Course Change Proposal
Form A

Academic Group (College): Health & Human Services
Academic Organization (Department): Nursing
Type of Course Proposal:
New ___ Change _X_ Deletion ___

Department Chair: Ann Stoltz

Date:
April 6, 2010
Submitted by:
Ann Stoltz

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No X___

For Catalog Copy: Yes X ___ No ___
CCE (Extension): Yes ___ No ___

Semester Effective:
Fall _X_ Spring __, 2010__

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): N/A

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes ___ No _X__

Change from: New Course
Subject Area (prefix) & Catalog Nbr (course no.):
NURS 143
Title:
Leadership and Management in Nursing Practice
Units: 6

Change to:
Subject Area (prefix) & Catalog Nbr (course no.):
NNURS 143
Title:
Leadership and Management in Nursing Practice
Units: 3

JUSTIFICATION:

The Division of Nursing is requesting to split one of the final courses in the program into two components and eliminate one course. Currently NURS 143 contains both a theory and clinical component. NURS 143 Leadership and Management in Nursing Practice will continue to contain the theory portion of the course with lecture only (3 units). A new course would be added: NURS 145 Clinical Leadership and Professional Role Development, a precepted clinical course (6 units). NURS 145 will also assume the units from NURS 156 Selected Senior Practicum in Nursing (2 units). One additional unit will be added to the total number of units for the program. While adding 1 unit it will not add hours to the student workload as the hours per unit are calculated at a different rate for NURS 145 compared to NURS 156. In the current program, NURS 156 is 60 hours per unit and NURS 143 clinical is 45 hours per unit. In order to maintain the same number of clinical hours, one unit will be added at the 1:45 unit ratio. This will not affect faculty workload as it will remain funded at .25 WTC per student.

When the curriculum was shortened to four semesters, NURS 143 and NURS 156 were placed in the same semester. Students typically completed the clinical hours for both courses at the same agency. In addition, since NURS 156 was categorized as a “post licensure” course, students could sit for licensing once NURS 143 hours were completed. Since that is no longer the case, it is not necessary, nor advantageous to have NURS 156 as a post licensure course. The current structure of NURS 143 and NURS 156 is confusing to students and preceptors. The students must complete the NURS 143 hours prior to beginning the NURS 156 hours and this complicates the students and agencies’ contracts as well as progression issues. The final point is that it gives the students more hours with which to successfully complete the course objectives.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/um/academic/acad.htm - Guidelines for Catalog Course Description)

Note:
Prerequisite: NURS 136, NURS 137, NURS 138, NURS 139, or instructor permission
Enforced at Registration: Yes X ___ No ___
<table>
<thead>
<tr>
<th>Corequisite: NURS 144 or instructor permission</th>
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</thead>
<tbody>
<tr>
<td>Enforced at Registration: Yes X No</td>
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<tr>
<td>Graded: Letter X Credit/No Credit</td>
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<tr>
<td>Instructor Approval Required? Yes X No</td>
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<tr>
<td>Course Classification (e.g., lecture, lab, seminar, discussion):</td>
</tr>
<tr>
<td>Lecture</td>
</tr>
<tr>
<td>Title for CMS (not more than 30 characters)</td>
</tr>
<tr>
<td>No Change</td>
</tr>
<tr>
<td>Cross Listed?</td>
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<tr>
<td>Yes __ X__</td>
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<tr>
<td>If yes, do they meet together and fulfill the same requirement, and what is the other course.</td>
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<tr>
<td>How Many Times Can This Course be Taken for Credit? 1</td>
</tr>
<tr>
<td>Can the course be taken for Credit more than once during the same term? Yes X No</td>
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</table>
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/acai/example.htm

Students will be able to:
1) Identify essentials principles of leadership and management in nursing including: leadership theory, organizational structure and behavior, management and budgeting, legal and ethical issues in health care, and management of informatics.

2) Examine and integrate the QSEN core competencies in nursing to leadership and management in nursing.

3) Apply the principle of nursing advocacy through the development and presentation of an advocacy project within the health care or policy community.

