## Packet Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Summary</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Modifications</strong></td>
<td></td>
</tr>
<tr>
<td>1.03</td>
<td>NRSG 3140 Advanced Health Assessment (3 credits) prerequisite/co-requisite changes</td>
</tr>
<tr>
<td>1.05</td>
<td>NRSG 3150 Integrative and Cultural Health Nursing (3 credits) prerequisite/co-requisite changes</td>
</tr>
<tr>
<td>1.07</td>
<td>NRSG 3240 Information Management and Collaborative Communication (3 credits) prerequisite/co-requisite changes</td>
</tr>
<tr>
<td>1.09</td>
<td>NRSG 4116 Community and Family Health Nursing (4 credits) prerequisite/co-requisite changes</td>
</tr>
<tr>
<td>1.11</td>
<td>NRSG 4120 Nursing Practicum: Community (3 credits) prerequisite/co-requisite changes</td>
</tr>
<tr>
<td>1.13</td>
<td>NRSG 4240 Evidence, Practice and Profession (3 credits) prerequisite/co-requisite changes</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Courses</strong></td>
<td></td>
</tr>
<tr>
<td>1.18</td>
<td>NRSG 3200 Health Education in Nursing Practice (3 credits)</td>
</tr>
<tr>
<td>1.27</td>
<td>NRSG 4101 Nursing Research RN-BS (3 credits)</td>
</tr>
<tr>
<td>1.32</td>
<td>NRSG 4210 Nursing Leadership and Management RN-BS (3 credits)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Program Modifications</strong></td>
<td></td>
</tr>
<tr>
<td>1.41</td>
<td>Nursing, B.S. major RN to Baccalaureate Track</td>
</tr>
<tr>
<td>1.44</td>
<td>Signatures</td>
</tr>
</tbody>
</table>
Registered Nurses returning to this university to complete their baccalaureate degree came with a variety of experience both in work and school. Placing NRSG 3100 Concepts of professional nursing as a pre-or co-requirement for other nursing courses, will provide the scholarly foundation for successful completion of the program. It will help students’ stress as they enter the university and learn new technologies, such as D2L and prepare them to meet the standards expected in subsequent nursing courses.

Dropping and adding: drop NRSG 4100 (add NRSG 4101) and drop NRSG 4200 (add NRSG 4201) to clarify and better specify which course should be taken in the RN-BS track and the 4 year track.

Adding NRSG 3200 Health Education (an existing course) to the required courses will meet an identified learning need – health education for patients

Modifications proposed (specify number of each):
- 7__Course Modification(s) (form 2)
- 3__New Course(s) (form 3)
- 1__Course Drop(s) (form 4)
- 1__Program Modification(s) (form 5)
- ___New Program(s) (form 6)
- ___Program Drop(s) (form 7)

The modifications affect (check):
- ___Liberal Education
- X__Undergraduate Curriculum
- ___Graduate Curriculum
- ___Teacher Licensure Program(s)
<table>
<thead>
<tr>
<th>Course</th>
<th>Proposed Changes</th>
<th>Form Course Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 3100 Concepts in Nursing (3 cr)</td>
<td>No changes</td>
<td></td>
</tr>
<tr>
<td>NRSG 3140 Advanced Health Assessment (3 cr)</td>
<td>Add Pre/co req NRSG 3100</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 3150 Integrative &amp; Cultural Health (3 cr)</td>
<td>Add Pre/co req NRSG 3100</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 3240 Information Management and Collaborative Communication (3 cr)</td>
<td>Add Pre/co req NRSG 3100</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 4100 Nursing Research (3 cr) Drop</td>
<td>Drop from the RN-BS program (Keep in 4 year track)</td>
<td>5</td>
</tr>
<tr>
<td>NRSG 4101 Nursing Research RN-BS</td>
<td>Course content is different between the 4 year track program and the RN-BS completion program</td>
<td>3. Add</td>
</tr>
<tr>
<td>NRSG 3300 Health Care Policy, Finance and Regulatory Environments (3 cr)</td>
<td>Add Pre/co req NRSG 3100</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 4116 Community and Family Health (4cr)</td>
<td>Add Pre/co req NRSG 3100</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 4120 Nursing Practicum: Community (3 cr)</td>
<td>Add Pre/co req NRSG 3100</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 4200 Nursing Leadership and Management (3 cr)</td>
<td>Drop from the RN-BS program (Keep in 4 year track)</td>
<td>5</td>
</tr>
<tr>
<td>NRSG 4210 Nursing Leadership and Management RN-BS</td>
<td>Course content is different between the 4 year track program and the RN-BS completion program</td>
<td>3 Add</td>
</tr>
<tr>
<td>NRSG 4240 Evidence, Practice and Profession (3 cr)</td>
<td>Add Pre/co req NRSG 3100, change in course learning outcomes</td>
<td>2</td>
</tr>
<tr>
<td>NRSG 3200 Health Education (3 cr)</td>
<td>Add new required course</td>
<td>3 Add New Course</td>
</tr>
<tr>
<td>Total Program Requirement RN-BS</td>
<td>Change from 33 credits to 36 credits</td>
<td></td>
</tr>
</tbody>
</table>
1. BSU Curriculum Forms
Form 2
Course Modification Form
Current Course Number(s): NRSG 3140
   Undergraduate: yes
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Advanced Health Assessment
Proposed Course Title, if different:

