, and professional advocacy
7. Organizational planning
8. Planned change
9. Time management
10. Fiscal planning and health care reimbursement
11. Career planning and development in nursing
12. Organizational structure
13. Organizational, political, and personal power
14. Organizing client care
15. Employee recruitment, selection, placement, and onboarding
16. Educating and socializing staff in a learning organization
17. Staffing needs and scheduling policies
18. Creating a motivating climate
19. Organizational, interpersonal, and group communication in team building
20. Delegation
21. Conflict, workplace violence, and negotiation
22. Collective bargaining, unionization, and employment laws
23. Quality control in creating a culture of client safety
24. Performance appraisal
25. Problem employees: rule breakers, marginal employees, and those with substance use disorder

SYLLABUS PART II

EDISON STATE COMMUNITY COLLEGE
4 CREDIT HOURS

Program Student Learning Outcomes (PSLO) and Course Student Learning Outcomes (CSLO)

Program Student Learning Outcomes and Course Student Learning Outcomes	
PSLO 1 **Justify the importance of professional nursing in relation to the nurses' scope of practice including the characteristics of accountability, leadership, and spirit of inquiry.**	
CSLO 1	Demonstrate responsibility for ongoing professional development, including exploration of role diversification and life-long learning
CSLO 2	Demonstrate values based on legal, moral, ethical, and historical aspects of professional nursing practice responding to global health needs.
PSLO 2 **Support nursing practices with clinical judgement that demonstrate emphasis on diversity, equity, and inclusion of person-centered care.**	
CSLO 3	Integrate concepts of current organization and systems leadership with the culture of the healthcare organization to coordinate quality client-centered care.
CSLO 4	Synthesize professional skills, knowledge, and attitudes when applying the nursing process to provide safe, holistic, evidence-based, client-centered care.
PSLO 3 **Integrates research and current evidence-based practices into nursing judgment to foster advancement in information literacy.**	
CSLO 5	Integrate theory and research knowledge in the formation, implementation, and evaluation of nursing leadership/management action in various practice settings.
PSLO 4 **Combine standards of practice, effective communication, delegation, and collaboration skills to further improve partnerships across all healthcare disciplines.**	
CSLO 6	Work in partnership with healthcare team to optimize client outcomes that reflect advocacy and human caring for diverse populations across the lifespan.
PSLO 5 **Evaluate the impact of technology used to provide safe, efficient, and high-quality care.**	
CSLO 6	Utilize contemporary practice technologies, information systems, and communication devices that support the delivery of safe nursing practice.

Course Faculty

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Associate Professor of Nursing
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Office 027I
Office hours as listed below or as arranged by appointment. Changes to office hours will be posted on Blackboard.

Dr. Willenbrink's Office Hours

Week	Monday	Tuesday	Wednesday	Thursday	Friday
8/24 to 8/28	2:30-4:30			11-1	7-8, 3-4
8/31 to 9/4		8:30-10:30	8:30-10:30		7-8, 3-4
9/7 to 9/11		8:30-11:30		7-10	
9/14 to 9/18			8-10	8:30-10:30	7-8, 3-4
9/21 to 9/25		8-11	8-11		
9/28 to 10/2		8-10	8-10		7-8, 3-4
10/5 to 10/9		8-10	8-10		7-8, 3-4
10/12 to 10/16	8-10, 11:30-3:30				

Course Material
Required

- APA Publication Manual of the American Psychological Association 7th Ed.
  ISBN: 978-1433832178
- Huston: Leadership Roles and Management Functions in Nursing: Theory and Application, 12th Ed.
  ISBN: 978-1975289300

Course Technology
Students should have access to a computer with word processing software installed as well as internet access. Students are required to utilize BlackBoard as well as Lippincott's CoursePoint for assignments and learning activities.

Course Resources in APA Format
American Psychological Association. (2020). Publication manual of the American Psychological Association, (7th ed.).
Huston, C. J. (2026). *Leadership roles and management functions in nursing: Theory and application* (12th ed.). [eBook]. Wolters Kluwer.

Discussion Boards

To engage in conversations within the week's content with other students and instructors. All posts should include course content and clinical experience. To avoid plagiarism, do not use direct quotes; summarise quoted material and include in-text citations and reference pages. In addition, respond to two other students' initial postings. APA style is required for all discussion posts.

