NGRD 652 Healthcare Systems Leadership  
Loma Linda University School of Nursing  
Maria Letts DNP, FNPC, NEC  
Autumn, 2016

COURSE MEETING
Hybrid Online Canvas Course begins: September 26, 2016; Ends: December 16, 2016  
Seminar Days: October 13 & 14 2016, October 17 & 18 2016  
Seminar Time: 3-5pm. Seminar Location: West Hall, Room (TBD)

COURSE DESCRIPTION
This course focuses on the development of leadership skills and competencies within the health care system that facilitates quality, patient-centered, efficient, and cost-effective health care. The course integrates the application of leadership theories and organizational models to complex professional and systems. Emphasis is placed on exploring the role and function of the advance practice nurse leader from a systems perspective, and concentrating on the development of skills required to delivery health care that meets the current and future needs of the institution and populations (target, sets, panels, and broader communities).

Instructor: Dr. Maria Letts DNP, FNPC, NEC  
Phone: 909 499 9473 (cell)  
Email: mletts@llu.edu  
Office Hours: This is an online, hybrid CANVAS course; office hours are “open” Monday through Friday. Please email the instructors to set up face-to-face, telephone or SKYPE meetings.

Policies regarding email communication: Email communications are important and encouraged. The instructors will make every attempt to reply to general questions or concerns within 48 hours, Monday through Thursday, during business hours (8:00 a.m.-5:00 p.m. PST). Emails received after 5:00 p.m. may not be responded to until the next business day. Emails may not be responded to on the weekend.

TEACHING/LEARNING STRATEGIES
This will be an online seminar-style course utilizing structured self-directed study, student-faculty consultation, and student-peer interaction to assist the student in successfully achieving the course objectives. Students will participate in seminars, canvas learning activities, writing a scholarly paper, and practice type experiences. Online course work will include participation weekly discussion boards.

DNP PROGRAM STUDENT LEARNING OUTCOMES
At the completion of LLU’s DNP program, the DNP graduate:
1. Provides leadership in the use of information systems/technology and patient care technology for the improvement and transformation of health care.
2. Utilizes current scientific underpinnings for practice.
4. Participates in interdisciplinary collaboration for improving patient and population health outcomes.
5. Advocates for health care through policy analysis and development.
6. Applies organizational and systems leadership theory for quality improvement and systems thinking.
7. Demonstrates leadership in the promotion of advanced nursing practice and the nursing profession.
8. Incorporates into his/her practice the principles of practice prevention and population health for improving the nation’s health.

COURSE OVERVIEW/PLAN
Health care systems leadership will be examined through reading, discussion, and analysis of behavioral, relational, interactional, and structural considerations which are components embedded in the leadership role. Additional leadership challenges confronting nursing leaders such as teamwork/interdisciplinary collaboration, and leadership succession planning for organizational and professional sustainability will be explored. This course prepares the DNP graduates to assume leadership roles as key participants in organizational and systems decisions to effectively collaborate with other healthcare professionals and to facilitate change in shaping the future of healthcare delivery.

COURSE LEARNING OUTCOMES
In this course the student will:
1. Examine leadership models/theories and evaluate the evidence to support them; assess “best practices.”
2. Select evidenced-based leadership models that have the potential for successful implementation in an identified healthcare environment, describing when and how they can best be applied to improve system effectiveness.
3. Evaluate appropriate teamwork models and critically analyze the potential of these models to improve interdisciplinary collaboration/communication and patient outcomes.
4. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in healthcare and complex healthcare delivery systems.
5. Discuss the role of nursing education and leadership in succession planning.
6. Identify and apply key strategies in coaching and mentoring and develop a plan for a mentorship program in your area of nursing practice.

COURSE PERFORMANCE
This is a graduate level doctoral course for the preparation of Advanced Practice DNP leaders. It is expected that students will be self-motivated learners. While instructors
provide the learning environment, they cannot guarantee student success. Students must engage independently in the process. Students may vary in their competency levels on the above outcomes and can expect to achieve these outcomes at a passing level only if they honor all course policies, attend classes regularly, complete all assigned readings and coursework in good faith, and meet all other course expectations.

BUILDING COMMUNITY AND A SAFE ENVIRONMENT:
The course instructors believe it is important for students to know what to expect of us. We will:
1. Maintain a positive learning environment for all students
2. Make sure course materials are prepared on time
3. Return graded work in a timely fashion
4. Treat all students fairly and with respect
5. Encourage discussion and participation and will encourage all students to truly learn the course material

It is important to know what we will expect of you:
1. Commitment to learning and completion of the assignments
2. Open-minded about bringing life, work, and educational experiences to the learning process
3. Able to communicate through writing
4. Self-motivated and self-disciplined
5. Willing to notify instructors immediately if problems arise

REQUIRED READING: TEXTBOOKS


REQUIRED READING: ARTICLES, NOTES, BOOK CHAPTERS AND WEB RESOURCE


**RECOMMENDED ADDITIONAL READING**


**Course Topics:**
1. Evidence-Based leadership
2. Interprofessional collaboration
3. Creating a legacy: leadership development, mentoring and succession planning

**GENERAL COURSE INFORMATION:**
1) **Attendance Policy:** Class participation is through designated online discussions and assignments throughout the course. Students are required to participate in all weekly course assignments and discussion boards.

2) **Late Work Policy:** There will be a penalty of 10% per day for late work up to five (5) working days, including all discussion board postings, and written assignments, unless the student has prearranged for an emergency extension with the course instructor. Late work will not be accepted after 5 working days of the original due date. Since this is an S/U course, failure to meet the late work policy will result in a failure of the course. Extensions are granted, at the discretion of the individual instructor, for emergency situations (i.e. computer crashed when submitting, serious illness, admission to the hospital, death of a relative).
3) **Student Evaluation:** Satisfactory completion of course requirements require demonstrating development of depth of theory based knowledge, synthesis of concepts, and critical analysis and application of content to practice in each assignment. Students must complete all assignments with a minimum score of 85% to pass the course.