Current Course Description: Integrates understanding of altered physiologic states and principles of psychosocial and holistic nursing into a comprehensive approach to advanced nursing assessment for individual across the lifespan. Guides the student in collecting and interpreting history information, physical information, and results of diagnostic studies. Analysis of information results in nursing diagnoses. Emphasis on advanced assessment process to evaluate response to nursing care.
Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different:

Current Prerequisite(s): Current RN license
Proposed Prerequisite(s), if different: Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

1) Reason(s) for change(s): Add pre – co req, NRSG 3100 provides the foundation for the RN-BS program.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes Yes _____ No _X__
   - Major Content Areas Yes _____ No ___X__
   - Projected Maximum Class Size (Cap) Yes _ ___ No _X___

4) Current Course fee(s) per student: $ for: $25.00 differential tuition
   Proposed Course fee(s) per student, if different: $ NA
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:
Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on _______ (date) by ___________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.
2. BSU Curriculum Forms

Form 2
Course Modification Form

Current Course Number(s): NRSG 3150
Undergraduate: yes
Graduate:

Proposed Course Number(s), if different:
Undergraduate:
Graduate:

Current Course Title: Integrative and Cultural Health Nursing
Proposed Course Title, if different:

Current Course Description: Examines the health beliefs and practices of clients from diverse backgrounds, including the concept of rural culture and cultural barriers to quality health care. Theoretical frameworks for performing a cultural assessment and for planning and implementing culturally appropriate nursing care. Includes opportunities for students to reflect on culture in relation to oneself and nursing practice roles. Also explores integrative medicine as a component of cultural practice, values, and beliefs in response to a growing rate of patient demand for wellness-promoting integrative therapies.
Proposed Course Description, if different: NA

Current Credits: 3
Proposed Credits, if different: NA

Current Prerequisite(s): Current RN license
Proposed Prerequisite(s), if different: Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

1) Reason(s) for change(s): Add pre – co req, NRSG 3100 provides the foundation for the RN-BS program.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___ X ___ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes Yes _____ No X ___
   - Major Content Areas Yes _____ No X ___
   - Projected Maximum Class Size (Cap) Yes _____ No X ___

4) Current Course fee(s) per student: $25.00 differential tuition for:
Proposed Course fee(s) per student, if different: $

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.
Non-licensure programs:

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.
3. BSU Curriculum Forms

Form 2
Course Modification Form

Current Course Number(s): NRSG 3240
Undergraduate: yes
Graduate:

Proposed Course Number(s), if different:
Undergraduate:
Graduate:

Current Course Title: Information Management and Collaborative Communication
Proposed Course Title, if different:

Current Course Description: Introduces the concepts of delivering high quality health care focused on interprofessional communication, and the use of information management and patient care technology.
Proposed Course Description, if different: NA

Current Credits: 3
Proposed Credits, if different: NA

Current Prerequisite(s): Current RN license and admitted to major.
Proposed Prerequisite(s), if different: Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

1) Reason(s) for change(s): Add pre-co req, NRSG 3100 provides the foundation for the RN-BS program.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.