Due dates and times

The initial post must be by Thursday of each week by 11:59 pm EST (Week 8, Thursday by 11:59 pm EST)

Responses by Sunday of each week by 11:59 pm EST (Week 8, Saturday by 8:00 am EST)

References

The initial post must include two references, one from the required course material and a second from personal research, and must be evidence-based, peer-reviewed, and published within the last five years. Responses to other students should include one reference (evidence-based, peer-reviewed, and published within the last five years).

Word Limit

200-word limit, unless otherwise specified.

Alternative Discussion Board Assignment

The objective is to engage in real-time, interactive discussions with the instructor and classmates. Synchronous discussion boards fosters immediate feedback and clarification of course concepts. If you choose, you will meet with your instructor and other students to discuss the content of the assignment. The discussion is scheduled for 1 to 1.5 hours, depending on the number of students attending.

Instructions:

The synchronous discussion will take place on Microsoft Teams. Click on Dr. Willenbrink's Meeting Link. Active participation is required. Actively offering feedback and asking clarifying questions to deepen your understanding.

Preparation:

Review the assigned readings, lectures, or other materials prior to the discussion. Come prepared with your responses to the discussion board instructions and the references found.

Etiquette:

Mute microphone when not speaking: Minimize background noise and distractions.
Using video is required
Be mindful of time: Respect the time allotted for the discussion.
Maintain professionalism: Use appropriate language and respectful communication.

Grading Criteria:

Active Participation: Contributions to the discussion questions, including questions, comments, and insights about other students' responses.
Quality of Contributions: Depth of analysis, critical thinking, and clarity of communication.

Professionalism and Etiquette: Adherence to discussion guidelines and respectful interaction.

Written Papers/PowerPoint/Video Assignment

Written assignments are expected to reflect carefully developed and proofread, original work on the student's part. Papers should reflect a logical flow of ideas and be free of spelling and grammatical errors. Standard APA documentation, as found in the APA Publication Manual of the American Psychological Association 7th ed., should be followed. Copywriter protection applies to materials found on the Course Blackboard site.

Turn It In

All papers must be submitted through TurnItIn: Maximum similarity/originality score of 30% total document and 10% individual.

Due dates and times

Sunday of each week by 11:59 pm EST (with the exception of week 8: Assignments are due Saturday by 8:00 am).

References

Include two references, one from the required course material and at least one from personal research, and it must be evidence-based, peer-reviewed, and published within the last five years.

Word/page Limit

Two to three pages, unless otherwise specified

Group Assignments

Your faculty member will assign the group to work on projects. The idea is to complete this activity as a group. Communication, accountability, leadership, problem-solving, conflict resolution, time management, honesty, and teamwork skills will be developed through this process. Only one student must submit the paper by the due date and time.

Turn It In

All papers must be submitted through TurnItIn: Maximum similarity/originality score of 30% total document and 10% individual.

Due dates and times

Sunday of each week by 11:59 pm EST (with the exception of week 8: Assignments are due Saturday by 8:00 am).

References

Include four references, two from the required course material and at least two from personal research, and it must be evidence-based, peer-reviewed, and published within the last five years.

Quiz/Test

No quizzes or tests are assigned in this course.

Lippincott Assignment

See the assignment for specific details and instructions.

Due dates and times
Sunday of each week by 11:59 pm EST (with the exception of Week 8, which is due Saturday by 8:00 am).

APA Formatting and Scholarly Writing
All written assignments must follow the APA Formatting and Scholarly Writing Policy as outlined in the RN to BSN Nursing Student Handbook unless otherwise specified. APA formatting and scholarly writing are program-level competencies required for successful program completion and graduation. Students who demonstrate deficiencies in APA formatting may be required to complete remediation activities, including but not limited to meetings with a Learning Center tutor, submitting assignments to OhioLink, assignment revisions, faculty conferences, or academic success plans. Documentation of remediation may be required before future assignments are accepted or graded.