4) **Grading Policy:** This course will be graded per SN Graduate Grading Scale (see below). Several methods will be used to evaluate your performance in this course. These assessment methods are summarized below.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum</th>
<th>Maximum</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>92-94%</td>
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<tr>
<td>B+</td>
<td>88-91%</td>
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<tr>
<td>B</td>
<td>85-87%</td>
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<tr>
<td>B-</td>
<td>82-84%</td>
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<tr>
<td>C+</td>
<td>79-81%</td>
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<tr>
<td>C</td>
<td>76-78%</td>
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<tr>
<td>C-</td>
<td>71-75%</td>
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<td>D+</td>
<td>68-70%</td>
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<tr>
<td>D</td>
<td>63-67%</td>
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<td>F</td>
<td>Below 62%</td>
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5) **Assignments Summary:** The grade for NGRD 652 will be based on the assignment summary table below:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Due Date</th>
<th>Total Points</th>
<th>% of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Articles Analysis</td>
<td>Seminar Week Session I: October 13, 2016</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Bring to Seminar Week</strong></td>
<td>Questions due by 10/11</td>
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<tr>
<td>Case Study: Interprofessional Collaboration/Innovation</td>
<td>Seminar Week Session III &amp; IV: October 17 &amp;18, 2016</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td>Persuasion Technique/ Executive Summary</td>
<td>November 3, 2016</td>
<td>20</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Submit via CANVAS</strong></td>
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<tr>
<td>Leadership Book &amp; Model Paper</td>
<td>November 20, 2016 (Book selection due October 2, 2016)</td>
<td>40</td>
<td>20%</td>
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<tr>
<td><strong>Submit via CANVAS run through Turn-It-In</strong></td>
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<tr>
<td>Leadership Development, Mentoring and Succession Planning Paper</td>
<td>December 4, 2016</td>
<td>40</td>
<td>20%</td>
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<tr>
<td><strong>Submit via CANVAS run through Turn-It-In</strong></td>
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<tr>
<td>Discussion Board</td>
<td>Weekly (see schedule)</td>
<td>60</td>
<td>30%</td>
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**NOTE:** In order to access discussion board questions and assignments please be sure to click on MODULE button first

6. **Discussion Board:** Each week of the course begins on Monday and ends the following Sunday at 11:59 p.m. You must submit your answer to the discussion questions/main post by Thursday at 11:59 p.m. [unless otherwise stated], and all
responses to your classmates are due by Sunday at 11:59 p.m. [including responses to the instructors, as advised.]

7. **Course Changes:** The course instructors reserve the right to make adjustments or changes throughout the quarter. Any changes to the course will be announced via the course CANVAS announcement page. Students are responsible to learn about these changes by frequently checking CANVAS for announcements.

8. **Lifelong Learning:** Students develop a commitment to discovery and lifelong learning. Students in the School of Nursing aspire to exemplify values and practices that are informed by scholarship and inspiration. As graduates, they will actively engage in lifelong learning through inquiry, study, and discovery, and through participation in professional organizations.

9. **Americans with Disability Act (ADA) Policy:** If you are an individual with a certifiable disability and need to make a request for reasonable accommodation to fully participate in this class, please visit the Dean’s Office of your school. To view the Disability Accommodation Policy please go to: [http://home.llu.edu/sites/home.llu.edu/files/docs/student-handbook.pdf](http://home.llu.edu/sites/home.llu.edu/files/docs/student-handbook.pdf) or latest handbook link.

10. **Academic Integrity Policy:** Acts of dishonesty including theft, plagiarism, giving or obtaining information in examinations or other academic exercises, or knowingly giving false information are unacceptable. Substantiated violations are to be brought before the dean for disciplinary action. Such action may include, but is not limited to, academic probation or dismissal from the program. To view the Standards of Academic Conduct Policy please visit: [http://home.llu.edu/sites/home.llu.edu/files/docs/student-handbook.pdf](http://home.llu.edu/sites/home.llu.edu/files/docs/student-handbook.pdf) or the latest handbook link.

11. **Protected Health Information:** The purpose of the Protected Health Information (PHI) policy is to provide guidance and establish clear expectations for students regarding the appropriate access to and use of PHI during course studies and related program activities. Under the Health Insurance Portability and Accountability Act (HIPAA), patient health information is protected. Please go to: [http://www.llu.edu/pages/students/documents/phi-guidelines.pdf](http://www.llu.edu/pages/students/documents/phi-guidelines.pdf)

12. **Course Evaluation Expectations:** It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement. The link to the course evaluation will be posted on CANVAS near the end of the quarter. Please complete it before or during the final week of the quarter.

13. **Cell Phones and Pagers:** Please turn off cell phones and pagers while in the seminar classroom. There will be a break during which calls and messages can be answered.
<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topics</th>
<th>Weekly Readings</th>
<th>Weekly DB Posting/Assignments</th>
</tr>
</thead>
</table>
| Week 1 9/26 - 10/2 | Complexity Principles for Leaders | Porter-O’Grady, T. & Malloch, K. (2015), Chapter two: Pages 49-95 | DB #1 **due 9/29**  
Review the syllabus.  
Chose and submit the leadership book you will be presenting (**due 10/2 by 1159**) and begin work on your first paper (**due 11/20 by 11:59**). |
Chapter Three: Pages 99-122. | DB #2 **due 10/6**  
Find and read one article from Nursing Journals on either Leadership & Management issues and trends, or Communication Challenges in Leadership |
DB #3 **due 10/13** |
| Week 4 10/17-10/23 | Seminar Week II                                  | No required reading                                                              | Group case study presentation **in class 10/17 & 10/18** |
Reflection #1 **due 11/3** |
Reflection #2 **due 11/17** |
| Week 9 11/21-11/27 | Thanksgiving Break                               | No required reading this week.                                                   | No discussion board |
Reflection #3 **due 12/1** |
| Week 11 12/5-12/11 | Coaching and Mentoring                          | Porter-O’Grady, T. & Malloch, K. (2015), Chapter Twelve: Pages 469-506.         | DB #6 **due 12/8** |
| Week 12 12/12 - 12/16 | FINALS WEEK                                     | Last day of school 12/16                                                         |                                |
DETAILED COURSE REQUIREMENTS

   **Participation:** Each student shares responsibility or the quality of course content by actively participating in the weekly discussions and seminars. Based on your reading, critiques, and thoughts, come to seminar ready to actively participate in seminar discussion, focusing on understanding and application of theories/concepts to practice. Attendance is required at all on-campus seminar dates. No excuses will be granted for missing this time with the exception of personal/family emergencies as determined by the course instructors. Failure to come prepared to participate during seminars may result in a zero for seminar participation.

