AUGSBURG COLLEGE
DEPARTMENT OF NURSING

Topics in Transcultural Health Care Systems: Nursing Leadership and Complexity Science
NURS 501 – Fall 2008

FACULTY: Joyce B. Perkins PhD., RN

CONTACT INFORMATION: Email: perkinsj@augsburg.edu
Cell Phone: 507-271-2266

CREDITS: 4 Semester credits

CLASS TIMES: Thursday 4-9:30 pm: Bethel Lutheran Church
810 3rd Ave. SE
Rochester Campus
or
Augsburg College Campus
Room TBA
Minneapolis, MN

<table>
<thead>
<tr>
<th>Dates of Classes</th>
<th>Meeting Times and location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/11/08</td>
<td>Rochester, MN</td>
</tr>
<tr>
<td>9/18/08</td>
<td>Pre England practicum</td>
</tr>
<tr>
<td></td>
<td>(For those going to England)</td>
</tr>
<tr>
<td></td>
<td>4-7 pm Rochester, Bethel Lutheran Church</td>
</tr>
<tr>
<td>10/02/08</td>
<td>Video conferencing</td>
</tr>
<tr>
<td>10/23/08 plus</td>
<td>Video conferencing</td>
</tr>
<tr>
<td>(Conference dates vary)</td>
<td>Attend conference</td>
</tr>
<tr>
<td>11/6/08</td>
<td>Video conferencing/MPLS</td>
</tr>
<tr>
<td>11/20/08</td>
<td>Minneapolis, MN unless bad weather, then video conferencing is an option.</td>
</tr>
<tr>
<td>12/4/08</td>
<td>Snow make up day if needed</td>
</tr>
</tbody>
</table>

COURSE CONTENT: This course will focus on examining transcultural healthcare organizations through a complexity science lens and a nursing leadership perspective. In essence, organizations will be viewed in the context of complex adaptive systems where continuous change and unpredictability rule the development and course of evolution. The importance of relationships, the role of self-organization (autopoeisis), the processes of emergence and co-evolution will be explored via readings and class discussion. Mandatory attendance at a local, national and/or international nursing leadership conference will be part of the experiential learning process of this course. Dialogue and networking with a variety of nursing leaders to understand the context of transcultural healthcare organizations will be expected.

The TEACHING – LEARNING PARTNERSHIP facilitates achievement in the following EXPECTED STUDENT LEARNING AND COURSE/UNIT OUTCOMES:
1. Develop transformational relationships with persons, groups, organizations and communities in order to design, implement and evaluate practical solutions to concerns about health and well-being.

   a. Engage in dialogue with key nursing leader representatives of transcultural health care systems and communities of care to identify issues and opportunities within large healthcare organizations and communities.
   b. Assess the efficacy, style, and progress of the development and implementation of transcultural health care organization projects relative to an understanding of the transcultural health care issues.
   c. Synthesize and analyze observations through a complexity science lens to gain a greater understanding of organizational dynamics and change.

2. Engage in reflexive critique of contemporary nursing culture to improve environments of practice within the community of nursing practitioners and scholars.

   a. Identify ontological premises (worldviews) that support healthcare delivery organizations.
   b. Critique nursing leadership models on the basis of their organization’s values and cultural congruence.
   c. Conceptualize innovative nursing leadership responses that address transcultural healthcare issues and the application of complexity science principles.
   d. Synthesize knowledge from nursing and other disciplines to promote and protect the health of aggregates through effective nursing leadership.
   e. Apply ethical models to the analysis of a transcultural healthcare organization’s policy and program development.

3. Critically analyze and propose collaborative and feasible solutions to health inequities and issues in transcultural healthcare systems and communities.

   a. Explore processes of political and social change as they relate to the health and well-being of a transcultural healthcare organization as a complex adaptive system.
   b. Identify nursing leadership and management implications of theories of complex adaptive systems and compare these with traditional ways of managing complex health care systems.
   c. Evaluate costs, barriers and opportunities of transcultural healthcare systems to improve the overall health of society.
EXPECTED LEARNING EXPERIENCES ABOUT NURSING LEADERSHIP AND TRANSCULTURAL HEALTHCARE ORGANIZATIONS:

Dialogue with others: Dialogue with nursing leaders and representatives of various agencies and health systems, as well as dialogue with classmates and instructors, will provide an increased awareness of nursing leadership styles and challenges in transcultural organizations.

