

16-57  
LSC App 10/11/16  
UWCC App 10/11/16

# REQUEST FOR APPROVAL TO USE W-DESIGNATION *Senate App-*

LSC # \_\_\_\_\_  
Action \_\_\_\_\_ *11-1-10*

## COVER SHEET: Request for Approval to Use W-Designation

### TYPE I. PROFESSOR COMMITMENT

Professor \_\_\_\_\_ Phone \_\_\_\_\_

Writing Workshop? (If not at IUP, where? when?) \_\_\_\_\_

Proposal for one W-course (see instructions below)

Agree to forward syllabi for subsequently offered W-courses?

### TYPE II. DEPARTMENT COURSE

Department Contact Person Dr. Joyce A Shanty Phone 724-357-3257

Course Number/Title NURS 440 Nursing Management Clinical

Statement concerning departmental responsibility

Proposal for this W-course (see instructions below)

### TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) \_\_\_\_\_ Phone \_\_\_\_\_

Course Number/Title \_\_\_\_\_

Proposal for this W-course (see instructions below)

### SIGNATURES:

Professor(s) *Joyce A Shanty*

Department Chairperson *Joe Geph*

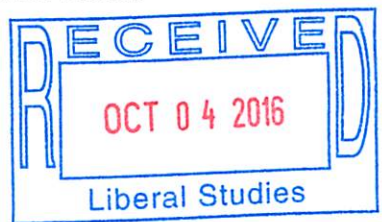
College Dean *Sheryl Sullivan*

Director of Liberal Studies *D. P. H. Prohaska*

### COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

**Please number all pages.** Provide one copy to Liberal Studies Committee.  
**Before you submit:** Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



## **I. Writing Summary: NURS 440 Nursing Management Clinical**

NURS 440 Nursing Management is proposed for identification as a “W” course. The course is taught every semester and is a required course for nursing majors. All students in the class are in their senior year of nursing courses. The Class size is limited to 12 since it is a clinical course allowing the instructor more time to review and provide feedback to enhance writing skills in the students. Students will be asked to complete 10 writing assignments throughout the semester. These writing assignments will be worth 50% of the student’s course grade.

Two types of writing will occur in this course:

### **1. WRITING TO STIMULATE THINKING**

#### **Journals**

Students will be asked to complete 8 journals during the course. Each journal entry proposes the student with questions regarding the course content (i.e. problem solving/decision making, leadership dilemmas, quality improvement, team building, financial management) or to provide a written personal reflection regarding their goals, expectations, strengths, weaknesses, and learning opportunities during the clinical course. Each journal response will be one page in length. These journals will be worth 10% of the course grade.

### **2. WRITING TO INTEGRATE LEARNING AND PROMOTE CRITICAL THINKING**

#### **Critical Incident Analysis**

Students will complete a critical incident analysis project. The students will view a video on medication administration errors. Students will then perform an analysis of the event and respond in writing to questions regarding their analysis (See example below). Students will be provided a grading rubric for this activity (see example below). This project will be 3 pages and must address all questions in the analysis. The project will be worth 15% of their grade.

#### **Quality Improvement Project**

Students will complete a quality improvement project. Student will identify a quality improvement project topic during their clinical experiences. Student will write a minimum of 4 pages addressing the following areas regarding the selected topic: develop a researchable question, a literature synthesis, and recommendations for practice. A rubric will be provided for this assignment. Student will be permitted to submit the paper for review by the faculty for feedback and revision prior to final submission of the assignment. A rubric will be provided for this assignment. This assignment will be worth 25% of the course grade.

Summary Chart for Writing Assignments

Assignment Title	# of Assignments	# of Total Pages	Graded	Opportunity for Revision	Written Assignment represents what % of final course grade
Journals	8	8	Yes	No	10%
Critical Incident Analysis	1	3	Yes	No	15%
Quality Improvement Paper	1	Minimum of 4 pages	Yes	Yes	25%
Total	10	Minimum of 15 pages			50%

Department Writing-Intensive Courses:

The Department has ensured that the writing component is presented regardless of who is teaching by incorporating the WI requirement into the student learning objectives and course outline, the 'critical elements' of the course, and the evaluation methods in the syllabus of record. The nursing department's curriculum committee insures that individual faculty are meeting the WI requirement each semester via syllabus reviews.

## II. Course Syllabus

NURS 440 Nursing Management Clinical

0 class hours

6 Lab hours

2 Credit hours

(0c-6.0l-2cr)

**PREREQUISITES:** NURS 312, NURS 316; a grade of "C" or better in NURS 330, NURS 331, NURS 332, NURS 333, NURS 336, NURS 337; or by permission

**COREQUISITES:** NURS 412, NURS 436, and NURS 437; or by permission

Provides an opportunity for students to incorporate delegation and prioritization skills when caring for multiple patients in an adult health acute care setting. Emphasizes leadership skills and management principles to ensure delivery of high-quality, evidence-based cost-effective care.

### I. COURSE OUTCOME

Students will be able to:

1. Apply management principles in the delivery, supervision, prioritization, and delegation of nursing care.
2. Apply problem solving and decision making strategies to resolve management or leadership dilemmas.
3. Perform leadership role to effectively care for a group of patients. Implement the concepts of quality improvement, team building, and financial management in healthcare organizations.
4. Use patient care technologies, information systems and communication devices that support safe nursing care.
5. Demonstrate proficiency in scholarly writing and presentation.