2. Canvas Online Discussion Boards
   **Total possible points: 60 (30% of grade)**
   **Requirements**
   a. For each assigned discussion week, respond to the discussion question posted in the course schedule and on the discussion board forum. (Go to Discussion Board button under ‘modules’ tab in CANVAS)
   b. **Weekly discussion board topics are assigned throughout the quarter.** They will be open and available on canvas “discussion board” for limited timeframes only. Posting due dates are identified on the course schedule, and all postings are due by midnight of the posted due date. Professional judgment, thought-provoking discourse, and relevant experiences are encouraged.
   c. **For each contribution to the online discussion you will be expected to read assigned course materials, identify new and specific research/informational articles which you have found related to the topic of interest and your clinical practice area, apply the theoretical concepts to the DNP project process for the week, and cite the references for all external resources.** There should be limited quoted material, instead students are expected to synthesize their reading and always provide documentation per *APA 6th Edition*.
   d. Participation consists of 1 new posting for each weekly topic (1 posting per topic, which are no less than 250 words but no more than 500 words (excluding references), and referenced as appropriate. Respond to at least two (2) classmates.
   e. The week will begin each Monday at 6am, PST and end each Sunday at 11:59 pm midnight PST. Postings for the week must be posted no later than Sunday evening, 11:59 pm (midnight) PST. Failure to post by deadline will result in no credit for that week’s assignment.
   f. The course instructor will moderate the Forum, but students should not expect to receive weekly feedback on every posting. The course instructor will contact individual students as appropriate if postings do not meet course requirements

3. Leadership Book & Model Paper
   **Total possible points: 40 (20% of grade)**
   **Book selection due October 2, 2016**
   **Assignment due November 20, 2016**
   Read assignment under Week #1 and chose the leadership book you will be presenting and begin work on your first paper.
   a. Select and read a book from the list below. Write an analysis of the leadership model evidenced by the book you chose from the list found in this assignment. This paper is
NOT a book review, but a discussion of the leadership principles presented by the author. Topics to include (but are not limited to):

- Book title/author
- Major themes
- Author’s philosophical perspective and definition of leadership
- Compare and contrast your philosophy and definition of leadership with that of the author(s).
- Analyze the level and quality of research/evidence to support efficacy of the leadership model
- What you agree/disagree with and why
- Insights gained and usefulness in practice
- Paper should be 5-7 pages in length and have a reference list of 3-5 evidenced-based and/or research articles on your chosen leadership model.

- Be sure you follow APA format when writing all of your papers!

Book Selections – Choose one of the books below or other book if approved by Course Faculty, Dr. Maria Letts. Due: October 3, 2016.

Covey, SR. (2004). The 8th Habit: From Effectiveness to Greatness. Free Press. New York
Covey, SR. (2006). The Speed of Trust: The one thing that changes everything, Free Press: Simon & Shuster, NY


4. Leadership Articles Analysis
Total possible points: 20 (10% of grade)

Due date: Seminar Week Session II on October 14, 2016. Bring to Seminar Week
a. Find and read one article from Nursing Journals on either Leadership & Management issues and trends, OR Communication Challenges in Leadership. Your reading assignment is intended to give you some insight into, and provide you with some questions, issues, or concerns related to Leadership Challenges for 21st Century and Complex Communication Challenges for the Nurse Leader, as well as information for the Discussion Board Questions week two and three.

b. Develop one key question from the article you would like to present for discussion, if time allows. You are required to turn your question in with an annotated bibliography of your article for session II during Seminar Week.

5. Case Study: Interprofessional Collaboration/Innovation
Total possible points: 20 (10% of grade)

Due date: Seminar week, session III & IV on October 17 & 18, 2016. For this assignment the class will be divided into four groups to read and analyze the Case Studies found in the textbook. Each group will do a BRIEF presentation of findings during Session III & IV (October 17 &18, 2016).

a. Group A & B will read and present Case Study 4-1 (page 160): Developing a Culture of Interprofessional Collaboration.

b. Group C & D will read and present Case Study 4-2 (page 164): Creating a Culture of Innovation
c. Each individual in the group will be expected to read, study, and answer the questions at the end of the assigned Case Study. The answers do not need to be written in a formal paper. **Bring these papers to Seminar Week to be submitted after the group discussion.**

d. During Session II groups will be given time to discuss how they collaboratively want to present the case study, the problems identified, possible interventions and then develop a brief presentation for the rest of the students. Presentation should be 12 minutes maximum.

e. A good structure for investigation and reporting this type of information is to explore the teamwork models that are used within different institutions. For example I have listed a number of those models below. You can choose one of the models below, do a literature review to see how and when these models have been used, and how they apply to the creation of interprofessional collaboration or innovation.

f. Each group should be prepared to **hand in supporting documents** for the case study findings. These do not need to be written up in a formal presentation, however, if citations are used references must be provided.