   Student Learning Outcomes       Yes _____ No ___X___
   Major Content Areas             Yes _____ No ___X___
   Projected Maximum Class Size (Cap) Yes _____ No ___X___

4) Current Course fee(s) per student: $25.00 differential tuition for:
   Proposed Course fee(s) per student, if different: $

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:

   Teacher Licensure programs:
Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.
4. BSU Curriculum Forms

Form 2
Course Modification Form

Current Course Number(s): NRSG 4116
Undergraduate: yes
Graduate:

Proposed Course Number(s), if different:
Undergraduate:
Graduate:

Current Course Title: Community and Family Health Nursing
Proposed Course Title, if different:

Current Course Description: Emphasizes the use of the nursing process as the framework for addressing the family/community/population as client. Nursing role abilities inherent in the conduct of family/community/population-focused practice.
Proposed Course Description, if different: NA

Current Credits: 4
Proposed Credits, if different: NA

Current Prerequisite(s): Current RN license and admitted to major.
Proposed Prerequisite(s), if different: Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

1) Reason(s) for change(s): Add pre – co req, N3100 provides the foundation for the RN-BS program.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___ X ___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   - Student Learning Outcomes: Yes ___ X ___ No ___
   - Major Content Areas: Yes ___ X ___ No ___
   - Projected Maximum Class Size (Cap): Yes ___ X ___ No ___

4) Current Course fee(s) per student: $
   for:
   Proposed Course fee(s) per student, if different: $25.00 differential tuition

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:

   Teacher Licensure programs:
Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by ___________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.
5. BSU Curriculum Forms

Form 2
Course Modification Form

Current Course Number(s): NRSG 4120
  Undergraduate: yes
  Graduate:

Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Nursing Practicum: Community
  Proposed Course Title, if different: NA

Current Course Description: Provides opportunity to use the nursing process with the community and family as client. Focuses on client populations in diverse rural community settings and participation in professional nursing practice roles.
  Proposed Course Description, if different: NA

Current Credits: 3
  Proposed Credits, if different:

Current Prerequisite(s): Current RN license and admitted to major; Co-requisite: NRSG 4116
  Proposed Prerequisite(s), if different: Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100, Co-requisite: NRSG 4116

1) Reason(s) for change(s): Add pre – co req, NRSG 3100 provides the foundation for the RN-BS program.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes Yes _____ No ___X___
   Major Content Areas Yes _____ No ___X___
   Projected Maximum Class Size (Cap) Yes _____ No ___X___

4) Current Course fee(s) per student: $25.00 differential tuition for:
  Proposed Course fee(s) per student, if different: $

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

Non-licensure programs:

Teacher Licensure programs:
Liberal Education:

The above “service area” programs/departments were notified of this modification on _______ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.
6. BSU Curriculum Forms
Form 2
Course Modification Form
Current Course Number(s): NRSG 4240
   Undergraduate: yes
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate: 
   Graduate: 

Current Course Title: Evidence, Practice and Profession
Proposed Course Title, if different:

Current Course Description: Students become actively involved in an evidence-based project related to their nursing practice or area of interest. The project allows students to synthesis their nursing knowledge, experience, and research ability to produce a significant work that increases the body of nursing knowledge. Proposed Course Description, if different:

Current Credits: 3
Proposed Credits, if different: NA

Current Prerequisite(s): Current RN license and admitted to major.
Proposed Prerequisite(s), if different: Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

1) Reason(s) for change(s): Add pre – co req, NRSG 3100 provides the foundation for the RN-BS program. This change also includes the student learning outcomes. Please see the attached syllabus.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___ X ___ No _____ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   
   Student Learning Outcomes Yes ___ X ___ No _____
   Major Content Areas Yes _____ No ___ X ___
   Projected Maximum Class Size (Cap) Yes _____ No ___ X ___

4) Current Course fee(s) per student: $25.00 differential tuition for:
   Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
   This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.
Non-licensure programs:

Teacher Licensure programs:

Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by __________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