Identification of APA Deficiencies
- Students may be referred for remediation when any of the following occur:
- Repeated APA formatting errors across assignments
- Incorrect, missing, or inappropriate citations
- Inaccurate reference entries
- Failure to follow assignment formatting requirements
- Evidence of inadequate scholarly writing skills
- Excessive grammar, punctuation, or writing mechanics errors

Required Remediation
Faculty may require one or more of the following interventions:
1. **Meeting with a Learning Center Tutor**
    a. Students may be required to schedule and complete an appointment with an approved writing or APA tutor through the Learning Center before submitting future written assignments.
    b. Documentation of attendance may be required.
2. **Submission of assignments to OhioLink**
    a. Students may be required to obtain feedback from OhioLink at https://etutoring.ohiolink.edu, submit evidence of participation, and revise accordingly.
3. **Faculty Conference**
    a. Students may be required to meet with course faculty to review APA expectations and develop an academic success plan outlining specific goals, resources, timelines, and documentation requirements.
4. **Assignment Revision**
    a. Faculty may require resubmission of an assignment to demonstrate competency in APA formatting and scholarly writing.

Remediation Timeline:
- Required remediation must be completed within 10 calendar days of faculty notification or before the next major written assignment is submitted, whichever occurs first.

Failure to Demonstrate Improvement
Students who do not successfully complete assigned remediation activities or who continue to demonstrate significant APA deficiencies may be subject to additional academic intervention. Continued inability to meet minimum expectations for scholarly writing and APA formatting may affect progression within the program.

Student Responsibility
It is the responsibility of each student to seek assistance when needed and utilize available academic support services early in the program. Resources such as faculty office hours, the Learning Center, writing tutors, APA guides, library services, and academic coaching are available to support student success.

Competency in scholarly writing and APA formatting is a required program outcome for RN to BSN students. Prior to graduation, students must demonstrate the ability to independently prepare written academic work that meets program expectations for scholarly writing, source attribution, and APA formatting.

COLLEGE SUPPORT SERVICES

Computers

Personal computers are required; however, when working on campus, computers with Internet access are available in the Internet café. The Tutoring Center has computers and printers available for student use.

Required Technology for Software and Hardware

For log-in problems or other issues, use the Edison State website link (Click on Resources, then IT Help Desk) or call the help desk @ 937.778.7957.

Lippincott software and hardware requirements

- Important System Information for Optimizing Performance and Access Browsers: We recommend using a browser with a fast JavaScript engine for best performance. We recommend using the latest version of either Firefox or Chrome. Internet Explorer Compatibility mode is not supported, so please ensure that ovid.com is not included in the list of sites added to the compatibility view or the local intranet zone in your IE browser settings.
- Here is the browser requirements for products sold through Ovid, such as Acland's Anatomy, Bates Visual Guide, LWW Health Library, and 5 Minute Clinical Consult.
- They are as follows: Windows PC (7 and above); Internet Explorer 7 [(1)] (Except newer "responsive" sites); Internet Explorer 8 [(1)] (Older browsers will not react to responsive breakpoints like newer browsers and may lose minor functionality. Overall the user will have a good experience.); Internet Explorer 9 [(1);] Internet Explorer 10 [(1);] Internet Explorer 11 [(1);] Mozilla Firefox (Latest Version); Google Chrome (Latest Version); Apple OSX; Safari 10.8 (Not supported for Desktop PC); FireFox 24; Android Phone or Tablet (Honeycomb and above); The device's native browser - Android browser or Chrome in latest version of Android; iOS on iPad, iPhone, iPod touch; Safari 6[(1)] From 17th of August 2021, Microsoft no longer supports Internet Explorer. More information here.
- Windows Edge is a modern, standards-compliant browser supported by Silverchair. Like any browser, it will have small quirks and variances from other browsers. However, we expect high compatibility with our sites and Windows Edge.
- Third-party Software: Adobe PDF Reader - required to view PDFs: http://get.adobe.com/reader/

MacBook Users

When uploading documents/files from the MacBook, you will need to export the documents/files and save them as a PDF. For help with this, please contact Edison State Community College's IT department.

Advising Services
Edison State's career pathways advisors are your partners in success. A career pathways advisor is the first advisor you will meet with once you decide to further your education. Together, you and your career pathways advisor will:

- Identify the right academic major to set you on your desired career path.
- Identify the courses you'll need to accomplish your academic goals.
- Help develop a student educational plan (SEP) tailored to your lifestyle and work schedule.
- Prepare you to navigate your first semester at Edison State.
- If you have questions, contact your career pathways advisor. You can find their email at https://www.edisonohio.edu/Advising/ or contact your faculty advisor.

Career and Job Services
Our Career and Job Services advisors are dedicated to helping students and alumni advance their professional development as they make career decisions, develop job search strategies, pursue experiential opportunities, and secure employment. Career and Job Services also provides career assessments, career information, resume and cover letter help, job postings and resources, interview tips, and more. Visit https://www.edisonohio.edu/Career-and-Job-Services/ for more information.