Clinical practicum: Students will devote a minimum of 36-72 hours to participant-observation in nursing leadership. This clinical practicum will be accomplished through attendance at a nursing leadership conference locally, nationally or internationally. These experiences will include (but are not limited to) a series of meaningful activities, such as dialogue and networking with nurse leaders in the community, visits to organizations, sites and places of significance to community members, etc. Direct contact and networking with community members and health care professionals in leadership positions at such conferences will account for a significant portion of the clinical time. In addition, significant portions of time will be devoted to becoming familiar with dominant values and beliefs within the visited care systems, the major health patterns addressed, the professional and non-professional networks of health resources, and the leadership styles observed that foster global health.

All students will be required to attend a leadership conference of their choice. Possible suggestions include:


3. Plexus Institute Conference: “On the Edge: Nursing in the Age of Complexity. (August 3-5, 2008). This conference is all about complexity science and nursing practice held at Unity Village, Kansas City, Missouri. Dr. Sue Nash will be speaking and sharing her contributions to your text book for this class. Dr. Perkins will be attending.

4. 12th Annual Healing Touch International Conference: “Validating the Heart’s Work”. (September 4-7, 2008). This conference will include non-local healing, string theory, quantum physics, and the Science of Unitary Human Beings (theorist Martha Rogers). Dr. Perkins will be attending. Please see www.HealingTouchInternational.org

5. MOLN (Minnesota Organization of Leaders in Nursing) Conference in Brainerd, MN (October 1-3, 2008) at Ruttger's Sugar Lake Lodge in Grand Rapids, MN. Website: www.moln.org

6. Conference of the Society of Rogerian Scholars TBA.
N501 Nursing Leadership and Complexity Science
Perkins, J. PhD, RN
Fall 2008

Please see website for more information on Martha Rogers’s Science of Unitary Human Beings
http://medweb.uwcm.ac.uk/martha

Please consult with the professor if there is another conference you wish to attend.

**Listening to and re-telling stories of leadership from the community:** Reflective and oral narratives recounting experiences of leadership and followership, including personal experience.

**Reflective journals:** Factual and reflective accounts of personal awareness and leadership experiences in community. Use only initials when referring to other persons in your journal. Write about the meanings you place on information and events, your hunches and ideas, and how concepts from readings and class seminars relate to experiences. Specific questions will be provided to direct your reflective journaling and help you to apply concepts learned in class. Content in journals will not be graded, but structure of information will be considered in grading.

**Reading and individual study:** Students are encouraged to develop their own references in consultation with the instructor and one another. Conferences and classes are centered upon assigned readings, dialogue with nursing leaders in the community, and readings in contemporary health care journals in nursing, public health, and complexity science.

The following should be added to students’ personal libraries:

Berrett-Koehler Publishers, Inc.
ISBN 1-57675-119-8 *(Required)*
Please read BEFORE class convenes on September 11, 2008. Thank you.

*(Required)* ISBN: 0-9667828-0-1

Will be available in August, 2008

Rochester, VT.: Destiny Books
ISBN0-89281-663-5 *(Optional* along with other texts which will be suggested 1st day of class for your selection according to interest)

Additional REQUIRED journal articles will be posted to Moodle or chosen by students according to the focus of individual presentations to class. See Reference List for suggestions only as posted on Moodle or on library reserve.

**TIME COMMITMENTS:** The 4 credit hours allocated to this class are divided between didactic/theory (classroom) time and clinical practicum time (participant-observation with a preceptor/mentor in a leadership position). Twenty-eight clock hours are devoted to in-class seminars. Thirty-six hour minimum to seventy-two clock hours are allocated to clinical practicum time.
ESSENTIALS: Health requirements and other school policies must be completed according to departmental policies. (See Master of Arts in Nursing Program Graduate Handbook.) All student work must be original. Departmental and College policies related to plagiarism and other forms of academic dishonesty will be enforced.

ATTENDANCE POLICY: Your presence enriches the experiences for all class participants. Attendance at class is expected. Students who miss class for any reason will notify the faculty member by e-mail or telephone. Students may leave a phone message at 507-271-2266. The faculty member reserves the right to assign an alternative assignment for two missed classes. The faculty member reserves the right to deduct points from the final grade related to class attendance & class participation.