New outcomes:
1. Demonstrate competency in research utilization.
2. Synthesize the evidence-based nursing research practice model into individual nursing practice.
3. Demonstrate competency in concepts of professional nursing through written and oral communication. (Concepts of professional nursing include: communication, collaboration, patient care, healthcare team membership.)
4. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development (Post Program Essentials)

Old Course Objectives:
Upon completion of this course the student will:
1. Distinguish research utilization and evidence based practice and analyze their current status within nursing.
2. Understand and utilize strategies for undertaking an EBP project.
3. Summarize an EBP project through an extensive nursing professional paper.
4. Organize and synthesize the best current evidence identifying gaps, commonalities, and variations.
5. Recommend continuation of current practice or a change in practice based on the evidence.
6. Design a plan changing or reinforcing the recommended practice, including an evaluation component.
7. Work effectively as a contributing team member to the project group.
NRSG 4240: Evidence, Practice and Profession  
Course Hours:  
Faculty:  
Phone: (218) 755-2520  
Fax: (218) 755-4402  
Email: Nursing Dept. Phone: 218-755-3860  
Pre-Requisites: Current unencumbered RN license Pre / co-req with NRSG 3100  

**Course Description:** In this course the student will become actively involved in an evidence based project related to their nursing practice or area of interest. The project will allow the nursing student to synthesize their nursing knowledge, experience and research ability to produce a significant work that will increase the body of nursing knowledge.  

**Learning Outcomes:**  
Upon completion of this course the student will:  
1. Demonstrate competency in research utilization.  
2. Synthesize the evidence-based nursing research practice model into individual nursing practice  
3. Demonstrate competency in concepts of professional nursing through written and oral communication. (Concepts of professional nursing include: communication, collaboration, patient care, healthcare team membership.)  
4. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development (Post Program Essentials)  

**TEACHING/LEARNING METHODS:**  
The course incorporates a variety of delivery methods and requires reading, preparation for discussion, and written assignments. Attendance and participation in class and on-line discussions are considered essential in meeting course objectives. Assignments may include: Course presentations, reading assignments written assignments, discussions, in-class activities, and audio/visual materials.  
This course combines online learning and on-campus meetings. All content relevant to the course is located in the Desire2Learn course file. Assignments and discussions may be presented online or in class. Classroom and online discussions will be held to enhance and expand upon the material with minimal instructor lecturing. To fully participate, students are expected to complete assignments prior to the class date. Refer to the course schedule for additional information.  

**EVALUATION:** A variety of assessment methods will be use, including: participation, discussion questions, group presentations – rubric, group activities and written assignments.  

<table>
<thead>
<tr>
<th>Grading Standard*</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 %</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-89</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-79</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Plagiarism is a serious infraction and will result in a major grade penalty or failure in the course. The university currently uses the software program Turnitin as a tool in identifying plagiarized material.  

*Grades are calculated on the basis of total points (percentages) accumulated during the semester. There is no rounding up and no extra credit available.*  

**Assignments:**  
<table>
<thead>
<tr>
<th>Assignment</th>
<th>% / pts</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation including (but not limited to) Online Group Activities / Discussion Topics,</td>
<td>20% of total grade – (80 points, 5 points each week)</td>
<td>On-going</td>
</tr>
<tr>
<td>Post Program Essentials Worksheet (ASSETS assignment from N3100)</td>
<td>20% of total grade (80 points)</td>
<td>Week 13 April 7</td>
</tr>
<tr>
<td>Shared Information</td>
<td>20% of total grade (80 points)</td>
<td>March 17</td>
</tr>
<tr>
<td>Evidence Based Paper and Poster Presentation</td>
<td>40% of total grade (160 points)</td>
<td>Poster due Week 14 in Class Week 15 April 28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required References:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texts:</td>
</tr>
</tbody>
</table>
References from Previous Courses:


Course Policies:
Please refer to your BSU Department of Nursing Resource Manual at [http://www.bemidjistate.edu/academics/departments/nursing/](http://www.bemidjistate.edu/academics/departments/nursing/) and the BSU Student Handbook at [http://www.bemidjistate.edu/students/guide/](http://www.bemidjistate.edu/students/guide/) for academic and department policies and procedures. You are strongly encouraged to refer to these documents frequently.