**EXAMPLES OF COLLABORATIVE MODELS**

Interprofessional Education via Simulation  
TeamStepps  
Crew Resource Management  
Transitional Care  
High Reliability Organizations  
Nurse-Physician Collaboration  
TCAB (Transforming Care at the Bedside)  
Team Nursing  
Academic-Service Partnerships  
Transdisciplinary Care  
Rounding/Hand-offs Transitional care model  
Care Coordination  
The role of Clinical Nurse Leader  
Team Science (Bennett & Gadlin)  
Appreciative Inquiry Primary nursing  
Rapid Response Teams  
Kaiser Permanente Nursing Vision, & Values Model  
Toyota Production System (TPS or “Lean” production)  
Medical Home/Accountable Care Organizations  
OR OTHER MODEL IN CONSULTATION WITH FACULTY

6. **Persuasion Technique**

**Total possible points: 20 (10% of grade)**

**Due date:** November 3, 2016.

*Submit executive summary via CANVAS and power point presentation*

DNP prepared nurses must achieve the competency in demonstrating effective communication, negotiation, and collaborative skills to facilitate organizational- wide changes in health care delivery towards specific goals. You will review the six fundamental principles used by negotiators and leaders that govern how people influence each other according researchers such as Robert Cialdini and others. The six principles are: (1) Appeal to Authority, (2) Reciprocity, (3) Social Validation, (4) Liking, (5) Need for Consistency, and (6) Scarcity.

a. Read the articles listed this in this assignment and select one of the persuasion techniques.
b. Submit a short power point presentation (no more than 8-12 slides and no longer than 10 minutes) on one of the techniques demonstrating how the technique can be applied to address a project or change you are trying to promote within your institution, unit or workplace.

c. Submit a one-page executive summary of the presentation as a handout to accompany and support the power point presentation.

Executive Summary Report. An executive summary report should also be prepared (approximately 1-2 pages, not including a list of references and appendices with graphs, charts, or tables). Executive summaries are not written in the style of professional papers. They are generally word/memo type documents addressing at a minimum:

a. Problem Identification with background information
b. Proposal of solution
c. Potential Barriers identified
d. Resources needed: money, time, people
e. Training required
f. Implementation Strategies

Your organization may have an approved format for such proposals or report. You are welcome to use it or you can create your own addressing the topics identified above. Remember, this is a project with the goal of gaining support from your team or administration, so include all the necessary information succinctly to convince them! This assignment does not require extensive research; the focus of the project is to develop the ability to make a compelling, well-delivered presentation.

SUGGESTED READING ON PERSUATION TECHNIQUE (Available in Canvas)


7. **Leadership Development, Mentoring and Succession Planning Paper**

**Total possible points: 40 (20% of grade)**

**Due date:** December 4, 2016. *Submit via CANVAS run through Turn-It-In*

1. You are to write a 6-8 page paper (excluding title and reference page) analyzing the leadership development, mentoring and succession plan at your worksite organization. Compare, contrast and analyze your organization’s plan for leadership succession with “best practices” found in the literature. This is your major paper for this course so be sure to review and use correct APA formatting. Grading rubric for this paper is under files in CANVAS.

2. The paper is to include the following, but not limited to:
   - Brief background/history of your organization.
   - How leaders are chosen in your organization. Describe the current leadership development, mentoring and succession plan.
   - Compare and contrast your organization’s method(s) for leadership development, mentoring and succession planning to “best Practices,” analyze for effectiveness, and recommend what the organization could do to improve the leadership succession process.
   - Describe ways you think the IOM’s Future of Nursing report recommendations will affect leadership succession in your organization.
   - Cite at least 5 current (within the last five years) resources from the literature

7. **Reflections**

**Total possible points: (Not applicable)**

**Due date: (as assigned)** *Submit via CANVAS*

For weekly readings without the requirement of a discussion board posting you will be required to post a reflection based on the reading. Although this assignment will not be graded, you are required to submit a reflection when assigned and post on the assigned due date. Your reflection should be less than 300 words and should demonstrate application of the information as it applies to your leadership team, colleagues and/or your role as a DNP leader. Peers may respond, however this is not required. Throughout the course you may be assigned additional reflections, instructions will be provided accordingly.

**WEEKLY CLASS INFORMATION, ASSIGNMENT AND ACTIVITIES:**
*(see also under Weekly Modules on CANVAS)*
This section repeats what was printed in the above Course Schedule, but includes objectives, discussion board questions and other assignment directions.

**WEEK ONE OVERVIEW**  
September 26-Oct 2, 2016

**THEory Topic #1: Evidence-Based Leadership**

**DISCUSSION Topic: Complexity Principles for Leaders**

**Reading Assignment:** Porter-O'Grady, T. & Malloch, K. (2015), Quantum Leadership.  
Chapter two: 10 Complexity Principles for Leaders for Thriving in the Quantum age.  
Pages 49-95

**Discussion Board Questions:** (Go to Discussion Board button under ‘modules’ in CANVAS)

1. Select one of the 10 Complexity Principles briefly describe your understanding of the principle you have selected and apply it to a situation at work. How does it impact and apply to you? Your colleagues? Leadership team? How does it apply your role as a DNP leader?

2. Read case studies 2-1 or 2-2 (Pages 88-95). Select one case study and respond to the following: Describe and apply principles or strategies the nursing leader can use to prepare the nursing team (case 2-1) /entity leaders (case 2-2) to prepare for the upcoming changes.

**Learning Objectives:**

- Explore how the DNP prepared administrator can use evidenced-based leadership models to improve staff effectiveness and enhance patient outcomes based on the book you have chosen (see list below).
- Provide support from the literature as to its efficacy as an evidenced-based model of leadership.
- Choose a leadership model or principle to explore and apply to leadership roles and functions

**Required Reading/Activity:**


WEEK ONE ASSIGNMENTS
1. Review the syllabus or understanding of course requirements. If you have questions, or need clarification please contact/email Dr. Letts.
2. Read assignment under Topic #1 and chose the leadership book you will be presenting and begin work on your first paper. Begin to gather information for your first Leadership Paper. See listed book selection under Course Assignments – Choose one of the books listed or other book if approved by Course Faculty, Dr. Maria Letts. Due: October 2, 2016.
3. Complete the Discussion Board Requirements.

WEEK TWO OVERVIEW
October 3 - 9, 2016
This week you will be gathering the information you need for the Seminar Week Sessions:
1. Case Study/Group Analysis
2. Leadership Challenges for 21st Century
3. Complex Communication Challenges for the Nurse Leader

DISCUSSION TOPIC: New Healthcare Valuation Model


Discussion Board Questions: (Go to Discussion Board button under ‘modules’ in CANVAS)
1. The text lists five key drivers for change. Pick one of these and apply it to a situation/issue where you work.
2. What level of quality is your organization willing to fund? Do you agree with this or disagree?
3. Is there a connection between cost and patient outcomes? If so, how is that demonstrated in your workplace?