Disability Services
Edison State Community College will provide reasonable accommodations for students with documented disabilities. If you believe that you may need an accommodation based on the impact of a disability, contact the instructor privately with your Self-Identification Letter. If you do not have a Self-Identification Letter, contact the Office of Disability Services by email accessibilitysupport@edisonohio.edu or call 937.381.1548. The Office of Disability Services is located on the Piqua Campus in Room 160. For additional information, visit the Accessibility and Disability Services page.

Student Wellness Center
College is stressful! Feeling burnt out, anxious, frustrated? When challenges arise, it's helpful to have someone to talk to. We have partnerships established with many local mental health providers and can connect you with area resources.

Support Services Available
Edison State has built a network of health professionals to support students. With these partnerships, students who need support in areas such as:

- Recovery and counseling referral
- Housing
- Food
- Physical well-being

Information and Education
We also provide information and education on the topics of:

- Alcohol and drug abuse and prevention
- Sexual assault prevention and awareness

- Building healthy relationships
- Inclusion and belonging
- Survivor support
- Self-care
- Anti-hazing

Getting Help
If you are struggling and need to speak with someone in person, please reach out to the Dean of Student Affairs.

Emergency Resources
If this is a medical emergency, please call 911. If this is a mental health emergency, please call 988.

Please note that the Charger Station Food Pantry has been relocated to Room 060 (next to the cafeteria).

Student Wellness Center
Mental health is just as important as physical health. In today's fast-paced environment and College is stressful! Feeling burnt out, anxious, frustrated? When challenges arise, it's helpful to have someone to talk to. We have partnerships established with many local mental health providers and can connect you with area resources. Student Wellness Resources

Student Resource Center and Pantry
Edison State Community College is proud to assist students who need help obtaining necessities. The Student Resource Center and Pantry has all kinds of grab-and-go snacks, meal supplies, toiletries, household needs, and community resources. Stop by and check out our centers in Room 163 at Piqua, the student lounge at Troy, the Brooke-Gould Learning Resource Center at Eaton, and Room 121 at Greenville. If you need additional assistance, please reach out to ResourceCenter@edisonohio.edu .

Library Services
The Edison State Library is not only a comfortable place to study but also has an expansive collection of online resources available to help students with their research. Resources available to students include:

- Library web page: https://www.edisonohio.edu/library/libguides
- For short instructional videos about using resources: https://libguides.edisonohio.edu
- Library staff assistance: library@edisonohio.edu 937-778-7950, or visit the library.

Technical Support Services
For Blackboard Assignment issues, the instructors are the first points of contact
For log-in Issues or other issues:

- You must be signed up for the SSRPM.
- Several issues require your student ID.
- During regular business hours (9-5 Monday-Thursday, 9-4 Friday), contact IT by e-mail (Support@edisonohio.edu) or by phone (937-778-8600 and ask for IT).

- After hours, either:
    - Log onto the SSRPM and go to “forgot password”, answer the security questions, and then click to change your password.
    - Go to www.edisonohio.edu into the Resources tab and click "IT Help Desk" then click "Chat" to get the password changed.
    - Call 937.778.7957 to speak with the off-campus Blackboard company staff.

For Lippincott Assignments, the instructors are the first points of contact.

- Online Product/Technical Support: 1-800-468-1128 or 301-223-2344
- Email: techsupp@lww.com
- Monday - Thursday: 8:00 AM - Midnight EST
- Friday: 8:00 AM - 7:00 PM EST
- Sunday: 4:00 PM - Midnight EST

Testing Your Faith Act Policy

Edison State Community College is committed to providing an environment respectful of students’ beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, https://www.edisonohio.edu/services-support/registration-records, located in “Forms” and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at https://www.edisonohio.edu/services-support/student-resources.

Tutoring Services

All Edison State students are eligible to receive free tutoring and learning support services through our Tutoring Center. Available services include Edison State tutors, both online and in-person, covering a wide variety of courses, including various levels of math and paper reviews, online tutoring through OhioLINK eTutoring, distraction-reduced study rooms, and the use of Tutoring Center resources, including subject-specific and general study guides. For more information on tutoring services, visit the Tutoring Center in the Library, email us at tutoringcenter@edisonohio.edu, call 937-778-7959, or visit our webpage at https://www.edisonohio.edu/tutoring-center/

COURSE INFORMATION

Policy Statement

All policies and procedures found in the RN to BSN Student Handbook and the Edison State Student Handbook apply to this course.