All assignments must be submitted to successfully complete this class late papers will not be accepted unless prior approval has been granted by instructor.

The syllabus is your outline for this course. It is subject to change based on the needs of the students, nursing department and/or faculty.

Academic Integrity Statement:
*BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.*

Students with Special Needs Statement:
Upon request this document can be made available in alternate formats. Please contact Kathi Hagen at Disabilities Services at (218) 755-3883 for assistance or the AUC Office at 262-6753 or (800) 369-4970.

Communications:
- It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using University assigned electronic mail addresses. It shall be the responsibility of each student to monitor the University assigned electronic mail account for communications from the University.
- You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends.
- For web-based courses, it is expected that you will spend the same amount of time you would have spent in a seated class plus 2-3 hours of homework/credit.
- “Upon request this document can be made available in alternate formats”. For assistance please contact the department of nursing at 218-755-3860. For TTY communication, contact the Minnesota Relay Service at (612) 297-5353 or 1-800-627-3529 and ask them to contact us at department of nursing at 218-755-3860”

Emergency Information:
- Course requirements are subject to change in case of an emergency.
- The BSU & Department of Nursing Pandemic Flu Plans may be found in Contents section of the D2L website for this course.
- In the event that you contract the flu, notify your professors (you may send one email addressed to all your professors) that you are sick.
- All students are required to put the following information in their D2L Profile (see the ? Icon in the left-hand column in the Class Lists) and update as necessary, so faculty members are able to contact you with emergency information and instructions.
  - Home phone number, Work phone number, Cell phone number
  - Home address. All email addresses

AACN Essentials And Program Competencies Addressed:
Essential 1: Liberal Education for Baccalaureate Generalist Nursing Practice
Essential VIII: Professional and Professional Values

**COURSE OUTLINE: PROJECTED COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>CLASS DATES</th>
<th>CONTENT</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 On Campus</td>
<td>Orientation</td>
<td>Readings: Hegge, Article (content area)</td>
</tr>
<tr>
<td>Jan. 11, (12, 13)</td>
<td>Elements of Scholarly Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unit 1 Evidence Based Practice</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Your role in research</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>What is nursing research and how does it related to nursing practice? How has it evolved and what lies ahead/</td>
<td>Online Discussion (1) See Schedule Below</td>
</tr>
<tr>
<td>Jan 16-21</td>
<td></td>
<td>Readings: S &amp; B p. 3 – 30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D2L Class Learning Activity</td>
</tr>
</tbody>
</table>
| Week 3 | Jan 23 - 28 | Unit 2 Acquisition of Knowledge  
Identifying Research Questions  
Hypotheses | Online Discussion (2) See Schedule Below  
Readings: S & B p. 65 – 116  
D2L Class Learning Activity |
|---|---|---|---|
| Week 4 | Jan. 30 – Feb. 4 | Student Nurses Day on the Hill Thursday  
Feb. 2, 2012  
Not required for this course | Work on Abstract for poster presentation |
| Week 5 | Feb. 6 – Feb. 11 | How are theory, research and practice related? | Online Discussion (3) See Schedule Below  
On-Line Submission of E8 Paper Abstract  
Readings: S & B p. 123 – 140  
D2L Class Learning Activity |
| Week 6 | Feb 13 – 18 | Unit 3 Evidence  
Sources of Evidence | Online Discussion (4) See Schedule Below  
Readings: S & B p. 273 -290  
D2L Class Learning Activity |
| Week 7 | Feb. 20 - 25 | Appraising the Evidence | Online Discussion (5) See Schedule Below  
Readings: S & B p.365 - 384  
D2L Class Learning Activity |
| Week 8 | Feb. 27 – March 3 | Sharing the information  
Professional Practice | Online Discussion (6) See Schedule Below  
Readings: S & B p. 455 - 475  
D2L Class Learning Activity |
| Week 9 | | Spring Break March 4 - 10 | |
| Week 10 | On – Campus  
March 14, (15, 16) | Unit 4 Implementation – Transition to Practice  
Advising for Fall Semester | Class Learning Activity |
| Week 11 | March 19 - 24 | Transitioning Evidence to Practice  
Creating Change | Online Discussion (7) See Schedule Below  
Readings: S & B p.387 - 416  
D2L Class Learning Activity |
| Week 12 | March 26 - 31 | Statistical Data  
What does this all mean? | Online Discussion (8) See Schedule Below  
Readings: S & B p. 314 - 334  
D2L Class Learning Activity |
| Week 13 | April 2, - 6 | Ethics and Nursing Research  
Wednesday April 4 Student Achievement Day | Online Discussion (9) See Schedule Below  
Readings: as assigned  
D2L Class Learning Activity  
Program Essentials Worksheet Due Saturday April 7, 11:59 PM |
| Week 14 On – Campus  
April 18 (19, 20) | Research Review, Accepting Change and how to overcome barriers to change | EBP Poster Presentations Due in Class |
| Week 15 | April 23 - 28 | Using EBP in your professional Practice | Online Discussion (10) See Schedule Below  
Final Evidence Based Paper Due April 28 |
| Week 16 | | To Be Announced | Course Evaluation  
Nursing Pinning Ceremony  
College Commencement |
BSU Curriculum Forms

