Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	Nursing, BS
Proposed by (faculty only)	Martha Jenner, Dr. Deborah Selman, Susan Torres, Margaret Kruger, Angie Trawick
Presenter (faculty only)	Angela Trawick
Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date.	
Submission date	10/14/2016
Current course prefix, number, and title	NUR 4827 Leadership in Nursing NUR 4827L Leadership in Nursing Practicum

Section I, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	NUR 4827C
Provide justification for the proposed prerequisite(s).	N/A
Change to course title	Leadership in Nursing Practice
Change of School, Division, or Department	N/A
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: To:
Change to course co-requisites	From: NUR 4827L To: None
Provide justification for the proposed co-requisite(s).	The Previous theory NUR 4827 course required co-requisite of NUR 4827L. By incorporating the practicum hours into a combined course, the co-requisite is no longer required.

Is any co-requisite for this course listed as a co-requisite on its paired course? (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	No List the co-requisite
Change to course credits or clock hours	From: NUR 4827 3 credits, NUR 4827L 1 credit To: NUR 4827C 4 credits
Change to contact hours (faculty load)	From: NUR 4827 3 load hours, NUR 4827L 3 load hours To: NUR 4827C 6 load hours
Change to grade mode	NO CHANGE
Change to credit type	NO CHANGE

Change to course description (provide below)

This course focuses on the theory, concepts, and underlying principles of leadership in health care delivery systems. The methods and interpersonal skills to become an effective nurse leader in various health care delivery systems are explored along with the concepts of professional organizations, decision making, power/ authority, health care policy and finance, cost effectiveness, problem-solving/change strategies, evidence based practice, evaluation/quality improvement, inter/intra-professional communication and collaboration skills, and leader behaviors.

Change to general topic outline (type in entire new outline below)

- Principles and theories of leadership
- Inter and intra-professional communication in diverse settings/populations
- Change theory, decision making, and conflict resolution
- Health care delivery systems, the culture of organizations and health care policy
- Outcomes measurement, quality improvement, and safety
- Budgetary issues and cost effectiveness
- Application of evidence based practice
- Professional accountability, ethics, and professional organizations

Change to Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives

Course Competencies, Learning Outcomes and Objectives

    A. General Education Competencies and Course Outcomes

1. *General Education Competency*: **Investigate** & engage in the transdisciplinary applications of research, learning, & knowledge:
Course Outcomes or Objectives Supporting the General Education Competency Selected:.

- Demonstrate leadership & communication skills to effectively implement patient safety & quality improvement initiatives within the context of the inter-professional team.
- Employ principles & participate in quality improvement, healthcare policy, & cost-effectiveness to assist in the development & initiation of effective plans for the microsystem and/or system-wide practice improvements that will improve the quality of healthcare delivery for diverse populations.
- Demonstrate basic knowledge of healthcare policy, finance, reimbursement, & regulatory environments, including local, state, national, and global healthcare trends.
- Examine legislative & regulatory processes relevant to the provision of healthcare.
- Use inter & intra-professional communication and collaborative skills to deliver evidence-based patient-centered care & improve the quality of healthcare delivery for diverse populations.
- Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, & conflict resolution to produce positive professional working relationships.

2. Supplemental *General Education Competency or competencies*:

General Education Competency: **Engage** meanings of active citizenship in one's community, nation, & the world:

Course Outcomes or Objectives Supporting the General Education Competency Selected:
- Demonstrate an awareness of complex organizational systems including structure, mission, vision, philosophy, & values.
- Promote factors that create a culture of safety & caring.
- Employ principles & participate in quality improvement, healthcare policy, & cost-effectiveness to assist in the development & initiation of effective plans for the microsystem and/or system-wide practice improvements that will improve the quality of healthcare delivery for diverse populations.
- Demonstrate basic knowledge of healthcare policy, finance, reimbursement, & regulatory environments, including local, state, national, and global healthcare trends.

