10-24e.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-99e.	AP-9/21/10	App 11/2/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Department of Nursing and Allied Health Professions	Phone 724-357-2557

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

_____New Course _____Course Prefix Change _____Course Deletion

__X__Course Revision _____Course Number and/or Title Change _____Catalog Description Change

NURS 412 Professional Nursing III

Current Course prefix, number and full title   *Proposed* course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

_____ This course is also proposed as a Liberal Studies Course.

_____ This course is also proposed as an Honors College Course.

_____ Other: (e.g., Women's Studies, Pan-African)

3. Program Proposals

_____New Degree Program _____Catalog Description Change _____Program Revision

_____New Minor Program _____Program Title Change _____Other

_____New Track

Current program name   *Proposed* program name, if changing

4. Approvals

		Date
Department Curriculum Committee Chair(s)	*Theresa Gropelli*	1/9/10
Department Chair(s)	*Elizabeth Palmer*	3/2/10
College Curriculum Committee Chair	*Ralint Kotiluk*	4/5/10
College Dean	*Carleen C Zoni*	4-7-10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	*Gail Sechrist*	9-22-10

* where applicable

1. Syllabus of record

I. COURSE DESCRIPTION:

NURS 412 Professional Nursing III

2 lecture hours
0 lab hours
2 credit hours
(2c-0l-2cr)

PRE-REQUISITES: NURS 312, 337, 331, 333 or permission

CO-REQUISITES: NURS 432, 434 and 431, 433 or 436 and 437, or permission

The professional nurse is expected to use clinical, managerial, and personal leadership skills to ensure the delivery of high-quality, cost-effective care in divergent health care delivery systems. The study of leadership and management skills and processes are approached as inherent elements for all levels of nursing practice. The role of designer/manager/coordinator of care in professional nursing is examined in depth.

II. COURSE OUTCOMES:

At the conclusion of this course the student will be able to:

1. Discuss the nurse's leadership role in professional nursing practice.
2. Explain the concept of quality management and the fundamental principles for Implementation.
3. Apply problem solving skills and a decision making grid to resolve management or leadership dilemmas.
4. Describe key skills and strategies for the professional nurse role.
5. Assess healthcare organizations in terms of its culture and interaction patterns.
6. Apply the concepts of "team building" to group work .

III. COURSE OUTLINE:

Week 1	Overview – Course expectations/evaluation methods Leadership theories	(2 hrs.)
Week 2	Management theories Motivational theory	(2 hrs.)
Week 3	Healthcare organizations –design and systems Delivery of care models – managed care, case management models	(2 hrs.)
Week 4	Health care economics Fiscal leadership in clinical practice Monitoring care – Quality improvement, Risk Management	(2 hrs.)
Week 5	Power, politics and influence in organizations Team building	(2 hrs.)
Weeks 6-8	Clinical delegation skills Communication and interdisciplinary working relationships **Mid-term Exam**	(5 hrs.) (1 hr)

Week 9	Problem solving strategies for clinical management	(2 hrs.)
	Decision-making models for clinical management	
	Conflict management	

Week 10	Leading change	(2 hrs.)
	Selecting, coaching and developing staff	
	Managing performance	

Week 11	Ethical and legal issues in managing others	(2 hrs.)
	Diversity in the workplace	
	Safety in the workplace: violence, sexual harassment	

| *Week 12* | Managing information and technology | (2 hrs.) |
| | Managing time and priority setting | |

Weeks 13-14	Career management: resume writing, interviewing	(4 hrs.)
	Developing personal/professional image	
	Transition to the workplace	

Final Exam   **(2 hrs.)**

IV. EVALUATION METHODS *

30%	Mid-term exam (multiple choice and essay)
30%	Final exam (multiple choice and essay)
10%	Problem based case studies
10%	Group project addressing concepts of team-building
10%	Conflict Analysis Activity
5%	Reflection on group process
5%	Resume and career plan

V. GRADING SCALE:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

*To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exams AND at least a 70% average on all other assignments.

VI. ATTENDANCE POLICY:

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.

VII. REQUIRED TEXTBOOKS:

Sullivan, E. & Decker, P. (2009). *Effective leadership & management in nursing.* 7th ed. Upper Saddle, NJ:

Pearson/Prentice Hall.

Motacki, K. & Burke, K. (2011). Nursing Delegation and Management of Patient Care. St. Louis, MI: Mosby

Elsevier.

Assigned readings and web sites

VIII. SPECIAL RESOURCE REQUIREMENTS:
None

IX. BIBLIOGRAPHY:

Alaszewski, A. (2005). Risk, safety, and organizational change in health care? *Health, Risk & Society,* 315-318.

