

PROCESS A NON-GENERAL EDUCATION ~ CURRICULUM PROPOSAL

SCC #02-03- 121 ✓

Deadlines:

Regular proposals: October 18, 2002 to be implemented Fall 2003; Short-Term proposals: December 6, 2002 to be implemented Fall 2003
Regular proposals: February 14, 2003 to be implemented Spring 2004; March 21, 2003 short-term courses to be implemented Spring 2004

PROPOSAL TITLE: NURS 403 NURSING CARE DELIVERY SYSTEMS

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DEPARTMENT: BIOLOGY

COLLEGE: LAS

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

<input checked="" type="checkbox"/> New non-gen-ed course	<input type="checkbox"/> Non-gen-ed degree requirements
<input type="checkbox"/> Short-term non-gen-ed course	<input type="checkbox"/> Major
<input type="checkbox"/> Minor curricular changes (fewer than three)	<input type="checkbox"/> Minor, specialization, concentration, track, certificate program
<input type="checkbox"/> Existing non-gen-ed course	

The following signatures REPRESENT APPROVAL

Department Chair: [Signature] Date: 2/21/03

Department Curriculum Chair: [Signature] Date: 2/21/03

Academic Dean: [Signature] Date: 2-25-03

College Curriculum Chair: [Signature] Date: 4-22-03

College Curriculum Committee OPEN HEARING Date: 4-22-03 Approved Not Approved

UNIVERSITY CURRICULUM COMMITTEE

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement/Vote: 9-22-2003

Comments: See proposal SCC # 02-03-817

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 2/17/04

Approved ~ Not Approved due to the following: Student Cr Hrs Faculty Load Hrs Equalized Cr Hrs

REGISTRAR

Date: 3/11/04 Course Description Received & Approved ~ Hegis Taxonomy & Course #: 1203403

OFFICE OF THE PROVOST

MAR 15 2004

SCC Chair

NOTIFICATION FORWARD

Academic Dean Department Chair Registrar Sponsor(s)

1 New Course Proposal:
2 **NURSING CARE DELIVERY SYSTEMS**
3

4 **I. DETAILS.**
5

6 **a. Course Title:** Nursing Care Delivery Systems
7

8 **b. Sponsors:** Gregory B. Hecht, Elizabeth Brooks, Richard Meagher (Dept.
9 Biological Sciences)
10

11 Co-sponsor: UMDNJ (University of Medicine & Dentistry of New Jersey)
12

13 **c. Credit Hours:** 6.0
14

15 **d. Course level:** Senior (400 level). This course has previously been designated
16 "NURS 403" at NJIT (see "Rationale" below); if possible, a HEGIS number
17 containing the "403" number is preferred.
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19 **e. Pre-requisites:**

20 NURS 401 [HEGIS number TBA]: Patterns of Community Health

21 NURS 402 [HEGIS number TBA]: Environmental and Occupational Health

22 NURS 404 [HEGIS number TBA]: Research Applications in Nursing

23 enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program (see

24 accompanying "Bachelor of Science in Nursing" proposal)
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26 **f. Suggested Time & Scale of Implementation:** Initial offering to begin Spring
27 2004. Course will be offered once every year during the Spring semester. The
28 course will meet for 4 hours per week of didactic instruction and 6 hours per week
29 of clinical practicum experiences.
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31 II. CURRICULAR EFFECT

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33 The proposed course will be a required capstone course for completion of the
34 UMDNJ/Rowan R.N. to B.S.N. Joint Program.

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36 **Offerings:** This course will be taught by faculty from UMDNJ rather than Rowan
37 University's Biological Sciences faculty. Thus, implementation of this proposal is
38 not expected to require any existing courses to be dropped or to be offered less
39 frequently.

40

41 **Adequacy of the present staff, resources, space needs, etc.:** This course will be
42 taught by faculty from UMDNJ rather than Rowan University's Biological
43 Sciences faculty. Thus, implementation of this course will not place a demand on
44 the teaching load of Rowan University's Biological Sciences Department. The
45 new science building -- scheduled to open during Summer 2003 -- offers ample
46 classroom space for this course.