Class Participation Policy

Participation in the Blackboard web assignments is required. Missing an assignment seriously affects the student's ability to meet course objectives.

Syllabus Changes

Changes in assignments, topic, dates, evaluation methods, and other course-related changes may occur at the decision of the faculty. Changes of this nature will be announced to the students. Each student is responsible for checking their Edison State student e-mail and the Blackboard Announcements area daily for updates/notices.

Communication Standards

Blackboard Announcements and ESCC email must be checked daily (preferably several times a day). Important college information is sent to students via ESCC email. Instructors regularly post reminders, course updates/information, and clarifications on Blackboard Announcements. All correspondence between instructors and students will be conducted via an Edison State email. Students may expect a response from faculty **within 24-48 hours.**

Faculty Feedback Policy

All discussion boards and written papers will be graded via a rubric within one week of submission. Feedback will be included on the rubric as applicable. The instructors are available to help with individual learning needs or concerns.

Writing Standards

Written assignments are expected to reflect carefully developed and proofread, original work on the student's part. Papers should reflect a logical flow of ideas and be free of spelling and grammatical errors. Standard APA documentation, as found in the APA Publication Manual of the American Psychological Association 7th ed., should be followed.

Reference Requirements

All references must be cited. Standard APA documentation can be found in the APA Publication Manual of the American Psychological Association 7th edition.

Late Assignment Policy

Assignments being turned in late are strongly discouraged. A 20% reduction will apply for each day the assignment is late. Extensions may be given under approved extenuating circumstances at the discretion of the course instructor. The student is responsible for notifying the instructor before the due date if the assignment will be late for any reason.

Policy on Academic Dishonesty and Plagiarism
The faculty abides by the college policy on academic dishonesty and plagiarism as outlined in the student handbook.

Methods of Teaching
The course consists of a series of activities and assessments to assist the student in achieving the outcomes/objectives of the course. Students will engage in self-study methods, which include reading and online assignments. Self-directed learning is required to complete readings and identify needs for further information or review.

Throughout the semester, various combinations of activities are used to prepare students for testing, which include:

- Weekly Student Learning Outcomes (WSLO)
- Discussion board assignments
- Shared learning with the interaction of classmates and faculty
- Reading from the textbook and other resources
- Case Studies
- Videos or other media resources
- Learning Modules
- Group Assignments

Methods of teaching/learning include web enhancement through Blackboard, where students are encouraged to seek information, review concepts, theories, and research, cluster data, review their own opinions and previously held assumptions, and make judgments required for sound decision-making as a registered nurse. The process of sharing, trust, and active participation of learners and educators facilitates learning. Experiential, inquiry-based learning is facilitated by an orientation towards flexible and open learning that draws upon the varied skills and resources of faculty and students. Faculty members are co-learners who guide and facilitate student-driven learning experiences to achieve goals of problem-solving, critical thinking, and students' assumption of responsibility for their learning. Service learning focuses on the duality of benefit to both recipient and learner. A service-learning focus requires students to take concepts learned and apply them to real-life situations in diverse cultures. Features of service learning include:

1. Apply knowledge by testing and applying academic learning.
2. Synthesize knowledge by combining past and present learning, giving coherence to students' studies.
3. Critically think and analyze by learning to distinguish what is and is not important in the unfiltered context of the real world.
4. Learn about cultural diversity by learning from and about people of other races, ages, economic means, and competencies.
5. Develop values through firsthand interaction with community issues.
6. Learn inductive reasoning using the specific entry point for hypothesizing and theorizing.

Ethics
Students are expected to respect each patient and peer student's dignity, cultural beliefs, autonomy, and privacy. Confidentiality is not only required by law but also for trust in the student nurse-patient and student-student relationship.

Artificial Intelligence (AI) Policy
Not following this policy—including documentation-- is a violation of the academic integrity policy and will be treated as such.

For this course, YOU must be the author of all coursework. You may use AI in some minor or non-substantive ways.

You are responsible for what you turn in. However, AI is filled with errors and false information. It is your responsibility to make sure what you submit is both correct and your own work.

