Curriculum Committee

FLORIDA SOUTHWESTERN STATE COLLEGE

Change of Course Proposal

School or Division	School of Health Professions
Program or Certificate	RN to BSN Program, Nursing Dept.
Proposed by (faculty only)	M Jenner, B Ward, S Torres, S Steiner, M Weiner, M Kruger
Presenter (faculty only)	S Torres, M Jenner

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	10/4/2019
Current course prefix, number, and title	NUR 4827C Leadership in Nursing Practice

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   ☐ Do Not Approve

Mary C. Myers   11-11-19

Curriculum Committee Chair Signature   *Date*

☒ Approve   ☐ Do Not Approve

     11-19-19

Provost Signature   *Date*

All Curriculum proposals require review by the Office of Accountability & Effectiveness.

☐ Reviewed

     11/26/19

Office of Accountability & Effectiveness Signature   *Date*

Section I, Important Dates and Endorsements Required

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' Office.

Term in which approved action will take place	Fall 2020
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 and Provost prior to submission to the Dropbox.		
Dean	**Signature**	**Date**
Type name here		
Provost	**Signature**	**Date**
Dr. Eileen DeLuca		

Required Endorsements	Type in Name	Select Date
Department Chair or Program Coordinator/Director	Type name here	Click here to enter a date.
Academic Dean or Provost	Type name here	Click here to enter a date.

List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).
Martha Jenner, Susan Torres, Marsha Weiner, Margaret Kruger, Shawn Steiner, Barbara Ward

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

Section II, Proposed Changes

Change to course prefix and number Lecture/lab course combined must include "C" / lab course must include "L"	NONE
Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)	☐ Yes ☒ No
Provide justification for the proposed prerequisite(s).	Currently NUR 3870 Informatics for Health Professionals – NO CHANGE
Change to course title	NA
Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)	NA
Change of School, Division, or Department	NA
Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")	From: Currently NUR 3870 To: NUR 3870
Change to course co-requisites	From: NUR 4955 To: None- Students who have taken NUR 4827C (4 credits) and NUR 4955 (1 Credit) will meet the graduation requirement of NUR 4827C (5 credits)
Provide justification for the proposed co-requisite(s).	Removing as integrating content into total course
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
Change to course credits or clock hours	From: 4 (3 didactic, 1 clinical hour (45) To: 5 (4 didactic, 1 clinical hours (45)
Change to contact hours (faculty load)	From: 6 To: 7
Are the Contact hours different from the credit/lecture/lab hours?	Yes: a. due to required clinical practice experience hours of 45 hours (1 credit)

	b. Increasing didactic hours by incorporating 1 credit (3 faculty contact hours) from content in NUR 4955 Nursing Capstone
Change to grade mode	Standard Grading (A, B, C, D, F)
Change to credit type	College Credit

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. Students will be actively involved in the development of an evidence-based project to address a leadership issue in their practice setting. This course includes 45 clinical hours of leadership practice experiences. Students are required to complete a program specific background check, drug screen and medical information in order to complete the required clinical practice hours.

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 • Outcome measurement, quality improvement, and safety • Budgetary issues and cost effectiveness • Application of evidence based practice to meet a leadership need in the practice setting • Professional accountability, ethics, and professional organizations

Change to Learning Outcomes: For information purposes only.

IV. Course Competencies, Learning Outcomes and Objectives Communicate clearly in a variety of modes and media. Research and examine academic and non-academic information, resources, and evidence. Evaluate and utilize mathematical principles, technology, scientific and quantitative data. Analyze and create individual and collaborative works of art, literature, and performance. Think critically about questions to yield meaning and value. Investigate and engage in the transdisciplinary applications of research, learning, and knowledge. Visualize and engage the world from different historical, social, religious, and cultural approaches. Engage meanings of active citizenship in one's community, nation, and the world. **A. General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student's general education along with the general education competency it supports.

General Education Competency: **Investigate**

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.

General Education Competency: **Engage**

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. Other Course Objectives/Standards

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. Demonstrate an awareness of complex re 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 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.

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

	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 relevant to the provision of healthcare.

Section III (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?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	Choose an item.
Change course to a Writing Intensive course?	No
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). *Not the same as Multiple Attempts or Grade Forgiveness	No

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?	NONE
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Provide detail information here	

Impact of Change of Course Proposal	
Will this change of course proposal impact library services or budgets?	No

Revised: 11/11, 6/12, 6/13, 7/14, 8/15, 8/16, 8/17, 3/18, 5/18, 6/18; 10/18

If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Provide detail information here	

Section IV, Justification for proposal

Provide justification (below) for each change on this proposed curriculum action.
In 2019-20 the NUR 4827C course was made co-requisite with NUR 4955 Nursing Capstone course in order to provide a mechanism for students and faculty to assess achievement of end of program student learning outcomes (EPSLO) as required by ACEN (national nursing program accreditation). The leadership course provides students with opportunity to demonstrate achievement of learning outcomes that reflect the practice of the registered nurse at the baccalaureate degree level as a leader in patient care and nursing practice ground in research and evidence. The NUR 4955 capstone course was designed as the assessment of EPSLOs. In implementing the co-requisite courses, there have been issues that have presented barriers to students that hindered the instructional process and the assessment of learning outcomes. With the integration of these two course, students will have a streamlined and more meaningful learning experience from registration for the course to completion of assignments that demonstrate the intended outcomes. Faculty also utilized written and verbal comments from students in the current model to guide this change. NOTE: Completing this course as proposed will meet graduation audit requirements for NUR 4827C and NUR 4955 from previous catalogs.