



SACRAMENTO
STATE

Course Change Proposal Form A



Nurs 08-09 #4

Academic Group (<i>College</i>): HEALTH AND HUMAN SERVICES	Academic Organization (<i>Department</i>): NURSING	Date: April 24, 2008
Type of Course Proposal: New ___ Change <u>X</u> Deletion ___	Department Chair: Ann Stoltz PhD, RN	Submitted by: Ann Stoltz PhD, RN
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u>	For Catalog Copy: Yes <u>X</u> No ___ CCE (<i>Extension</i>): Yes ___ No <u>X</u>	Semester Effective: Fall <u>X</u> Spring ___, 2008__

This course replaces experimental course Subject Area (*prefix*) and Catalog Nbr (*course number*):

Change from:

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): NURS 178	Title: Culminating Project	Units: 2 Units
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Change to:

Subject Area (<i>prefix</i>) & Catalog Nbr (<i>course no.</i>): NURS 178	Title: Culminating Project	Units: 3 Units
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JUSTIFICATION:

The Division of Nursing was awarded a contract with the Sacramento Employment Training Agency (SETA) to provide financial assistance to 50 RNs in two cohorts. Funding was also awarded to create a program that addresses the specific learning needs of the returning RNS. The goals of the new RN to BSN program are to revise the current program to be completed in one year and to increase accessibility by offering the courses in the evening and via video streaming for the working RNs. The existing courses for the undergraduate generic nursing program will not change. The intent is for the RN to BSN program to be a separate program within the Division of Nursing.

N178 provides for students the opportunity to demonstrate intellectual and creative skills that have been developed over the course of study in the Bachelors' program. The project is research based and results in a tangible product to demonstrate synthesis of the student's coursework

The current course was created and approved for the new RN to BSN program. The faculty have worked with this course for two semesters and identified that the number of hours needed to achieve the course objectives exceeded those that are allocated for a 2 unit course. To accommodate the increase in time necessary to complete the culminating experience, an additional unit is requested, bringing the total number of units to 3 for the course.

This change will not have fiscal repercussions, but will slightly increase FTES.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description

NURS 178 Culminating Project. Students will apply leadership and management principles within a community setting or organization to mutually determine a defined need or issue, identify goals to meet or solve the issue and complete the culminating project based on course work completed in NURS 174 and NURS 173.

Laboratory three hours

Pre-requisite: NURS 171, NURS 173, NURS 174, NURS 170, NURS 179

3 units

Note:

Prerequisite: 171, 173, 174, 170, 179

Enforced at Registration: Yes No

Corequisite:

Enforced at Registration: Yes No

CAN (California Articulation Number):

Graded: Letter Credit/No Credit

Instructor Approval Required? Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):

Title for CMS (not more than 30 characters)

Cross Listed?

Yes No

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1X

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

No change from previously approved course objectives.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

No change from the previously approved course assessment strategies

For whom is this course being developed?

Majors in the Dept Majors of other Depts ___ Minors in the Dept ___ General Education ___ Other ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No ___

If yes, identify program(s): Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___ No

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Nursing _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

Date

Department Chair: <i>Ann D. Holt</i>	5-13-08
College Dean or Associate Dean: <i>Mary Lynn Hopkins</i>	5-8-08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	CONDITIONAL APPROVAL

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.



NUR 178: RN to BSN Culminating Project Syllabus

Course description: Students will apply leadership and management principles within a community setting or organization to mutually determine a need or issue, identify goals to *meet* or solve the issue, and complete a culminating project based on theory and knowledge from course work in N174 and N173.

When you finish this program, we hope you can say.....

“I know how to learn, how to think, how to solve complex problems in the real world of healthcare, enjoy working effectively as team member, *AND that I love learning*”.

Lecture: three hours

Placement of Course: Second semester RN to BSN program

Prerequisite: NURS 171, 173

Co-requisite: NURS 174

Fall & Spring

3 units

Course Meeting: Class meets weekly. Teams meet as agreed in person and online. Team assignments and individual analysis logs are due each month.