47

48 **Recommended Library Resources:** All students enrolled in the UMDNJ/Rowan
49 Joint R.N. to B.S.N. Program will have access via the web or in person to the
50 UMDNJ library. Students in the current UMDNJ/NJIT joint program almost
51 exclusively use the UMDNJ library resources for this course and seldom use the
52 NJIT library. Thus, it is expected that this course will similarly not create a
53 demand for library resources on the Rowan University campus.

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56 III. RATIONALE

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58 This Nursing Care Delivery Systems course (NURS 403) is being transferred to
59 Rowan University from an existing BSN curriculum offered at NJIT.

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61 The role of the registered nurse is critical to the field of medicine. The ability to
62 clearly understand the very important and dynamic role of the nurse is central to being an
63 effective one.

63

64 This course offers instruction on the many aspects of the professional nurse.
65 Students are introduced to the organizational patterns in health care. Students are also
66 instructed on the dynamics between the nurse, other health care providers, and the
67 patient. Students are given insight in their role as leaders for planned change in health
68 care settings.

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69 It is therefore important that all nursing students be required to take this course in
Nursing Care Delivery Systems prior to completion of their BSN degree.

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72 **IV. ESSENCE OF THE COURSE**

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74 **a. Objectives of the course in relation to student outcomes.** Upon completion of this
75 course, students will be able to do the following:

76

- 77 1. Utilizing nursing theory as a base, synthesize knowledge essential to the nursing
78 role of leader, manager and change agents.
- 79 2. Describe organizational patterns in a variety of health care settings with emphasis
80 on the community.
- 81 3. Evaluate the potential for planned change in a variety of health care settings with
82 emphasis on the community.
- 83 4. Demonstrate concepts of teaching-learning concepts that facilitate nursing
84 leadership management and planned change in a variety of health care settings
- 85 5. Discuss management principles and strategies to facilitate planned change in
86 health care settings.
- 87 6. Collaborate with other health professionals to plan change in a variety of health
88 care settings.
- 89 7. Evaluate available resources to facilitate planned change in health care settings.
- 90 8. Analyze the social and political forces associated with leadership, management
91 and planned change.
- 92 9. Incorporate finding of nursing research when planning change in a selected health
93 care settings.
- 94 10. Debate ethical and legal issues related to nursing leadership, management and
95 planned change.
- 96 11. Analyze, synthesize and apply knowledge of baccalaureate nursing program
97 constructs to the delivery of the health care.

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100 **b. Topical Outline/Content:**

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- 102 1. Management Principles and Practices
- 103 2. Integrated Leadership Roles and Management Functions
104 Management Theories; Management by Objectives; Mission Statements,
105 Philosophy & Goals.
- 106 3. Organizational Structure
107 Type of Organization Structure; Organizational Culture; Tables of
108 Organization; Decision Making within Organizations; Communication

- 109 within Organizations; Authority and Power in Organizations; Leadership
110 Styles
- 111 4. Decision Making
112 Management Decision Making; Critical Thinking; Management Decision
113 Styles; Quantitative Decision Making Skills; Process-Centered
114 Organizations; Delegation; Quantitative Decision Making Tools; Nurse
115 Expert Systems
- 116 5. Strategic Planning Process
117 Organization Process; Mission Systems; Strategic Planning Process; Strategic
118 Plan; Change theory & Change strategy; Redesign of Health Care
119 Systems; Short/long Term Planning
- 120 6. Fiscal Planning
121 Budgetary Process; Types of Budgets; Budgeting Methods; Budget
122 Implementation; Health Care Reimbursement; Policies and Procedures;
123 Standards Committee
- 124 7. Personnel Budgets and Staffing Needs; Strategies to Predict and Determine
125 Staffing Needs
126 Patient Care Statistics; Levels and Types of Staffing Patterns; Staff
127 Productivity; Staff Schedules; Impact of Managed Care; Use of
128 Unlicensed Personnel; Recruitment and Retention; Information Systems;
129 Redesigning Health Care Delivery Systems
- 130 8. Modes of Organized Patient Care
131 Models of Care Delivery; Case Management; Time Management; Group
132 Dynamics; Health Care Systems
- 133 9. Performance Improvement
134 Quality Management; Principles of a Quality Management Program; Peer
135 Review and Quality Circles; Risk Management; Patient Care Standards;
136 Audits; Continuous Quality Improvement
- 137 10. Human Resource Issues
138 Pre-employment; Resume Evaluation; Determination of Staff Needs;
139 Approval Process; Job Posting; Interviewing; Affirmative Action
- 140 11. Employee Socialization
141 Orientation; Education; Staff Development; Employee Motivation
- 142 12. Conflict Resolution
143 Nature, Types, Causes and Effects; Interventions; Evaluations of Outcomes
- 144 13. Performance Appraisal
145 Principles and Methods; Performance Appraisal Tools; Use of Performance
146 Appraisal Data; Progressive Discipline; Employees with Special Needs
- 147 14. Employment Laws and Unions