LATE POLICY FOR ASSIGNMENTS:

1. Unexcused or unexplained late papers will result in a loss of 5 points for each day they are late (including weekends). Students must obtain permission from the course faculty to submit assignments late without penalty. Students may reach faculty via e-mail or telephone.
2. If students are unable to attend class on a given date, papers are expected to be handed in prior to your absence unless negotiated in advance with your faculty member. Students will notify faculty at least 24 hours in advance.
3. If students are absent from a class session when they are scheduled to give a presentation, all points will be deducted from that assignment unless arranged with the faculty in advance.
4. In case of unexpected absence, students may negotiate with faculty for a late assignment exception. It is required that students notify the instructor as soon as possible before the next class session.

DEPARTMENT OF NURSING POLICY ON CITATIONS:

Appropriate APA format for written papers is expected. All in-text references must be correctly credited to the appropriate authors using accepted APA format. Students are expected to demonstrate ethical decision-making in regards to course work, project negotiation and implementation in accordance with the Student handbook. It is the policy of the Department of Nursing that papers containing plagiarized material will be given a grade of zero. Omitted citations are considered plagiarism. Please review the Student and Nursing Department handbook.

DISABILITY ACCESS:

To request academic accommodations related to a disability, please contact the CLASS office (612-330-1053) or the Access Center (612-330-1749). Guidelines are posted on the Access Center Home Page found at: http://www.augsburg.edu/accesscenter. If you have a letter from one of these offices indicating you have a disability which requires academic accommodations, please present the letter to me so that we may discuss accommodations necessary for this class.

OFFICE HOURS:

Office hours are by appointment only. Appointments may be made by calling or
ASSIGNMENTS and GRADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay – Leadership and the New Science</td>
<td>100</td>
<td>Week 2: October 2, 2008</td>
</tr>
<tr>
<td>Class presentation of selected reading material. May use power point if desired. (Please see self evaluation form)</td>
<td>100</td>
<td>Week 3 or 4: October 23 or November 6, 2008</td>
</tr>
<tr>
<td>Power Point Presentation/Portfolio of Experiential Learning (Conference/Practicum experience related to concepts of class) (Self evaluation)</td>
<td>100</td>
<td>Week 5: November 20, 2008</td>
</tr>
<tr>
<td>Journal and class participation (self evaluation)</td>
<td>100</td>
<td>Week 5: November 20, 2008</td>
</tr>
</tbody>
</table>

TOTAL POINTS 400 points

Grading Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>372 - 400</td>
<td>4.0</td>
<td>93%</td>
</tr>
<tr>
<td>353 - 371</td>
<td>3.5</td>
<td>88%</td>
</tr>
<tr>
<td>332 - 352</td>
<td>3.0</td>
<td>83%</td>
</tr>
<tr>
<td>312 - 331</td>
<td>2.5</td>
<td>78%</td>
</tr>
<tr>
<td>292 - 311</td>
<td>2.0</td>
<td>73%</td>
</tr>
</tbody>
</table>

Evaluation will be based on the on-time, satisfactory completion of all course requirements. Grades for the course will be assigned according to College policy as follows:

93 - 100 % = 4.0
88 - 92 % = 3.5
83 - 87 % = 3.0
78 - 82 % = 2.5
73 - 77 % = 2.0

4.0 = Achieves highest standards of excellence
3.0 = Achieves above basic course standards
2.0 = Meets basic course standards
1.0 = Performs below basic course standards
0.0 = Performs unacceptably (no credit)
Augsburg College Department of Nursing

Leadership and the New Science: Seeing Organizations as Complex Adaptive Systems Essay Assignment

OBJECTIVES OF ESSAY

• Convey an understanding of how healthcare organizations can be viewed as complex adaptive and living systems.
• Compare and contrast dominant cultural beliefs and values of healthcare organizations in which we work and observe, with personal cultural belief systems.
• Articulate understanding and learning in a professionally written paper and discuss with classmates during the class. (Papers must follow APA format.)

OUTLINE FOR ESSAY

• Title page
• Abstract
• Introduction
• Discussion – Address the following questions in narrative format:
  1. Describe the characteristics of a healthcare organization using a Newtonian science view. [For example: Elaborate on the manager’s role and how that manager might view organizational behavior and events, planning and control systems. Give examples of your descriptions by using an organization with which you are familiar.]
  2. Using quantum theory and complexity science, what is reality and what does this view of reality mean for a health care service unit (department, organization, nursing unit, physician practice)?
  3. Describe what you think you have learned from your prior education or experiences about the function of interpersonal relationships in how you do your job. How does quantum theory and the theory of complex adaptive systems change or support your understanding of these relationships?
  4. How would Wheatley respond if you asked her whether clinical nursing staff should participate in a top level decision in a healthcare organization? Discuss your own real life experience or a hypothetical decision. If you cannot think of an experience – use the following: A hospital is deciding whether or not to implement the hiring of clinical nurse leaders (master’s prepared nurses that work at the bedside).
  5. According to Wheatley, what are the three major implications of quantum theory/complex adaptive systems for managers? Do you agree? Why or why not? Substantiate your answers.