4) Examine the role of mentorship theory in nursing leadership and apply mentorship theory in the clinical or educational setting.

5) Develop new graduate nurse career skills including: interviewing and resume writing techniques.

6) Examine concepts of quality improvement and evidenced-based practice in nursing.

7) Explore the role of case management in clinical nursing practice.

**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:

- Mentorship Project (Dr. JMF)
- Online Quizzes (4)/ On Line Modules (3) (Dr. Curtis)
- Leadership/Mentorship Paper (Dr. JMF)
- Policy Development Project / Paper (Dr. Curtis)

For whom is this course being developed?
 Majors in the Dept _X__ 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 _X_ No ___
If yes, identify program(s): Traditional Undergraduate Nursing Program

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 _X__
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). None____________________

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.
<table>
<thead>
<tr>
<th>Signatures</th>
<th>Date</th>
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<tbody>
<tr>
<td>Department Chair: Ann Scott</td>
<td>4-20-2010</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>4/21/2010</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
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<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
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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.

9/10/2008
NURS 143 Leadership and Management in Nursing Practice

Faculty of Record:
Dr. J. Mikal-Flynn RN, FNP, MSN, Ed.D.
   Office Hours: ELD Hall, Rm. 1028  Mon. 10-1200/Tues1330-1530.
   Contact: Sac CT or jmikalflynn@csus.edu

Co-Faculty
Dr. Alexa Curtis RN, FNP, MSN, PhD.
   Office Hours: 5012 Solano Hall- by appt or curtisa@csus.edu
   Contact Information: Sac CT or CSUS e-mail

Course Description

This course is designed to detail leadership and management concepts and behaviors through the use of appropriate theories and principles as they specifically apply to managing the care of patients. The theories and principles of leadership, organization, and change, as they relate to the process of administration, management, and supervision will be discussed. The course specifically focuses on the transition of the student nurse to the role of a professional graduate nurse. Lecture: three hours/week (3 units).

Course Overview

This course is designed to bridge the gap between the role of the nursing student and the graduate/professional nurse. Focus of the course content is on leadership and management as it relates to the individual nurse and the nursing profession. Emphasis is placed on leadership as a mindset that facilitates the both the adaptive and growth capacity of individual patients and social systems.

Course Requirements, Assignments and Grading

Required Textbook

Course objectives

1) Identify essentials principles of leadership and management in nursing including: leadership theory, organizational structure and behavior, management and budgeting, legal and ethical issues in health care, and management of informatics.

2) Examine and integrate the QSEN core competencies in nursing to leadership and management in nursing.

3) Apply the principle of nursing advocacy through the development and presentation of an advocacy project within the health care or policy community.

4) Examine the role of mentorship theory in nursing leadership and apply mentorship theory in the clinical or educational setting.

5) Develop new graduate nurse career skills including: interviewing and resume writing techniques.

6) Examine concepts of quality improvement and evidenced-based practice in nursing.

7) Explore the role of case management in clinical nursing practice.

Assignments

- Mentorship Project (Dr. JMF)
- Online Quizzes (4)/ On Line Modules (3) (Dr. Curtis)
- Leadership/Mentorship Paper (Dr. JMF)
- Policy Development Project / Paper (Dr. Curtis)(NO POLICY ISSUES ARE TO BE POSTED ON NURSING STUDENT SOURCE PAGE).

Late assignments will NOT be accepted.

All assignments must be submitted in order to pass the course.

NO electronic devices are allowed during class: including but not limited to computers, blackberries and cellular phones.
Examinations

Quizzes:

- 4 on-line quizzes throughout the semester - *NO make-up quizzes.*

ATI

The purchase of an ATI (Assessment Technologies Institute) packet is required.

- Leadership and Management ATI Exam (60 minutes-see calendar)

The ATI packet contains study and self-assessment materials used throughout the semester. It is *highly suggested* that you review and take both the 2-practice tests offered. ATI resources are geared toward mastery of NCLEX-type questions encountered on the RN licensure exam. These examinations are closed-book, proctored, computer examinations taken concurrently in a computer lab (see course schedule).