Form 3
New Course Form
Course Number: NRSG 3200
Undergraduate: yes
Graduate: 
Course Title: **Health Education in Nursing Practice**
Course Description: This course examines the role of health education in nursing practice and healthcare. Concepts, principles, and theories related to teaching-learning processes are addressed. The development, delivery, and evaluation of health education are studied in relation to healthcare and professional nursing roles. Group dynamics are also examined.

Credits: 3
Prerequisite(s): Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

1. Reason(s) for creating this course: This course provides the basis for how nurses educate their patients, and their peers. According to the healthcare industry, registered nurses provide more education with any other healthcare worker. Our students need to be prepared to provide healthcare education which enables health promotion and life-long wellness for our patients and communities.
This course will provide an Essential Learning Outcome as per our Accreditation organization and the BSU nursing stated student outcomes.
The Essential of Baccalaureate Education VII: **Clinical Prevention and Population Health**, Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

2. How often will this course be offered? Once a year, Summer semester
3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")? The student will:
   1. Discuss health education in relation to health promotion, preservation, attainment, and restoration.
   2. Analyze perspectives on health education in view of the client, health care, professional nursing, and soci-cultural influences.
   3. Examine health education as an inherent component of nursing practice roles.
   4. Analyze teaching and learning theories, principles and practice related to their application to health education in professional nursing practice.

4. What are the major content areas for the course?
   1. Perspectives on teaching and learning as it relates to nursing practice
   2. Characteristics of the learner
   3. Techniques and strategies for teaching and learning for the nurse educator

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No
6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? On-line course via D2L
7. What is the projected maximum class size (cap)? 24
8. What qualified faculty will be available to teach this course? Yes, nursing faculty

   NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.
9. What additional library and other resources need or should be provided for this course, that are not already available? None
10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond
the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). Nursing tuition
differential
Amount per student: $25.00 differential tuition
For:
11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus
must include an additional component for graduate students.
COURSE TITLE AND NUMBER: NRSG 3200 Health Education in Nursing Practice
CREDIT HOURS: 3 credits
HOURS: Online via D2L entire semester
FACULTY:
FACULTY PHONE:
NURSING DEPT. PHONE: 218-755-3860
FAX: BSU Nursing Dept.’s 218-755-4402
EMAIL: jatteberry@bemdiijistate.edu
OFFICE HOURS:

PRE OR CO-REQUISITES:
Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

COURSE DESCRIPTION:
This course examines the role of health education in nursing practice and healthcare. Concepts, principles, and theories related to teaching-learning processes are addressed. The development, delivery, and evaluation of health education are studied in relation to healthcare and professional nursing roles. Group dynamics are also examined.

COURSE OBJECTIVES:
The student will:
1. Discuss health education in relation to health promotion, preservation, attainment, and restoration.
2. Analyze perspectives on health education in view of the client, health care, professional nursing, and soci-cultural influences.
3. Examine health education as an inherent component of nursing practice roles.
4. Analyze teaching and learning theories, principles and practice related to their application to health education in professional nursing practice.