THEORY TOPIC #1(cont.): EVIDENCE-BASED LEADERSHIP

Learning Objectives: (cont. from last week)
• Explore how the DNP prepared administrator can use evidenced-based leadership models to improve staff effectiveness and enhance patient outcomes based on the book you have chosen (see list below).
• Provide support from the literature as to its efficacy as an evidenced-based model of leadership.
• Choose a leadership model to explore and apply to leadership roles and functions

WEEK TWO ASSIGNMENT:
1. Complete the Discussion Board Requirements.
2. Develop one key question from the article you would like to present for discussion, if time allows. Submit your question in with an annotated
WEEK THREE OVERVIEW
October 10-16, 2016

DISCUSSION TOPIC: Innovation & Change


Discussion Board Questions: (Go to Discussion Board button under ‘modules’ in CANVAS)
1. After reading your text, do you think you work in an institution that is innovative and encourages change? Does your workplace have a culture of interprofessional collaboration? Support your answer with examples.
2. How do you align staff motivation with organizational goals?
3. What is your leadership role as it pertains to staff motivation and organizational change?

THEORY TOPIC #2: INTERPROFESSIONAL COLLABORATION

Learning Objectives:
• Critically evaluate teamwork models and their application to the practice setting.
• Determine the level and quality of evidence to support a teamwork model.
• Identify barriers and drivers specific to a teamwork model affecting implementation in a practice setting.
• Defend the DNP role in forming and managing teams.
• Explore the literature for evidence/research on chosen model to validate or denounce efficacy.

Required Reading/Activity:
• Chapter 6: Interprofessional collaboration for Improving Patient and Population Health pgs. 217-256.

WEEK THREE ASSIGNMENTS:
1. Complete the Discussion Board assignment.
2. Read the assigned Case Study and beginning to think about how you would answer the questions.
3. Investigate what, if any, collaborative model is used in your institution and how does it help foster collaboration.
4. **Complete Case Study: Interprofessional Collaboration/Innovation** assignment for presentation of findings during Session III & IV (October 17 & 18, 2016).

**WEEK THREE SEMINARS/ACTIVITY:**
1. First Seminar Leadership **Session I** is on Thursday, October 13, 2016 from 3:00 – 5:00 p.m. The first hour will be a presentation by Dr. Letts. The second hour we will be meeting in Groups for to decide how each group wants to present the Case Study information.
2. Second Seminar Leadership **Session II** is on Friday, October 14, 2016 from 3:00 - 5:00 p.m. This session will be a Q & A and discussion with Karla Aryan, Executive Director of Patient Care Services for Loma Linda University East Campus Hospital. Lecture by Dr. Letts will follow if time allows.

**WEEK FOUR OVERVIEW**  
October 17-23, 2016

**TOPIC:** SEMINAR WEEK (cont.) No required reading

**WEEK ASSIGNMENTS/ACTIVITY:**
1. Third Seminar Leadership **Session III** is on Monday, October 17, 2016 from 3:00 – 5:00 p.m. There will be a presentation by LLUH Legal Counselor on Complex Communication Challenges for Nursing Leaders. For the last hour we will begin presentations **Case Study: Interprofessional Collaboration/Innovation** by groups.
2. Fourth Seminar Leadership **Session IV** is on Tuesday, October 18, 2016 from 3:00 – 5:00 p.m. The first hour be a presentation by Garrett Caldwell, Executive director for the office of public affairs for LLUH. The last hour of this session will be the final presentation **Case Study: Interprofessional Collaboration/Innovation** by groups.
3. Begin persuasion technique power point and executive summary assignment

**WEEK FIVE OVERVIEW**  
October 24-30, 2016

**DISCUSSION TOPIC:** Leadership and Conflict


**Discussion Board Questions:** (Go to Discussion Board button under ‘modules’ in CANVAS)
1. Is your natural tendency to do conflict management or conflict resolution when faced with a work related dilemma? Does handling conflicts come easily for you? What is your style of dealing with work place conflicts?
2. What is the difference between identity- and interest-based conflicts? As a leader how would you approach these types of conflicts?
WEEK ASSIGNMENTS:
1) Complete the Discussion Board Assignment
2) Finish reading your book selection on evidenced-based leadership
3) Begin writing your evidenced-based leadership paper and book/model discussion

WEEK SIX OVERVIEW
October 31 - November 6, 2016

TOPIC: Leadership Skills, Communication & Change Agent.

Required Reading Activity:
3. Find and read one article from Nursing Journals on either Leadership & Management issues and trends, OR Communication Challenges in Leadership. Your reading assignment is intended to give you some insight into, and provide you with some questions, issues, or concerns as well as information for reflection.

Learning Objectives:
- Understand vulnerability as a leadership trait
- Identify essential relationship skills that support leadership
- Identify and define Complex Communication Challenges

Reflection: How would you apply the information you have read to your leadership style, leadership team, colleagues and/or your role as a DNP leader? Or you may respond to one or more of the questions below (no more than 300 words).
2. What type of communication skills does it take to move an organization from “coping management” to “visionary leadership”? 
3. What is the difference in your environment when you use your communication skills to “lead” as opposed to when you are a “constituent”?

INTERPROFESSIONAL COLLABORATION THEORY ASSIGNMENT:
Negotiation /Persuasion techniques assignment due 11/3

DNP prepared nurses must achieve the competency in demonstrating effective communication, negotiation, and collaborative skills to facilitate organizational-wide changes in health care delivery towards specific goals.