If a student fails to pass an ATI exam on the first attempt, it is *highly recommended* that the remediation non-proctored computer examinations available in the ATI study package, be utilized before repeating the examination. Additionally it is suggested that a review of the test and areas of concern are identified in order to focus your review.

- A second, proctored computer version of the examination will be retaken within 2-3 weeks at a predetermined time identified in collaboration with the division's administrative assistant. This will be a different version of the exam.
- If the examination is not passed on the second attempt, a third and final attempt will be available at a later date to be scheduled by administrative assistants.
  - *If the L&M examination is not passed on the third attempt, N143 course failure will result, and the course must be repeated.* (See student handbook for course failure and repeating a course.)
Grading

Quizzes (4) .................................................. 80
Mentorship/Leadership Project and Paper .............. 50
Policy Development Project/Paper .................... 40
Online Modules .......................................... 30

Total possible points .................................... 200

A grade of C (73%) is required for successful course completion including.

<table>
<thead>
<tr>
<th>N143 Theory Grading</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 - 89</td>
</tr>
<tr>
<td>B</td>
<td>83 - 86</td>
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<tr>
<td>B-</td>
<td>80 - 82</td>
</tr>
<tr>
<td>C+</td>
<td>77 - 79</td>
</tr>
<tr>
<td>C</td>
<td>73 - 76</td>
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</tbody>
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Reasonable Accommodation Policy

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the semester.

Academic Honesty

Students are expected to be familiar with the University’s Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (http://www.csus.edu/umual/index.htm).

Plagiarism is a violation of University policy and academic ethical standards. Plagiarism includes but is not limited to cheating on a test, copying another student’s written work, or using
published written work or Internet sources without appropriate quotes or references. Please refer to the Library’s Plagiarism Website (http://library.csus.edu/content2.asp?pageID=353) for a full description. Violation of these policies will result in course failure.

Rubric for Nursing 143-Leadership/Mentorship Paper

A (50pts) Demonstrates an unusually high level of competence.
- Addresses assignment with clarity, persuasive, interesting/creative/informative throughout
- Data presented completely and correctly
- Ideas appear well thought out, informed, delineated
- Organization effective: contents well paced and sequenced
- Support: persuasive and detailed peer-reviewed sources and text
- Sentence structure graceful and varied: shows command of complex sentences and grammar appropriate for writing at this academic level
- Extensive vocabulary used with precision
- Very few or no mechanical errors-APA

B (45pts) Demonstrates competence and consistent correctness.
- Addresses the assignment clearly and analytically
- Data presented but not enough to completely meet expectations
- Ideas arguable but too general-not particularly creative
- Organization adequate; plan obvious to reader
- Illustration/support—only adequate
- Sentence structure varied and correct
- Vocabulary adequate for communication of ideas
- Some mechanical errors—in frequent or patterned APA issues

C (40pts) Demonstrates minimal competence. Reader usually has a “yes, but” reaction.
- Usually clear, but generally lacking in creativity
- Ideas need refining, rethinking, narrowing, with better information and/or data presentation
- Organization adequate for understanding, coherence weaknesses
- Illustration/support—present but too general or largely repetition
- Sentence structure reveals limitations, occasional confusion, and punctuation errors
- Vocabulary usually adequate-limited or repetitive at times.
- Mechanical errors more frequent, but not overwhelming

D (35pts) Demonstrates marginal competence.
- Not enough or no significant reporting or analysis of data
- Scattered thoughts, not coherent, very poor grammar and writing skills
- Similar to 1 with a 3-or-better strength in at least one category
F (30pts) Demonstrates less than minimal competence.

- Frequently unclear or response is not appropriate
- Ideas conspicuously trite, vague, uninformed, or oversimplified
- Organization weak to non-apparent
- Illustration/support—inappropriate, nearly absent or absent
- Sentence structure very limited or often confused. Sentence boundaries not well signaled
- Vocabulary exceptionally limited or inappropriate. Does not communicate ideas effectively
- Mechanical errors numerous. May show patterns. Many sentences have at least one error.
- Writer substitutes narrative for exposition
- Writer substitutes personal reaction or judgment for exposition