Students with Disabilities

If you have a disability and require accommodations, you need to provide disability documentation to the office of Services to Students with Disabilities (SSWD), Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with Dian Baker or any of the other course faculty after class or during office hours early in the semester. For more information regarding disability accommodation you may visit www.csus.edu/sswd/.

Faculty: Each team is assigned to a faculty mentor. For general concerns and questions contact:

Campus office: ELD 1035

Campus phone: 916-278-7243

E-mail: dibaker@csus.edu (preferred method of contact)

Office/Contact Hours: Thursday 2 to 4 PM, or by appointment (email for an appointment)

Course Objectives:

Upon completion of the course, the student will be able demonstrate leadership and management principles to:

1. Apply critical thinking and problem solving strategies to resolve issues about health and healthcare systems.
2. Examine the historical, legal, social, cultural, political, and economic factors that influence community and world health care delivery systems to identify challenges in those systems and seek resolutions.
3. Synthesize knowledge from theory and research in implementing a healthcare systems/ solution project.
4. Function collaboratively in both small work teams and at the multidisciplinary community-level in solving healthcare issues.
5. Utilize computers and technologies to access, retrieve, and analyze data.
6. Communicate findings and healthcare knowledge both orally and in writing.

Teaching Strategies:

This is a blended learning course accessed through WebCT. Independent study and team work are expected to complete the culminating project. Teaching strategies include team work activities, independent research, and project portfolios. *Important note:* You should check the WebCT course site at least three times a week for posting, emails, and announcements.

This course uses problem-based learning and specific strategies to analyze a quality of life issue as it relates to health and determine possible solution at the macro and micro level.

Why problem-based learning?

Problem-based learning (PBL) is older than traditional lecture style learning and provides a more effective method for teaching and learning critical thinking. The overall goal of PBL is to *learn how to learn* and how to apply that learning in the real world. In the real world, most work is done in groups; hopefully these groups turn into teams that augment each other and become more powerful than any one individual in solving problems. PBL is designed to assist students to become creative thinkers that can work and function well as part of a solution team. **PBL requires significant team work – see WebCT for helpful guidelines and tips on effective teamwork, recording of team meetings, and team member roles.**

What is learning? (adapted from the American Association for Higher Education)

Learning (is) a process that culminates in the ability:

to ask the right questions and frame good problems,
to acquire information and evaluate sources of information
to critically investigate and solve problems,
to make choices among many alternatives
to explain concepts to others (both verbally and in writing) and
to generalize to new situations."

Nursing 178 Culminating Project Outcomes

By the end of the RN to BSN curriculum, the student is expected to meet the following performance benchmarks: (adapted from Oregon Consortium for Nursing Education)

1. Ethical Practice
 - a. Works with team members to assure that patient rights are protected by institutional policies and practices.
 - b. Analyzes policies which have inherent dilemmas such as social justice vs. individual autonomy.
2. Reflective Practice
 - a. Uses multiple resources in establishing insightful, reflective evaluations and plan for change.
 - b. Includes individual, professional and societal factors and implications.
 - c. Establishes plan for change.
3. Self-directed learning
 - a. Adapts and evaluates learning for specific situations; critically reflects on, and incorporates changes needed for similar situations.

4. Leadership
 - a. Uses personal characteristics of effective leadership (e.g., confidence, risk-taking, openness, enthusiasm) to inspire team members toward achieving client/agency goals, and diminish resistance among others.
 - b. Evaluates performance, explains decisions, solicits suggestions and supports progress.
 - c. Mentors others in delegation. Promotes collaborative teamwork. Empowers others.
 - d. Identifies a vision and influences others to share the vision (AAS Scope of Practice).
 - e. Demonstrates well-developed change management skills: planning, organizing, implementing and coordinating, monitoring and evaluating, improving quality, and managing fiscal resources.
 - f. Incorporates attributes of effective leadership and partnership practices into family, community and population interventions.

5. Collaboration
 - a. Initiates collaboration and seeks consultation with other team members.
 - b. Seeks opportunity to work with healthcare team members with different points of view; uses every interaction as an opportunity to build relationships; follows through on commitments.
 - c. Collaborates effectively with individuals, families and communities to achieve optimal health outcomes.