Learning Objectives:
- Identify the six principles used by negotiators and leaders that govern how people influence each other according researchers such as Robert Cialdini and others.
- Explore the literature for application of persuasion techniques/principles
- Demonstrates application of one of the persuasion technique.
Required Reading/Activity

See RECOMMENDED READING ON PERSUATION TECHNIQUE

WEEK SIX ASSIGNMENTS:
1. Submit reflection
2. Complete and submit Negotiation /Persuasion techniques power point presentation and executive summary (CANVAS) due 11/3
3. Continue writing your evidenced-based leadership paper and book/model discussion

WEEK SEVEN OVERVIEW
November 7-13, 2016

TOPIC: Errors and Punitive Cultures


Discussion Board Questions: (Go to Discussion Board button under ‘modules’ in CANVAS)
1. Your reading presents the concept of error as an opportunity to improve healthcare outcomes. What does this mean?
2. From your reading would you say your organization has a “punitive” culture or “just” culture? Give an example.
3. As a leader you know clinical errors do not occur in isolation - how do you investigate a system when an error has happened?

THEORY TOPIC #3: CREATING A LEGACY

Learning Objectives:
- Discuss the importance of leadership succession planning for organizational stability.
- Analyze current methods/processes for leadership succession in your health care organization.
- Describe your organization’s leadership succession plan.
- Identify “best practices” in the leadership literature pertaining to leadership succession.
- Compare, contrast and critique “best practices” with what is reality in your health care organization.
- Explore how the DNP can be a change agent in the development of successful leadership succession plan.

Required Reading/Activity: (Links to readings available in CANVAS)
“Transforming Leadership” pgs. 221-254. (Link available in CANVAS module for this topic).

National Center for Healthcare Leadership (NCHL) white paper on best practices in health leadership succession. (Link available in CANVAS module for this topic).


Other Suggested Resources:

WEEK ASSIGNMENTS
1. Complete the Discussion Board Requirements
2. Begin to research the leadership literature regarding succession planning paper.
   This paper is due December 1, 2016

WEEK EIGHT OVERVIEW
November 14-20, 2016

DISCUSSION TOPIC: Leadership


Reflection: How would you apply the information you have read to your leadership style, leadership team, colleagues and/or your role as a DNP leader? Or you may respond to one or more of the questions below (no more than 300 words). (Go to Discussion Board button under ‘modules’ in CANVAS)
   1. How do you define leadership?
   2. How do you lead as a nurse? In practice? In the community?
   3. Briefly describe your personal philosophy of nursing.
   4. What does it mean to have a degree of emotional competence as a leader?

THEORY TOPIC#4: CREATING A LEGACY(cont.)
Learning Objectives: (cont. from last week)

- Discuss the importance of leadership succession planning for organizational stability.
- Analyze current methods/processes for leadership succession in your health care organization.
- Describe your organization’s leadership succession plan.
- Identify “best practices” in the leadership literature pertaining to leadership succession.
- Compare, contrast and critique “best practices” with what is reality in your health care organization.
- Explore how the DNP can be a change agent in the development of successful leadership succession plan.

Required Reading/Activities:


WEEK ASSIGNMENTS
1. Submit reflection
2. Submit Leadership book and model paper due 11/20 by 11:59pm
3. Continue working on succession planning paper. This paper is due December 1, 2016

WEEK NINE OVERVIEW
November 21-27, 2016

THANKSGIVING: No required reading this week. No Discussion Board This Week!

WEEK TEN OVERVIEW
November 28 – December 4, 2016

DISCUSSION TOPIC: The Leader as Transformer


Reflection: How would you apply the information you have read to your leadership style, leadership team, colleagues and/or your role as a DNP leader? Or you may respond to one or more of the questions below (no more than 300 words).
1. Your textbook talks about Toxic Organizations and People: how do you define these behaviors? Give examples.
2. Pick two of the 10 principles for minimizing toxic behavior in organizations and explain how you would use them in your organization to minimize the negative effects of dysfunctional behavior.

**Learning Objectives:**
- Identify and discuss common sources of toxicity and dysfunction in healthcare organizations.
- Analyze long-standing leadership behaviors that negatively affect organizations.
- Critique the principles for minimizing organizational toxicity.

**WEEK ASSIGNMENT:**
1. Submit reflection
2. Work on major course assignments

**WEEK ELEVEN**  
December 5-11, 2016

**DISCUSSION TOPIC: Coaching and Mentoring**

**Reading Assignment:** Porter-O’Grady, T. & Malloch, K. (2015), Chapter Twelve: Pages 469-506.

**Discussion Board Questions:** (Go to Discussion Board button under ‘modules’ in CANVAS)
1. What are elements of a leader’s coaching relationship and their impact on employee performance?
2. How do you “coach/mentor” for acceptance of professional responsibility, authenticity, integrity in your staff?
3. Analyze one coaching/mentoring challenge you have in your organization that either promotes or inhibits good coaching /mentoring by nursing leaders.

**Learning Objectives:**
- Recognize key elements of coaching needed in healthcare today
- Discuss how coaching/mentoring translates into implementation and development of new skills
- Identify and explore steps that can be taken to develop new and innovative methods of coaching and mentoring by nursing leaders

**WEEK ASSIGNMENTS:**
1. Complete the Discussion Board Requirements

**WEEK ELEVEN OVERVIEW**  
December 12-16, 2016  
FINALS WEEK  
No Assignments
### ASSIGNMENTS GRADING RUBRICS:

#### Formal Paper Grading Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage Range</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-A</td>
<td>A-A- paper (92-100%)</td>
<td>36.8-40</td>
<td>(36.8-40)</td>
</tr>
<tr>
<td>B-B+</td>
<td>B-B+ paper (85-91)</td>
<td>33.8-36.6</td>
<td>(33.8-36.6)</td>
</tr>
<tr>
<td>B</td>
<td>B – paper (82-84)</td>
<td>32.6-33.6</td>
<td>(32.6-33.6)</td>
</tr>
<tr>
<td>C+</td>
<td>C+ -C paper (76-81%)</td>
<td>30.4-32.4</td>
<td>(30.4-32.4)</td>
</tr>
<tr>
<td>C</td>
<td>C- or lower paper (75-0%)</td>
<td>30.2 or lower</td>
<td>(30.2 or lower)</td>
</tr>
</tbody>
</table>

#### Ideas

- **A**: Excels in responding to assignment. Purpose of paper is clearly communicated. Understands and critically evaluates its sources. Follows logical thought development from identified problem to suggested solutions aimed at addressing quality of life.
- **B**: A solid paper, responding appropriately to assignment. Clearly states a thesis/central idea, but may have minor lapses in development. Begins to address the complexity of central idea. Shows careful reading of sources, but may not evaluate them critically.
- **C+**: Adequate but weaker and less effective, responding less well to general terms, often depending on platitudes or clichés. Shows basic comprehension of sources, with lapses in understanding. Often depends on dictionary definitions.
- **C**: Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or obvious to be developed effectively. Paper may misunderstand sources.
- **C- or lower**: Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use sources where necessary.