### II. COURSE OUTLINE

A. Orientation to the Course	7.5 hr
B. Orientation to the Facility	7.5 hr
C. Managing multiple patients, priority setting, delegation	22.5 hr
1. Assessment and diagnosis	
2. Collaborative care with the interdisciplinary team	
3. Provide evidence-based nursing care	
4. Provide patient education	
5. Quality and safety issues	
6. Prioritizing	
7. Delegating	

B. Function in varied nursing leadership roles 37.5 hr

Options could include:

1. Charge nurse/team leader
2. Managing patient care issues (staffing/patient assignments)
3. Quality management
4. Financial management
5. Utilization review/Case management
6. Resource management
7. Compliance/Patient safety officer

**Mid-term Exam 1** 1 hr

C. Simulation Lab Activities 8 hr

**Final Exam** 2 hr

Possible Clinical Sites

- Outpatient clinics with adults and older adults
- Intensive care units
- Coronary care units
- Emergency departments
- Telemetry units
- Post anesthesia care unit
- Medical surgical units
- Acute rehabilitation units

### III. EVALUATION METHODS

An example evaluation method is as follows:

A pass/fail grade in clinical performance, including:

- Assignments
- Clinical competencies
- Appropriate professional behavior
- Clinical evaluation with a pass for all behaviors
- Quizzes 25%
- Exam 25%
- Journals 10%
- Critical Incident Analysis 15%
- Quality Improvement Paper 25%

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#### IV. EXAMPLE GRADING SCALE

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

#### CLINICAL COMPETENCIES

1. Management of multiple patient assignments.

#### CRITICAL ELEMENTS

1. Supervising nursing care performed by others
2. Problem solving strategies in clinical (Critical incident analysis)
3. Conflict management strategies
4. Recognize impact of health care economics on patient care
5. ATI: RN Predictor (First semester senior; second half of the semester or term)
6. Exit Exam (Second semester senior; during second half of the semester or term)
7. Incorporate critical thinking exercise into post conference; i.e. ATI chapter exercises, CT questions from texts, problem solving exercises.
8. One journal entry will focus on graduate nursing education
9. Evidence-based practice quality improvement project
10. Cost analysis activity
11. Writing intensive coursework relevant to the course

#### V. UNDERGRADUATE COURSE ATTENDANCE POLICY

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

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

Hansten, R. I., & Jackson, M. (2009). *Clinical delegation skills: A handbook for professional practice* (4th ed.). Boston, MA: Jones and Bartlett.

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

## **VII. SPECIAL RESOURCE REQUIREMENTS**

All nursing students are responsible for and required to have the following:\*

1. Current CPR certification
2. Professional liability insurance
3. Health requirements
4. Student uniforms and physical assessment equipment
5. Clearance papers (Criminal Record Check and Child Abuse; Act 34 and 151 Clearance forms)
6. Clinical agencies requirements
7. Urine drug screening
8. Clinical lab kit
9. Influenza vaccine as per facility requirements

\*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items.

Students will not be permitted to attend clinical without meeting these requirements.

## **VIII. BIBLIOGRAPHY**

### III. Sample Assignments

#### Critical Incident Analysis

NURS 440

You will view video on D2L featuring multiple medication errors that occurred with patients. Please choose one of the situations and complete a minimum of 3 page paper following the procedure below. Make sure to include all areas below in your written assignment.

Procedure:

1. The first step of the process involves just recording the facts with no interpretative statements. (*Description of the Event/Incident*)
2. The second step is to identify your assumptions related to the particulars of the event. (*Identify Assumptions*). For example:
  - Your assumption about what you believe constitutes quality patient care
  - Your beliefs about professional behavior of nurses
  - Your beliefs about the role of the nurses being patient advocates
  - Your beliefs about effective communication
3. The third step is to query how you might go about validating your beliefs (*Check Accuracy/Validity*). You may want to explore where and how assumptions came to be accepted. Ask yourself “do I have assumptions that need challenged?” Also identify missing data-what questions about the “event” are unanswered? What questions might need to be asked about the participants or of self before interpreting or coming to conclusions about the event.
4. The fourth step to “take part of the stranger”. (*Alternative Interpretation*). Try to look at the situation for the vantage point of each person involved in the situation.
5. The fifth step is to make sense of the situation and to identify whether the analysis helped you develop insight about the particulars of the event. (*Informed Action Awareness*)
6. The sixth step is to consider any ethical ramifications pertinent to the event.
7. The seventh step is to consider any legal implications that apply to the event.
8. The last step is to read a research article that pertains to the event. Cite the reference in APA format and include any further insights you acquire after reading the article.

#### Journal 3 Quality Improvement

Course objective # 4: Implement the concepts of quality improvement, team building, and financial management in healthcare organizations.

**Quality Improvement Problem** – Describe a situation encountered in the clinical setting related to quality improvement.

**Issues** – Discuss the specific issues of the situation that relates to risk management.

**Actions** – Discuss actions that have been taken to address the issue.



**Evaluation of the Actions** – Analyze the effectiveness of the action plan. Have the results been effective? If not, identify additional measures that might be taken to address the issue?

**Performance Improvement Plan** – Discuss some of the current performance improvement initiatives of the clinical unit.

**Nursing Implications** – List specific nursing actions that the bedside nurse may implement that relates to the performance improvement plan.

#### Journal 4 Team Leading and Financial Management

Name \_\_\_\_\_

Course objective # 4: Implement the concepts of quality improvement, team building, and financial management in healthcare organizations.

**Team Building** – Identify specific strategies that you observed or intervened that fostered or diminished team building skills.

**Team Building Strategies** – Review your textbook and the literature. Discuss strategies that can be used to foster team building in the health care setting.

**Financial Management** – Describe a situation where you observed a cost management issue. Discuss the impact of the situation in relation to health care economics and patient care.

**Nursing Implications** – List specific strategies that the nurse can use to promote cost saving methods in the clinical setting.