Apostolidis, B. M., & Polifroni, E. C. (2006). Staff issues: Nurse work satisfaction and generational differences.

Journal of Nursing Administration, 36(11), 506-509.

Assessment Tool Helps Hospital Conquer Challenges. (2006). *T+D, 60*(6), 68-69.

CAHPS and Nursing Practice. (2006). *American Journal of Nursing, 106*(1), 81.

Carpenter, D. (2007). Visions of healthcare's future: Bigger, more patient-focused systems? *H&HN: Hospitals*

& Health Networks, 81(5), 4-7.

Ervin, N. E. (2006). Does patient satisfaction contribute to nursing care quality? *Journal of Nursing*

Administration, 36(3), 126-130.

Guptill, J. (2005). Knowledge management in health care. *Journal of Health Care Finance, 31*(3), 10-14.

Hillestad, R., Bigelow, J., Bowe, A., Girosi, F., Meili, R., Scoville, R., et al. (2005). Can electronic medical

record systems transform health care? Potential health benefits, savings, and costs. *Health Affairs, 24*(5),

1103-1117.

Lookinland, S., Tiedeman, M. E., & Crosson, A. E. T. (2005). Nontraditional models of care delivery: Have

they solved the problems? *Journal of Nursing Administration, 35*(2), 74-80.

McConnell, C. R. (2005). Larger, smaller, and flatter: The evolution of the modern health care organization.

Health Care Manager, 24(2), 177-188.

Scott, M. (2007). Survey tools changing as a result of CMS mandate. *H&HN: Hospitals & Health Networks,*

81(2), 18.

Sherman, R. O. (2006). Leading a multigenerational nursing workforce: Issues, challenges, and strategies.

Online Journal of Issues in Nursing, 11(2), 13.

http://www.aacn.nche.edu/Publications?whitepapers/cnl6-04.doc

2. A summary of the proposed revisions- to add new or changed pre- or co- requisites.

Change Prerequisites from NURS 339 to NURS 331 and 333.

3. Justification or rationale- to ensure appropriate progress through the program.

NURS 339 was split into two courses, NURS 331 and 333. This allows the student to be evaluated on Maternal-Neonatal care and care of the child separately. This change would ensure appropriate progression thru the program.

4. The old syllabus of record

I. Course Description

NURS 412 Professional Nursing III

2 lecture hours
0 lab hours
2 credit hours
(2c-0l-2cr)

Prerequisites: NURS 312, 337, 339 or permission

Corequisite: NURS 432, 434 and 435 or 436 and 437, or permission

The professional nurse is expected to use clinical, managerial, and personal leadership skills to ensure the delivery of high-quality, cost-effective care in divergent health care delivery systems. The study of leadership and management skills and processes are approached as inherent elements for all levels of nursing practice. The role of designer/manager/coordinator of care in professional nursing is examined in depth.

II. Course objectives

At the conclusion of this course the student will be able to:

1. Discuss the nurse's leadership role in professional nursing practice.
2. Explain the concept of quality management and the fundamental principles for Implementation.
3. Apply problem solving skills and a decision making grid to resolve management or leadership dilemmas.
4. Describe key skills and strategies for the professional nurse role.
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III. Course Outline

Week 1	Overview – Course expectations/evaluation methods Leadership theories	2 hrs.
Week 2	Management theories Motivational theory	2 hrs.
Week 3	Healthcare organizations –design and systems Delivery of care models – managed care, case management models	2 hrs.
Week 4	Health care economics Fiscal leadership in clinical practice Monitoring care – Quality improvement, Risk Management	2 hrs.
Week 5	Power, politics and influence in organizations Team building	2 hrs.
Weeks 6-8	Clinical delegation skills Communication and interdisciplinary working relationships **Mid-term Exam**	5 hrs. 1 hr

Week 9	Problem solving strategies for clinical management Decision-making models for clinical management Conflict management	2 hrs.
Week 10	Leading change Selecting, coaching and developing staff Managing performance	2 hrs.
Week 11	Ethical and legal issues in managing others Diversity in the workplace Safety in the workplace: violence, sexual harassment	2 hrs.
Week 12	Managing information and technology Managing time and priority setting	2 hrs.
Weeks 13-14	Career management: resume writing, interviewing Developing personal/professional image Transition to the workplace	4 hrs.
Finals Week	**Final Exam**	

IV. Evaluation Methods*

- 30%   Mid-term exam (multiple choice and essay)
- 30%   Final exam (multiple choice and essay)
- 10%   Problem based case studies
- 10%   Group project addressing concepts of team-building
- 10%   Conflict Analysis Activity
- 5%   Reflection on group process
- 5%   Resume and career plan

Grading scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

*To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exams AND at least a 70% average on all other assignments.