#### Organization & Structure

- **A**: Follows outlined structure. Includes appropriate headings. Logical thought is present throughout the paper. Sophisticated transitional sentences are.
- **B**: Shows a logical progression of ideas and uses transitional devises. Each paragraph relates to paper’s central idea but some logical links may be faulty.
- **C+**: May list ideas or arrange them randomly rather than using any evident logical structure. May use transitions but they are likely to be sequential (First, second, third).
- **C**: May have random organization, lacking internal paragraph coherence and using few or inappropriate transitions. Paragraphs may lack topic sentences.
- **C- or lower**: Paragraphs have no topic sentences and arrangement of sentences within paragraph may lack coherence. No transitional sentences are present. Lacks logical thought.
<table>
<thead>
<tr>
<th>Use of Literature</th>
<th>present and logical, developing one idea from the previous one.</th>
<th>rather than logic based. Paragraphs have topic sentences but may be overly general and sentences within paragraphs lack coherence.</th>
<th>or main ideas, or may be too general or too specific to be effected.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Uses 10 peer-reviewed research/interventional articles throughout the paper to provide sufficient evidence and explanation to convince. Demonstrates synthesis of literature. Uses other scholarly references throughout paper. Heavy presence of nursing literature considered.</td>
<td>Begins to offer reasons to support its points, perhaps using varied kinds of evidence. Begins to interpret the evidence and explain connections between evidence and main ideas. Uses textbook &amp; other scholarly references throughout paper.</td>
<td>Relies on generalizations to support its points. Often depends on unsupported opinion or personal experience. Presents an attempt to synthesis literature. Relies mainly on textbook for reference material throughout the paper.</td>
</tr>
<tr>
<td></td>
<td>Quality of Writing</td>
<td>Presents summary only of articles. Limited use of scholarly reference materials. Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.</td>
<td>Presents summary only of articles. Limited use of scholarly reference materials. Depends on clichés or overgeneralizations for support, or offers little evidence of any kind. May be personal narrative rather than essay, or summary rather than analysis.</td>
</tr>
<tr>
<td></td>
<td>Chooses words for their precise meaning &amp; uses an active voice. Sentences are varied, yet clearly structured and</td>
<td>Minor presence of passive wording. Sentences are varied. Minor punctuation &amp; grammatical errors present. No block</td>
<td>Contains many awkward sentences, misuses words, employs inappropriate language. Numerous block</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sentences structure generally correct, but sentences may be wordy, unfocused, repetitive, or confusing and may</td>
<td>Present throughout</td>
</tr>
<tr>
<td>APA Format</td>
<td>carefully focused, not long &amp; rambling. Free of spelling, punctuation &amp; grammatical errors. No block quotes are present.</td>
<td>quotes are present. Be awkward. Occasional use of active voice. Numerous grammatical errors, which impact ability to understand meaning. May contain 1 block quote.</td>
<td>paper. Sentence structure is simple or monotonous. Majority of paper written in passive voice. Major presence of grammatical errors. Contains more than 1 block quote.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>APA Format</td>
<td>Almost entirely free of spelling, punctuation, and grammatical errors. Correctly uses APA (6th ed.) for paper formatting and referencing</td>
<td>Contains very few APA (6th ed.) errors, which may annoy the reader but does not impede understanding.</td>
<td>Contains several mechanical errors, which may temporarily confuse the reader but does not impede overall understanding.</td>
</tr>
</tbody>
</table>
**Discussion Board Rubric**

You will be given individual points for participating in assigned discussion boards. After submitting a scholarly primary post answering the question(s) for the assignment, you are expected to enter the ongoing (threaded) discussion for two colleagues. Note the due dates posted in the course syllabus. Note that all three “Exemplary” criteria must be met for full credit. Anything less will fall under “Satisfactory” or “Needs Improvement.”

<table>
<thead>
<tr>
<th></th>
<th>Exemplary 5 points</th>
<th>Satisfactory 3-4 points</th>
<th>Needs Improvement 0-2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary discussion post</strong></td>
<td>Post is substantive and scholarly (answers all elements of the discussion questions with readings integrated into post).</td>
<td>Post does not meet either scholarly or substantive criteria.</td>
<td>Does not post at all OR Post is not scholarly nor substantive.</td>
</tr>
<tr>
<td><strong>Responsive posts to Classmates primary posts</strong></td>
<td>Responds to at least two colleagues’ posts prior to close of discussion. Responses are substantive/scholarly (see above). Responses are not repetitive to any other posts.</td>
<td>Responds to one colleague’s post prior to close of discussion. Responses are adequate but not substantive or scholarly. Responses are not repetitive to any other posts.</td>
<td>Responds, but not thoughtfully (short responses, e.g. “I agree”, “Nice job”) AND/ OR Posts content and ideas already posted by others.</td>
</tr>
<tr>
<td><strong>Timeliness</strong></td>
<td>Posts and responds early to promote further class discussion.</td>
<td>Responds later or on the last day, which may inhibit discussion.</td>
<td>No post/response.</td>
</tr>
<tr>
<td><strong>Citations/References</strong></td>
<td>Cites at least 1 course reading and 1 outside reading or reference in every post and/or response. Uses primary sources.</td>
<td>Cites 1 course reading and/or 1 outside reading in 1 post. Uses primary and secondary sources.</td>
<td>Cites no references, Uses inappropriate sources.</td>
</tr>
</tbody>
</table>
## Power Point Grading Rubric