The use of generative AI tools is permitted in this course for the following activities:

- Brainstorming and refining your ideas
- Checking grammar and style

The use of AI tools is not permitted in this course for the following activities:

- Writing a draft of an assignment
- Writing entire sentences, paragraphs, or papers to complete class assignments
- Typing a question into an AI platform and copying and pasting its response.
- The correct way to cite AI: ChatGPT, personal communication, month day, year
- The correct way to reference AI is: OpenAI. (2023). ChatGPT. (insert current month, insert current year version) [large language model] https://chat.openai.com/chat
- **Example**: OpenAI. (2023). ChatGPT. (April 25 version) [large language model] https://chat.openai.com/chat

You should be able to show all your work on a project. If you use AI for anything other than basic spelling and grammar (Word spell/grammar check, and Grammarly), you need to document and disclose that use.

For example, if you asked AI to tell you something about your topic, you would need to cite that information. Citing generative AI in APA Style: Part 1—Reference formats will help you create AI citations.

Your use of AI tools must be properly documented and cited to stay within college policies on academic honesty. Any assignment that uses generative AI unauthorizedly will be reported for academic misconduct. If in doubt about permitted usage, please ask for clarification.

Documentation

If you use AI to help you make your paper sound more professional (or something similar), you need to provide a copy of your original work, the prompt you used, the response, a description of how you applied the response, and share the results. It is your responsibility to make sure everything is documented and accessible. Submitting AI-generated work without following these guidelines will be considered a violation of the academic integrity policy.

Example Statement:

On [DATE], I used [TOOL] to help me revise my paper. Here is a copy of the conversation: [LINK]. I used the response to improve my topic sentences and make my tone more professional.

*The conversation should have your original prompt and paper in addition to the AI's response

Submitting AI-generated work without following these guidelines will be considered academic dishonesty.

Any assignment that violates the academic integrity policy will receive a grade of zero, and you will be referred to the college student policy process for academic integrity, as stated in the Edison State Community College Student Handbook.

If you have any questions about academic integrity, please ask. I am more than happy to help you properly cite. Please ask before the assignment's due date. Once you submit your assignment, you accept responsibility for the content.

Learning Objectives
Weekly student learning outcomes (WSLOs) and corresponding weekly student learning outcomes are posted on Blackboard in the Overview and Weekly Outcomes folder under each Week Module.

Grading Scale
The grading scale is found in the nursing student handbook. The RN to BSN Student Nursing Handbook contains the following grading policy that will be followed in this course. "Number grades will be recorded for all assignments to the hundredths of a point. The final course point score will be rounded to the closest whole number." To calculate a student's letter grade, the number of points is rounded to the whole number; for example, 623.5 points will round to 624 points for 78% in the course. A minimum of 623.5 points must be achieved to pass the course. Course grades are listed in the table below.

Grade for points earned	
Grade	Points required
A	743.5 – 800
B	679.5 – 743.4
C	623.5 – 679.4
D	559.5 – 623.4
F	Below 559.5

Weekly Schedule and Evaluation Method

Weekly Schedule and Evaluation Method					
Week 1	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	1, 2, 3	Acknowledge the Syllabus for NUR 460S and RN to BSN Nursing Student Handbook	Monday of week 1 by 11:59pm	0	
		Self-Introduction	Initial Response by Thursday, Week 1; two peer responses by Sunday of Week 1 by 11:59pm	0	
		Discussion Board: Leadership, Clinical Decision Making, and Innovation in Nursing Practice	Initial Response by Thursday, Week 1; two peer responses by Sunday of Week 1 by 11:59pm	25	1
		Assignment: Self as a Leader	Sunday of week 1 by 11:59pm	75	1
		Lippincott Modules x4: The nurse as leader and manager; Decision making, problem solving, and critical thinking; Approaches to effective group decision-making; Tools for Decision Making	Sunday of Week 1 by 11:59pm	20	1,6
Week 2	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	4, 5, 6	Discussion Board: Ethical Decision Making During Hospital Capacity Crisis	Initial Response by Thursday, Week 2; two peer responses by Sunday of Week 2 by 11:59pm	25	2,3,5,6