B. See below

NUR 4827 LEADERSHIP IN NURSING	
PROGRAM OUTCOME	**COURSE OUTCOMES**
1. Synthesize knowledge from nursing and the physical, behavioral, psychological and social sciences, and the humanities in the practice of professional nursing.	Demonstrate an awareness of complex organizational systems including structure, mission, vision, philosophy, and values. Promote factors that create a culture of safety and caring. Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the

		development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations. Use inter and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.
2.	Integrate global health and health care, its relevant issues and policies as they relate to professional nursing practice.	Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations. Demonstrate basic knowledge of healthcare policy, finance, reimbursement, and regulatory environments, including local, state, national, and global healthcare trends. Examine legislative and regulatory processes and professional organizations relevant to the provision of healthcare.
3.	Evaluate research in the exploration of the spectrum of health within the framework of evidence-based practice.	Participate in the development and implementation of imaginative and creative strategies to enable systems to change. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.
4.	Synthesize standards of professional practice and care.	Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team. Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations.
5.	Articulate the role of the professional nurse within interprofessional teams.	Demonstrate leadership and communication skills to effectively implement patient safety and quality

	improvement initiatives within the context of the inter-professional team.

Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.

Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, and conflict resolution to produce positive professional working relationships. |
| 6. Analyze current and changing health care information technologies and systems | Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team.

Demonstrate an awareness of complex organizational systems including structure, mission, vision, philosophy, and values.

Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.

Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, and conflict resolution to produce positive professional working relationships. |
| 7. Summarize the components of leadership and followership in professional nursing practice. | Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.

Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team.

Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations.

Participate in the development and implementation of imaginative and creative strategies to enable systems to change. |

	Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care. Incorporate effective communication techniques, including negotiation, teambuilding, collaborative strategies, and conflict resolution to produce positive professional working relationships.
8. Interpret the social responsibility of the nursing profession in the development and implementation of health care policy.	Promote factors that create a culture of safety and caring. Employ principles and participate in quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery for diverse populations. Demonstrate basic knowledge of healthcare policy, finance, reimbursement, and regulatory environments, including local, state, national, and global healthcare trends. Examine legislative and regulatory processes and professional organizations relevant to the provision of healthcare.

Section II (must complete each item below)

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	No change List applicable major restriction codes
Change course to an "International or Diversity Focus" course?	Choose an item.
Change course to a General Education course?	Choose an item.
Change course from General Education to non-General Education?	Choose an item.
Change course to a Writing Intensive course?	Choose an item.
Change course from Writing Intensive to non-Writing intensive?	Choose an item.
Change course to repeatable? (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits).	Choose an item. If repeatable, list maximum number of credits

*Not the same as Multiple Attempts or Grade Forgiveness	

Impact of Change of Course Proposal	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	N/A
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
N/A	

Section III, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
The faculty of the RN to BSN program reviewed the separate courses and determined that combining the practicum hours into a single course would allow optimal learning and application of the course content. Previous curriculum planning also determined the following: • RN to BSN Program needed to align with current professional practice for the registered nurse with a BSN degree. The framework for the revisions was guided by the American Association of Colleges of Nursing (AACN) –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies. The IOM report, The Future of Nursing, resulting from intensive analysis of the profession by the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation. Their recommendation is for registered nurses be prepared at the baccalaureate level by 2020. FSW faculty is strongly committed to basing the curriculum on professional standards and sound educational guidelines of the AACN and the IOM competencies healthcare providers as integrated into nursing. • Course description: Course aligned with the American Association of Colleges of Nursing – Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies. • Topic outline: Course aligned with the American Association of Colleges of Nursing –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies. • Course outcomes: Course aligned with the American Association of Colleges of Nursing – Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies.

Section IV, Important Dates and Endorsements Required

VPAA: Revised 11/11, 6/12, 6/13, 7/14, 8/15, 8/16

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Martha Jenner, Deborah Selman, Susan Torres, Margaret Kruger, Angie Trawick

NOTE: Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost's Office.

Term in which approved action will take place	Fall 2017
Provide an explanation below for the requested exception to the effective date.	
Type in the explanation for exception.	

Any exceptions to the term start date requires the signatures of the Academic Dean or Associate Vice President and the Provost prior to submission to the Dropbox.		
Dean or Associate Vice President	Signature	Date
Type name here		
Provost	Signature	Date
Dr. Jeff Stewart		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Bobby Holbrook	10/14/2016
Academic Dean or Associate Vice President	Dr. Marie Collins	10/14/2016

All Curriculum proposals require approval of the Curriculum Committee and the Provost. Final approval or denial of a proposal is reflected on the completed and signed proposal.

☑ Approve *with Minor Corrections*   ☐ Do not approve
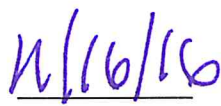
Curriculum Committee Chair Signature   11/09/2016

                                                                                    Date

VPAA: Revised 11/11, 6/12, 6/13, 7/14, 8/15, 8/16

☒ Approve ☐ Do not approve

_____
Provost Signature

11/16/16

Date