<table>
<thead>
<tr>
<th></th>
<th>4 - Exceptional</th>
<th>3 - Admirable</th>
<th>2 - Acceptable</th>
<th>0-1 - Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>Content is accurate and information is presented in a logical order.</td>
<td>Content is accurate but some information is not presented in a logical order, but is still generally easy to follow.</td>
<td>Content is questionable and information is not presented in a logical order, making it difficult to follow.</td>
<td>Content is inaccurate and information is not presented in a logical order, making it difficult to follow.</td>
</tr>
<tr>
<td><strong>Slide layout/creation/transition</strong></td>
<td>Presentation flow well and logically. Presentation reflects extensive use of tools in a creative way. Correct number of slides. Transitions are smooth and interesting. Transitions enhance the presentation.</td>
<td>Presentation flows well. Tools used correctly. Correct number of slides. Overall presentation is interesting</td>
<td>Presentation flows well. Some tools used to show acceptable understanding. Correct number of slides.</td>
<td>Presentation is unorganized. Tools are not used in a relevant manner. Insufficient number of slides. Transitions distract from the presentation.</td>
</tr>
<tr>
<td><strong>Pictures, clip art, background</strong></td>
<td>Images are appropriate. Layout of images is pleasing to the eye. Audio added (not required)</td>
<td>Images are appropriate. Layout is cluttered.</td>
<td>Most images are appropriate.</td>
<td>Most images are distracting or inappropriate and does not add to the content of the slide</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has many spelling and/or grammatical errors.</td>
</tr>
<tr>
<td><strong>Handout</strong></td>
<td>Handout is concise and applicable. Entire content easy to follow and supports information in accompanying power point.</td>
<td>Handout is applicable, most of the content and information supports accompanying power point presentation.</td>
<td>Handout lacks precision. Content is somewhat applicable. Information moderately supports accompanying power point presentation.</td>
<td>Handout lacks precision, does not support the content and information accompanying power point presentation.</td>
</tr>
</tbody>
</table>
# Oral Presentation Grading Rubric

## Name: __________________________

## Score: __________________________

<table>
<thead>
<tr>
<th>Nonverbal Skills</th>
<th>4 – Exceptional</th>
<th>3 – Admirable</th>
<th>2 – Acceptable</th>
<th>1 – Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Eye Contact</strong></td>
<td>Holds attention of entire audience with the use of direct eye contact, seldom looking at notes or slides.</td>
<td>Consistent use of direct eye contact with audience, but still returns to notes.</td>
<td>Displayed minimal eye contact with audience, while reading mostly from notes.</td>
<td>No eye contact with audience, as entire report is read from note.</td>
</tr>
<tr>
<td><strong>Body Language</strong></td>
<td>Movements seem fluid and help the audience visualize.</td>
<td>Made movements or gestures that enhance articulation.</td>
<td>Very little movement or descriptive gestures.</td>
<td>No movement or descriptive gestures.</td>
</tr>
<tr>
<td><strong>Poise</strong></td>
<td>Displays relaxed, self-confident nature about self, with no-mistakes.</td>
<td>Makes minor mistakes, but quickly recovers from them; displays little or no tension.</td>
<td>Displays mild tension; has trouble recovering from mistakes.</td>
<td>Tension and nervousness is obvious; has trouble recovering from mistakes.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbal Skills</th>
<th>4 – Exceptional</th>
<th>3 – Admirable</th>
<th>2 – Acceptable</th>
<th>1 – Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enthusiasm</strong></td>
<td>Demonstrates a strong, positive feeling about topic during entire presentation</td>
<td>Occasionally shows positive feelings about topic</td>
<td>Shows some negativity toward topic presented.</td>
<td>Shows absolutely no interest in topic presented.</td>
</tr>
<tr>
<td><strong>Speaking Skills</strong></td>
<td>Uses a clear voice and speaks at a good pace so audience members can hear presentation. Does not read off slides.</td>
<td>Presenter’s voice is clear. The pace is a little slow or fast at times. Most audience members can hear presentation.</td>
<td>Presenter’s voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing presentation.</td>
<td>Presenter mumbles, talks very fast, and speaks too quietly for a majority of students to hear &amp; understand.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timing</th>
<th>4 – Exceptional</th>
<th>3 – Admirable</th>
<th>2 – Acceptable</th>
<th>1 – Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Presentation</strong></td>
<td>Within two minutes of allotted time +/-</td>
<td>Within four minutes of allotted time +/-</td>
<td>Within six minutes of allotted time +/-</td>
<td>Too long or too short; ten or more minutes above or below allotted time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content</th>
<th>4 – Exceptional</th>
<th>3 – Admirable</th>
<th>2 – Acceptable</th>
<th>1 – Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Knowledge</td>
<td>An abundance of material clearly related to the research is presented. Points are clearly made and evidence is used to support claims</td>
<td>Sufficient information with many good points made, uneven balance and little consistency.</td>
<td>There is a great deal of information that is not clearly integrated or connected to the research.</td>
<td>Goal of research unclear, information included that does not support research claims in any way.</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Organization</td>
<td>Information is presented in a logical and interesting sequence which audience can follow. Flows well.</td>
<td>Information is presented in logical sequence which audience can follow.</td>
<td>Audience has difficulty following presentation because the presentation jumps around and lacks clear transitions.</td>
<td>Audience cannot understand presentation because there is no sequence of information.</td>
</tr>
<tr>
<td>Visuals</td>
<td>Excellent visuals that are tied into the overall story of the research.</td>
<td>Appropriate visuals are used and explained by the speaker.</td>
<td>Visuals are used but not explained or put in context.</td>
<td>Little or no visuals, too much text on slides.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has no more than two misspellings and/or grammatical errors.</td>
<td>Presentation has three misspellings and/or grammatical errors.</td>
<td>Presentation has many spelling and/or grammatical errors.</td>
</tr>
</tbody>
</table>

**Comments**