Weekly Schedule and Evaluation Method					
		Group Assignment: Ethical Considerations	Sunday of Week 2 by 11:59pm	60	2,3,4,5,6
		Lippincott Modules x3: Ethical decision-making in nursing practice; Legal liability and the nurse practice act; Nursing legislation	Sunday of Week 2 by 11:59pm	15	2,5
		One-Minute Nurse: Ethical and Legal Issues	Sunday of Week 2 by 11:59pm	0	5
Week 3	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	7, 8, 9, 10	Discussion Board: Strategic Planning and Leadership in a Changing Healthcare Environment	Initial Response by Thursday, Week 3; two peer responses by Sunday of Week 3 by 11:59pm	25	3,5
		Written Assignment: Leadership and Change in Promoting Evidence-Based Practice	Sunday of Week 3 by 11:59pm	75	1,4,5,7
		Lippincott Modules x3: Organizational elements of nursing leadership; Becoming a successful agent of change; Responding to resistance to change	Sunday of Week 3 by 11:59pm	15	3,5
Week 4	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	11, 12, 13, 14	Discussion Board: Leadership, Career Development, and Organizational Culture in Nursing	Initial Response by Thursday, Week 4; two peer responses by Sunday of Week 4 by 11:59pm	25	2,3,6

Weekly Schedule and Evaluation Method					
		Group Assignment: Interprofessional Communication and Collaboration	Sunday of Week 4 by 11:59pm	60	2,3,6
		Lippincott Module x3: How gender, power, and status impact communication; Utilizing interprofessional collaboration for quality care; Achieving successful interprofessional collaboration	Sunday of Week 4 by 11:59pm	15	6
Week 5	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	15, 16, 17	Discussion Board: Building a Strong, Diverse, Competent Nursing Workforce	Initial Response by Thursday, Week 5; two peer responses by Sunday of Week 5 by 11:59pm	25	3,4,5
		Assignment: Leadership Case: Team Building for Less Stress and Better Care	Sunday of Week 5 by 11:59pm	40	2,3
		Lippincott Modules x3: Assessing staff needs; Strategies for teaching staff; Evaluating effectiveness of staff development	Sunday of Week 5 by 11:59pm	15	3,6,7

Weekly Schedule and Evaluation Method					
Week 6	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	18, 19, 20	Discussion Board: Motivation, Communication, and Delegation in Nursing Leadership	Initial Response by Thursday, Week 6; two peer responses by Sunday of Week 6 by 11:59pm	25	1,6
		Group Assignment: Communication and Effective Delegation	Sunday of Week 6 by 11:59pm	60	6
		Lippincott Modules x5: Improving interprofessional effectiveness through SBAR; Recognizing appropriate delegation; Common delegation errors; Culturally competent delegation; Reducing resistance to delegation	Sunday of Week 6 by 11:59pm	25	3,5,6
		One-Minute Nurse: Before you Hit Send	Sunday of Week 6 by 11:59pm	0	5
Week 7	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	21, 22	Discussion Board: Conflict Resolution, Workplace Safety, and Professional Advocacy in Nursing	Initial Response by Thursday, Week 7; two peer responses by Sunday of Week 7 by 11:59pm	25	3,4,5
		Lippincott Modules x3: Conflict resolution: Key concepts; Practicing effective conflict resolution; Effective negotiation	Sunday of Week 7 by 11:59pm	15	5,6

Weekly Schedule and Evaluation Method					
		One-Minute Nurse: Conflict Management	Sunday of Week 7 by 11:59pm	0	5
Week 8	**Huston Chapters**	**Assignment**	**Due Date**	**Points**	**Course Outcome**
	23, 24, 25	Discussion Board: Leading Quality Improvement and Promoting a Culture of Safety in Nursing Practice	Initial Response by Thursday of Week 8; two peer responses by Saturday of week 8 by 8:00am	25	3,5,7
		Assignment: Leadership Case: The Impaired Nurse	Saturday of Week 8 by 8:00am	40	3,5
		Group Assignment: Quality Improvement	Saturday of Week 8 by 8:00am	60	3,4,5,6,7
		Lippincott Modules x2: Principles of quality management; Quality improvement for nurse leaders	Saturday of Week 8 by 8:00am	10	3,4,5
		One-Minute Nurse: Substance Misuse Prevention and Treatment	Saturday of Week 8 by 8:00am	0	5

Note: Each assignment is completed independently and encompasses personal thoughts, and works, unless a group project.

Course Points	
Discussion Board 8 x 25 pts	200 pts
Lippincott Modules 26 x 5 pts	130 pts
Written Assignment 2 x 75 pts	150 pts
Group Assignments 4 x 60 pts	240 pts
Leadership Case Studies 2 x 40 pts	80 pts
Total	**800 pts**