V. Required Texts

Yoder-Wise, P. (1999). Leading and managing in nursing. St. Louis: Mosby, Inc.

Rowland, B. & Rowland, H. (1997). Nursing Administration Handbook. Gaithersburg, MD: Aspen.

VI. Special Resource Requirements
None

VII. Bibliography

Abdenour, J.M. (1999). What makes a great nurse? RN, 62(10), 47-48.

Andersen, C.A.F. (1999). Nursing student to nursing leader: The critical path to leadership development. Albany, NY: Delmar Publishers.

Boucher, M.A. (1998). Delegation alert: How to delegate effectively while maintaining your nursing presence with patients. American Journal of Nursing, 98(2), 26,28-32.

Burkhardt, M.A., & Nathaniel, A.K. (1998). Ethics and issues in contemporary nursing. Albany, NY: Delmar Publishers.

Cherry, B., & Jacob, S.R. (1999). Contemporary nursing: Issues, trends, and management. St. Louis: Mosby.

Cohen, E.L. (1996). Nurse case management in the 21st century. St. Louis: Mosby.

Ellis, J. & Hartley, C. (2000). Managing and coordinating nursing care(3rd ed.). Philadelphia: Lippincott.

Grossman, S. & Valiga, T. (2000). The new leadership challenge: Creating the future of nursing. Philadelphia: F.A. Davis.

Lachman, V.D. (1998). You can take charge of your practice. RN, 61(2), 19-20.

Liebler, J.G., & McConnell, C.R. (1999). Management principles for health professionals. Gaithersburg, MD: Aspen Publishers, Inc.

Loveridge, C. & Cummings, S. (1996). Nursing management in the new paradigm. Gaithersburg, MD: Aspen Publishers, Inc.

Rocchiccioli, J. & Tilbury, M. (1998). Clinical leadership in nursing. Philadelphia: W.B. Saunders.

Sullivan, E. & Decker, P. (1997). Effective leadership and management in nursing. Menlo Park, CA: Addison-Wesley.

Webber-Jones, J.E. (1999). A practical approach to problem solving. RN, 62(4), 30-33.

Wilson, C.K. & Porter-O'Grady, T. (1999). Leading the revolution in health care: Advancing systems, igniting performance (2nd ed.). Gaithersburg, MD: Aspen.

Zerwekh, J. & Claborn, J.C. (2000). Nursing today: Transition and trends (3rd ed.). Philadelphia: W.B. Saunders.

COURSE ANALYSIS QUESTIONNAIRE
NURS 412 Professional Nursing III

Section A: Details of the Course

A1   This course will fit into the senior year of the Bachelor of Science degree in the Nursing program. It is a required course for students in the major.

A2   This course is part of the curriculum revision in the Nursing program.

A3   This course has never been offered at IUP.

A4   This course is not intended to be offered as a dual-level course.

A5   This course is not intended to be taken for variable credit.

A6   Material on management and leadership in nursing would be included in other baccalaureate nursing programs.

A7   The content in this course is necessary for the practice of nursing in many settings (Commission on Collegiate Nursing Education, State Board of Nursing Professional and Vocational Standards.) The information taught in this course is consistent with the test plan for the licensing exam for nursing (NCLEX-RN.)

Section B: Interdisciplinary Implications

B1   This course will be taught by one faculty member at a time within the Nursing Department.

B2   This course does not overlap with any other courses at the University.

B3   No seats in the course will be reserved for students in Continuing Education.

Section C: Implementation

C1   No new faculty are needed to teach this course.

C2   Other Resources

    a. Current space allocations are adequate to offer this course

    b. Currently Stapleton Library subscribes to a number of specialty nursing journals that would be helpful for students in this course. These journals include: <u>Nursing Economics, Journal of Nursing Administration</u>, and <u>Nursing Management</u>. In addition, the Department of Nursing and Allied Health Professions receives subscriptions to other journals which might be useful to students in this course. These journals include: <u>Research in Nursing and Health, Journal of Professional Nursing</u>, and <u>Journal of Nursing Scholarship</u>. Stapleton Library has a holding of references related to nursing management. The department currently has a mechanism in place for identifying and recommending future purchases for the library holdings.

C3   No grant funds are associated with this course

C4   This course will be offered in the Fall semesters.

C5   One section of the course will be offered at a time.

C6   Eighty students will be accommodated in this section.

C7   No professional society limits enrollments in a course of this nature.

5. Liberal Studies course approval form and checklist (if appropriate)

Non-applicable