

LSC Use Only Proposal No:  
LSC Action-Date:

UWUCC Use Only Proposal No: 12-690  
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

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

1. Course Proposals (check all that apply)

- New Course     
  Course Prefix Change     
  Course Deletion  
 Course Revision     
  Course Number and/or Title Change     
  Catalog Description Change

Current course prefix, number and full title: NURS 412 Professional Nurse III

Proposed course prefix, number and full title, if changing: NURS 412 Nursing Management

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills   
  Knowledge Area   
  Global and Multicultural Awareness   
  Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship   
  Information Literacy   
  Oral Communication  
 Quantitative Reasoning   
  Scientific Literacy

3. Other Designations, as appropriate

- Honors College Course   
  Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- New Degree Program   
  Catalog Description Change   
  New Track   
  Other  
 New Minor Program   
  Program Title Change   
  Liberal Studies Requirement Changes in Program

Current program name:

Proposed program name, if changing:

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Jim Lupelle</i>	2/23/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	8/20/12
College Curriculum Committee Chair	<i>Jan Wächter</i>	11/12/12
College Dean	<i>Mary E. Sunde</i>	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Sedquist</i>	2/12/13

Please Number All Pages

Received

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JAN 28 2013

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Liberal Studies

Liberal Studies

## **Part II. Description of Curriculum Change**

### **1. New syllabus of record:**

#### **I. CATALOG DESCRIPTION:**

NURS 412 Nursing Management

2 class hours  
0 lab hours  
2 credits  
(2c-0l-2cr)

**PREREQUISITES:** NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

**COREQUISITES:** NURS 436, 437, and 440

Emphasizes leadership, communication and relationship building, knowledge of the health care environment and resource management. Discusses leadership/management skills and processes. Examines the role of designer/manager/coordinator of care in professional nursing in depth.

#### **II. COURSE OUTCOMES:**

Students will be able to:

1. Discuss the nurse's leadership role in professional nursing practice.
2. Analyze principles of delegation and prioritization.
3. Evaluate communication strategies used with the interdisciplinary care team.
4. Apply problem solving skills and decision making skills to resolve management or leadership dilemmas.
5. Examine strategies utilized to monitor and improve quality and safety in the health care system.
6. Describe the structure of healthcare organizations and various roles of the health care team.
7. Examine finance and regulatory issues in the health care delivery system.
8. Build a competitive résumé in an ever-changing health care environment.

#### **III. COURSE OUTLINE**

- |  |        |
|--|--------|
| A. Overview – Course expectations/evaluation methods | .5 hr  |
| B. Leadership/Management theories                    | 1.5 hr |
| C. Health care system; Health care economics; reform | 2 hr   |

D. Healthcare organizations	2 hr
1. Design and systems	
2. Delivery of care models	
E. Fiscal leadership in clinical practice	1 hr
F. Monitoring care – quality improvement, risk management	3 hr
G. Power, politics and influence in organizations	.5 hr
H. Team building	.5 hr
I. Clinical delegation principles and skills	3 hr
J. Communication and interdisciplinary working relationships	3 hr
<b>Mid-term Exam</b>	1 hr
K. Clinical management	1 hr
1. Problem solving strategies	
2. Decision-making models	
L. Conflict management	1 hr
M. Managing performance	1 hr
N. Ethical and legal issues in leadership/management	1 hr
O. Workplace Issues	1 hr
1. Safety in the workplace: violence, sexual harassment	
2. Diversity	
P. Managing information and technology	1 hr
Q. Managing time and priority setting	2 hr
R. Career management: resume writing, interviewing	2 hr
<b>Final Exam</b>	2 hr

#### IV. EVALUATION METHODS

An example of the evaluation method is as follows:

Mid-term exam – 40%

Final exam – 60%

## V. EXAMPLE GRADING SCALE

A	90-100%
B	80-89 %
C	70-79 %
D	60-69 % or an average on course exams of 60-69%
F	Less than 60% or an average on course exams less than 60%

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

## VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

## VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

Motacki, K., & Burke, K. (2011). *Nursing delegation and management of patient care*. St. Louis, MO: Mosby Elsevier.

Sullivan, E. (2013). *Effective leadership and management in nursing* (8th ed.). Upper Saddle, NJ: Pearson/Prentice Hall.

## VIII. SPECIAL RESOURCE REQUIREMENTS

None.

## IX. BIBLIOGRAPHY

Beswick, S., Hill, P. D., & Anderson, M. (2010). Comparison of nurse workload approaches. *Journal of Nursing Management*, 18(5), 592-598.

Cathcart, E., Greenspan, M., & Quin, M. (2010). The making of a nurse manager: The role of experiential learning in leadership development. *Journal of Nursing Management*, 18(4), 440-447.

Fagerstrom, L. (2009). Evidence-based human resource management: A study of nurse leaders' resource allocation. *Journal of Nursing Management*, 17(4), 415-425.