6. Health Care System
 - a. Intervenes for improved health management within community and agency.
 - b. Lists benefits and costs affective resource options to meet needs of client or community health care situations.
 - c. Identifies current barriers and inconsistencies in resource utilization within a health care system.
 - d. Obtains data for analyzing health care resource problems.
 - e. Works in partnership with communities and agencies to ensure that the project meets the goals of that community or agency.

7. Relationship Centered Care
 - a. Integrates and adapts personal style with expected professional relationship style to facilitate teamwork.
 - b. Consistently sets and respects appropriate boundaries.
 - c. Uses understanding of cultural, economic, environmental and social differences to assess uniqueness of community agency.

8. Communication

- a. Adapts verbal and nonverbal communication styles in complex situations.
- b. Provides accurate and complete verbal and written communications incorporating context and complexity of the situation.
- c. Promotes collaborative interactions within all members of the health care team.
- d. Uses population based analytic methods to identify population needs and interventions and communicates them to communities.

9. Judgment

- a. Recognizes subtle patterns and deviations from expected patterns in data and uses these to guide the assessment.
- b. Focuses on the most relevant and important data useful for explaining the community agency issue.

10. Evidence-Based Practice

- a. Assesses search results to determine whether alternative information retrieval systems should be utilized.
- b. Fluidly incorporates of current knowledge from other disciplines.
- c. Uses epidemiological methods to identify populations at risk, assess needs and evaluate outcomes.
- d. Re-evaluates policies, procedures or standards of practice when evidence supports a change.

Topical Course Outline and Assignment Instructions

(assignments, due dates, and information regarding the TOC is subject to change – check WebCT at least twice a week for updates)

*** WebCT readings and modules will be assigned in addition to the team work outlined below – check WebCT *****

Date	Activities and Topics	Assignments
	Formation of teams Roles and responsibilities for team project Selection of topics Research and review	Name of topic and analysis of why the topics was selected and why it is important to quality of life and health issues – team submission Submission of minutes and attendance log of team meetings <i>Individual analysis log</i>
	Epidemiology and data collection and analysis	2 to 3 page paper providing data sources and analysis of data for your topic Submission of minutes and attendance log of team meetings <i>Individual analysis log</i> Peer Review
	Part 1: Assessment of educational/ ecological and environmental issues Predisposing/ enabling/ and reinforcing factors	List of at least 3 outcomes with predisposing/ enabling and reinforcing factors for the individual
	Part 2: Administrative and Policy assessment	1 page paper outlining administrative and policy assessments and analysis Submission of minutes and attendance log of team meetings <i>Individual analysis log</i>
	Planning for intervention What has been tried? What is available?	Due date TBA 3 to 5 page implementation plan including a timeline, budget, personnel needs – team

	Development of implementation plan	submission Submission of minutes and attendance log of team meetings <i>Individual analysis log</i>
	Developing an evaluation plan	Due date TBA Submission of minutes and attendance log of team meetings
	Putting in all together	Due date TBA Class presentations Include handouts and materials Submission of minutes and attendance log of team meetings Final analysis log – personal reflection of your experience as a team member (Due date TBA)

Brief Overall of PBL and Health-related quality of life issues

Green and Kreuter's PRECED-PROCEED Model

(Green, L.W. & Kreuter, M.W. (2005). Health Program Planning, 4 ed. New York: McGraw-Hill)

Spring semester 2008 complete Phases 1 & 2

Phase 1: Social Assessment, Participatory Planning, and Situational Analysis

- a) Social marketing title
- b) Explain why it is an issue for this community and why it was selected
- c) Explain how this issue relates to a Quality of Life issue and healthcare
- d) How does this issue translate from community to the hospital setting?
- e) Health objectives (goals) clearly stated
- f) List the community-level and hospital members that you may need for *participatory action*

Phase 2: Epidemiological Diagnosis: Health, Behavioral and Environmental Assessments