- 148 Labor Relations; Collective Bargaining; Equal Employment Opportunity
 149 Laws; Other Legislation Affecting Human Resource Management
 150 15. Legal and Legislative Issues
 151 Political Arenas; Legislative Process; Impacting Political System
 152 16. External Accreditation/Accrediting Agencies
 153 JCAHCO; HCFA; Medicare; DOH; Medicaid
 154 17. Ethical Issues
 155 Ethical Dilemmas; Ethical Problem Solving; Principles of Ethical Reasoning;
 156 Leadership and Management Responsibilities
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158 Methods of instruction for this course when it was offered at NJIT have included lectures,
 159 group learning exercises, seminars, audiovisual materials, textbooks, clinical practicum,
 160 computer-assisted instruction, and case studies.

161

162 *Examples of texts suitable for this course:*

163

164 Yoder-Wise, P. Leading and Managing in Nursing. St Louis: Mosby. 2nd edition.
 165 ISBN: 1-55664-401-9.

166

167 American Psychological Association (2001). Publication Manual of the American
 168 Psychological Association. 5th edition. Washington, D.C. Author. ISBN: 1-
 169 555798-791-2

170

171 Baron, Bud's Easy Research Paper Computer Manual. Lawrence House Publishers.
 172 4th edition. ISBN: 1-8191707-05-1

173

174 Tappen, R.M. Nursing Leadership and Management. F.A. Davis. 4th edition. ISBN:
 175 0-8036-0832-2

176

177 **c. Evaluation of students and grading procedure.** During the time that this course was
 178 taught at NJIT, students were evaluated by the following kinds of activities: term
 179 papers; clinical practicum (including clinical logs and achievement of clinical
 180 objectives); student-led seminars; and class participation.

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182 **d. Course Evaluation:** During the time that this course was taught at NJIT, the UMDNJ
 183 faculty routinely conducted assessment of the success of this course. The Biological
 184 Sciences Department routinely reviews each of its course offerings to assess their success
 185 in meeting stated goals and objectives. The Biological Sciences Department, in
 186 collaboration with UMDNJ, will expand its review process to include this course.

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189 **V. RESULTS OF CONSULTATIONS**

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191 Results of Consultations

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193 Planned consultations:

194 Dept. Special Education

195

196

197 **CATALOG DESCRIPTION**

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199

200 **XxxxHEGISxxxx****6.0 s.h.**

201 *(Pre-requisites: NURS 401: Patterns of Community Health; NURS 402: Environmental*
202 *and Occupational Health; NURS 404: Research Applications in Nursing; [HEGIS*
203 *numbers for all of these courses TBA]; enrollment in the UMDNJ/Rowan Joint R.N. to*
204 *B.S.N. Program)*

205 The focus of this course is the professional nurse's leadership and management role
206 within health care systems. The multi-faceted aspects of the role of the nurse as leader
207 and manager are explored in depth, with emphasis on the role of the nurse as change
208 agent. Organization behavior, decision-making, and the change process and management
209 of health care organizations are components of this course. The concepts of
210 professionalism, leadership-management, research and teaching-learning are integrated
211 with the professional nurse's role as a manager. This course prepares the student to
212 function as change agents in the health care delivery system. The clinical component
213 focuses on the application of relevant theory and research as a basis for decision making.
214 Students are mentored by nurse managers, and interact with members of the management
215 team, and are exposed to the political process within health care agencies.

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