- Farag, A. A., Tullai-McGuinness, S., & Anthony, M. K. (2009). Nurses' perception of their manager's leadership style and unit climate: Are there generational differences? *Journal of Nursing Management, 17*(1), 26-34.
- Fernandez, R., Tran, D. T., Johnson, M., & Jones, S. (2010). Interdisciplinary communication in general medical and surgical wards using two different models of nursing care delivery. *Journal of Nursing Management, 18*(3), 265-274.
- Ginsburg, L. R., You-Ta, C., Blair Berta, W., Norton, P. G., Ng, P., Tregunno, D., & Richardson, J. (2010). The relationship between organizational leadership for safety and learning from patient safety events. *Health Services Research, 45*(3), 607-632.
- Goetz, K., Janney, M., & Ramsey, K. (2011). When nursing takes ownership of financial outcomes: Achieving exceptional financial performance through leadership, strategy, and execution. *Nursing Economic\$, 29*(4), 173-182.
- Hill, K. S. (2010). Improving quality and patient safety by retaining nursing expertise. *Online Journal of Issues in Nursing, 15*(3), 1.
- Hines, P. A., & Yu, K. M. (2009). The changing reimbursement landscape: Nurses' role in quality and operational excellence. *Nursing Economic\$, 27*(1), 7-14.
- Johansson, G., Andersson, L., Gustafsson, B., & Sandahl, C. (2010). Between being and doing – the nature of leadership of first-line nurse managers and registered nurses. *Journal of Clinical Nursing, 19*(17/18), 2619-2628.
- Lucero, R. J., Lake, E. T., & Aiken, L. H. (2010). Nursing care quality and adverse events in US hospitals. *Journal of Clinical Nursing, 19*(15/16), 2185-2195.
- McCallin, M. M., & Frankson, C. C. (2010). The role of the charge nurse manager: A descriptive exploratory study. *Journal of Nursing Management, 18*(3), 319-325.

- Patrician, P. A., Loan, L., McCarthy, M., Brosch, L. R., & Davey, K. S. (2010). Towards evidence-based management: Creating an informative database of nursing-sensitive indicators. *Journal of Nursing Scholarship, 42*(4), 358-366.
- Shifflet, V. L., & Moyer, A. R. (2010). Staff nurse to nurse leader: Steps for success. *MEDSURG Nursing, 19*(4), 252-248.
- Simmons, B. (2010). Clinical reasoning: Concept analysis. *Journal of Advanced Nursing, 66*(5), 1151-1158.
- Thornby, D. (2011). Working with new or unfamiliar technology. *Critical Care Nurse, 31*(1), 99-103.
- Tomey, A. (2009). Nursing leadership and management effects work environments. *Journal of Nursing Management, 17*(1), 15-25.
- Trueland, J. (2009). Trained to provide better patient care through strong and focused leadership. *Nursing Standard, 24*(3), 14-15.
- Wilson, J., & Taylor, K. (2011). Clinical risk management in out-of-hours services. *Nursing Management - UK, 17*(10), 26-30.

**2. A summary of the proposed revisions:**

The course name, description, outcomes, and outline were changed and updated to reflect current nursing standards. The course bibliography has also been updated. The total credit hours remain the same.

**3. Justification/rationale for the revision:**

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

**4. The old syllabus of record:****I. COURSE DESCRIPTION:**

**NURS 412 Professional Nursing III**

**2 lecture hours**  
**0 lab hours**  
**2 credit hours**  
**(2c-01-2cr)**

**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:**

<b>Week 1</b> (2 hrs.)	Overview – Course expectations/evaluation methods Leadership theories	
<b>Week 2</b>	Management theories Motivational theory	(2 hrs.)
<b>Week 3</b> (2 hrs.)	Healthcare organizations –design and systems Delivery of care models – managed care, case management models	
<b>Week 4</b> (2 hrs.)	Health care economics Fiscal leadership in clinical practice Monitoring care – Quality improvement, Risk Management	
<b>Week 5</b> (2 hrs.)	Power, politics and influence in organizations Team building	
<b>Weeks 6-8</b>	Clinical delegation skills Communication and interdisciplinary working relationships Mid-term Exam	(5 hrs.) (1 hr)
<b>Week 9</b> (2 hrs.)	Problem solving strategies for clinical management Decision-making models for clinical management Conflict management	
<b>Week 10</b>	Leading change Selecting, coaching and developing staff Managing performance	(2 hrs.)
<b>Week 11</b>	Ethical and legal issues in managing others Diversity in the workplace Safety in the workplace: violence, sexual harassment	(2 hrs.)
<b>Week 12</b>	Managing information and technology Managing time and priority setting	(2 hrs.)
<b>Weeks 13-14</b>	Career management: resume writing, interviewing Developing personal/professional image	(4 hrs.)



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*. 7<sup>th</sup> 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., Giroso, 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*, 31(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>

**5. Liberal Studies course approval form: – N/A**

**Part III. Letters of Support or Acknowledgment – N/A**