Use citations where needed to support your comments. Citations can come from the class readings as well as the literature not included in the course reading list.

• Conclusion paragraph

Length of paper should be approximately 10 pages without references. Thank you.
Augsburg College Department of Nursing
N501: Transcultural Care Systems: Nursing Leadership and Complexity Science

Reference List or Book Presentation

A. Choose 1 book or 5 articles

B. Create an annotated bibliography citation or book review for class members

C. Prepare an oral presentation for the class session. You will have a total of 20 minutes to present and conclude a discussion. Please address the following points in your presentation:

1. What are the main points of this text or articles?
2. How does this text/article relate to complexity science? (Link basic complexity science concepts with content)
3. How does this text/article relate to health care and leadership?
4. How might the concepts examined in this text/article be used in nursing leadership practice?
5. What unresolved questions remain after reading this book/article?
6. Would you recommend that a student of complexity science read this book or article? Why or why not?
7. Prepare a hand-out for class members. You may use a power point presentation. Please send to instructor electronically 24 hours before class. Thank you.
# Instructor Evaluation of Presentations/Paper

<table>
<thead>
<tr>
<th>Logic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(25%)</td>
<td>Cohesive organization. Clear thought patterns from beginning to end. All points rationally developed, supported and sequenced.</td>
</tr>
<tr>
<td>(20%)</td>
<td>Good general organization of main ideas. All ideas relevant to topic and their logical development, support, or sequence generally adequate.</td>
</tr>
<tr>
<td>(15%)</td>
<td>Minor problems in presentation and progression of ideas. Support and development may be weak at times. All points not clearly topic related.</td>
</tr>
<tr>
<td>(10%)</td>
<td>Ideas confused or disconnected. Little cohesiveness because of problems of rational development of ideas.</td>
</tr>
<tr>
<td>(5%)</td>
<td>No organization and little logical development of ideas.</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(25%)</td>
<td>Fluent expression and communication</td>
</tr>
<tr>
<td>(20%)</td>
<td>Clear communication with appropriate style. Speech is coherent and generally adequate.</td>
</tr>
<tr>
<td>(15%)</td>
<td>Although ideas are adequately communicated, presentation is somewhat choppy because of stylistic or articulation problems.</td>
</tr>
<tr>
<td>(10%)</td>
<td>Style or articulation problems at times detract from clear communication.</td>
</tr>
<tr>
<td>(5%)</td>
<td>Difficult to derive an understanding of ideas because of unclear communication.</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Completeness</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(25%)</td>
<td>Presentation integrates all required components to clearly cover the topic.</td>
</tr>
<tr>
<td>(20%)</td>
<td>Presentation includes most required components with adequate attention paid to general coverage of topic.</td>
</tr>
<tr>
<td>(15%)</td>
<td>Most components included, but with minor omissions, or generally complete but loose adherence to topic.</td>
</tr>
<tr>
<td>(10%)</td>
<td>Limited inclusion of required components or little adherence to topic.</td>
</tr>
<tr>
<td>(5%)</td>
<td>Major omissions of required components. Instructions not followed.</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th>Synthesis</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(25%)</td>
<td>Creative integration &amp; synthesis of key concepts discussed in class, found in relevant scholarly literature, or obtained from other credible sources, including personal experience.</td>
</tr>
<tr>
<td>(20%)</td>
<td>Adequate synthesis of ideas and concepts from class discussion and scholarly literature with evidence of some ideas derived from other sources.</td>
</tr>
<tr>
<td>(15%)</td>
<td>Evidence of understanding ideas from class with minor problems in extending them or integrating them with other ideas/concepts in the literature.</td>
</tr>
<tr>
<td>(10%)</td>
<td>Confusion or omission of relevant ideas/concepts from class and literature. Ideas basically derived from materials without reference to their relevance or source.</td>
</tr>
<tr>
<td>(5%)</td>
<td>Little reference to relevant ideas from literature or class discussion. Sources of ideas not identified.</td>
</tr>
</tbody>
</table>

**Comments:**
Weekly Journal Guidelines

Purpose:
This journal is to be a written expression of the learning that you enjoy from your weeks of instruction and clinical experiences. Describe your interactions with colleagues, fellow students, staff associates, other health care workers and anyone that makes an impact on your mindset as a result of content you have learned or observed in the classroom or work setting. Your written content should and can reflect any learning from current and previous coursework.

Objectives:
1. Observe and report on assessments of the classroom, workplace, and clinical practicum.
2. Build leadership and networking expertise through application.
3. Describe the integration of academic theory in practice.
5. Express any concerns, personal problems, issues and/or barriers you are experiencing.

Frequency: You should begin your journal today. Try to write in your journal at least once a week.

Outline for the journal:
1. Teaching/Learning - Describe any related experiences (“Aha” moments, frustrations and/or joy) and their relationship to your learning relative to leadership and the new science and complexity science theory.
2. Communication - Describe any new perspectives (or old perspectives) with regard to communication skills and your understanding of the content you are reading and discussing. Give examples of how you have applied such communication skills.
3. Leadership/Professionalism – Describe how your perspective of leadership and what is means to be a “professional” is changing or remaining the same. Justify your position with previous life experiences or current events.
4. Critical Thinking – Cite some of the passages of your readings that have influenced you during the last week…or frustrated you. Elaborate on your thoughts regarding the content you are reading for the class. Be sure to identify where the content comes from.
5. Caring – Explain how the ideas and content you are reading are affecting you from a “caring” perspective. Express feelings associated with your experiences and personal journey.
6. **Research** - Include reference to any related research articles that you come across in your readings and life experience in each journal. Explain why they should be added to the reading list.

**Format:**
Please submit journal entries by e-mail to instructor at least 24-48 hours before each class session. These entries will be returned to you as you write them and will serve as a direct line of communication with the instructor throughout class. I want to know how you are doing as class progresses.

**Expectations:**
There is no “right” or “wrong” to composing a journal. I will be looking for content not format here. I will also be looking for at least one entry per week of the trimester. The questions above are a guide for you to include in your journal musings and to gently push you toward an academic perspective. There is no page limit.

**Patient Identification:**
If reporting on clinical patients, avoid using identifying information to protect their identity. Research authors, classmates and others, of course, can be mentioned by name. Please understand that these journals will not be shared or published without your express permission.
Final Presentation on Practicum and Integration with Class Material

Objectives:
1. To relate to peers the learning experience of the Conference you chose to attend.
2. To review class material in light of the reality of the material addressed at your conference.
3. To express your personal learning shifts that occurred as you moved through the class material.

Please address the following points in your presentation:

1. Review the purpose of the conference you attended.
2. How does this conference relate to transformational nursing leadership?
3. How does the material of the conference address patient care issues, the organization of hospitals, and care delivery?
4. How would you suggest we change our system of care delivery to better address the health care needs of people?
5. How would you change our attitudes of health and wellness/disease and sickness?
6. What was your life lesson gathered from an understanding of Chaos?
7. What was your biggest insight gained from class? How has it changed you?
8. What are you going to actually do, to make some however small, change in your own life?
9. What is your “dream” for nursing?
10. What is your “dream” for yourself?....Take home points!
Self Evaluation of Seminar Participation

Name ___________________________________________

Evaluate your participation in the seminars that were led by your peers.

_____ /10 pts. What engaged your interest in the seminars and ideas of other discussants? How much were your ideas changed/expanded?

_____ /10 pts. Were you respectful of the ideas of others, even when you did not agree or when you preferred a different theoretical perspective?

_____ /10 pts. How well did your contributions further the discussion and promote exploration of the topics?

_____ /10 pts. How consistently were you prepared for each seminar? How thoroughly were you prepared?

_____ /10 pts. How well did you reflect on each seminar topic? How much thought did you give to the readings in relation to the topic?

_____ /50 student pts.
_____ /50 pts instructor
_____ /100 Total Pts.
Self Evaluation of Seminar Leadership

Name ___________________________________________

Evaluate yourself according to the following guidelines and include input from your peers:

____/12 pts. Logic: Was the seminar topic clear? How well were you able to maintain a focus for the discussion?

____/12 pts. Literacy: How well were you able to keep the discussion flowing? Were you able to include ideas from everyone? How well did you facilitate your classmates’ participation?

____/12 pts. Completeness: Did you address all of your objectives thoroughly? How well did you introduce ideas and summarize the discussion?

____/12 pts. Synthesis: How well were the readings integrated into the discussion? How well could you incorporate the ideas of your classmates?

____/48 pts student
____/52 pts instructor
____/100 TOTAL