COURSE UNITS:
1. Perspectives on teaching and learning as it relates to nursing practice
2. Characteristics of the learner
3. Techniques and strategies for teaching and learning for the nurse educator

REQUIRED TEXTS

Additional References:

TEACHING/LEARNING METHODS: This course is an online course. All content relevant to the course is located in the Desire2Learn course file. Assignments and discussions will be presented online. Classroom discussions will be held online to enhance and expand upon the material with minimal instructor lecturing. Students are expected to complete assignments for class preparation in order to participate fully. Refer to the calendar and course outline for additional information. This course may incorporate online content, group presentations with people in the community, group discussion, readings, online activities, and/or independent assignments. For web based courses, it is expected that you will spend the amount of time you would have spent in class plus 3 hours of homework per credit. (Additional Guidelines Posted in D2L)

EMERGENCY INFORMATION:
- Course requirements are subject to change in case of an emergency.
- The BSU & Department of Nursing Pandemic Flu Plans may be found in Contents section of the D2L website for this course.
- All students are required to put the following information in their D2L Profile (see the “?” icon in the left-hand column in the Class Lists) and update as necessary, so faculty members are able to contact you with emergency information and instructions.
  - Home phone number
AACN ESSENTIALS ADDRESSED:

• Essential VII: Clinical Prevention and Population Health
  Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Grading Standard Percentages: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F

Grades are calculated on the basis of total points accumulated during the semester. There is no rounding up and no extra credit available.

*Academic Honesty:
The nature of the profession requires ethical behavior on the part of students both in the clinical and classroom setting. All work in this course must be completed in a manner consistent with the code for academic conduct of the University. Any form of academic dishonesty may result in disciplinary action which can include failure for the course, as well as suspension from the university. For a copy of these expectations, please see the BSU student handbook [http://www.bemidjistate.edu/studentaffairs/stguide/index.html](http://www.bemidjistate.edu/studentaffairs/stguide/index.html). Plagiarism is a serious infraction and will result in a major grade penalty or failure in the course. The university currently uses the software program Turnitin as a tool in identifying plagiarized material. Also, APA now has an online site [http://flash1r.apa.org/apastyle/basics/index.htm](http://flash1r.apa.org/apastyle/basics/index.htm) to aide students in academic honesty.

ASSIGNMENTS:

**Online Discussion Guidelines: 30 points:** Questions will be open for posting on Wednesday of the week and are expected to be completed by Sunday at 11:59 pm.

A. Reflective, scholarly discussion postings are expected. Students will be graded on their weekly contributions to the discussion. Each week, students are expected to contribute one main posting (200 word minimum). These posting should include:

1. Address all components of the question
2. Clearly present the main idea
3. Include material to support the point being made
4. Reference any supporting material utilized in APA format
5. Connect the readings from the text to your discussion

**Learning Styles Assessment Paper: 20 points:**

A. This is to be a review of the information obtained from the learning inventories you have completed. Submit a 3-4 page paper that address the areas included in the following. Please find at least 2 additional resources to aid in the paper development to support your learning style and to address the content. Be sure to submit your paper to the dropbox by May 16th at 1159 pm.

1. Overview of your personal learning style
2. Strengths of this style
3. Area for possible focus in your learning style to improve your communication with others
4. How has this learning style affected your educational process
5. How may your learning style affect your teaching style with patients and others in the community setting
6. Summary
7. The paper is to be written in the first person, but please use proper APA formatting for content.

<table>
<thead>
<tr>
<th>Required Components</th>
<th>Total Points</th>
<th>Self-Evaluation of material</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of personal learning style</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strengths of this style</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas for possible focus</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How this has affected your education</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How this may affect your teaching style</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Lesson Plan: 20 points:

A. Develop a lesson plan topic and plan of interest to you. The topic may be a learning need of the patient population in which you work, a community setting, or peers in your work environment. If you are working on developing educational material or are looking to fine tune it this is the time to do it. The more detailed the lesson plan the more smoothly the presentation development and video taping.

B. Please note that your presentation will be based on your lesson plan and requires faculty approval. Please submit your lesson plan via email to the professor for approval by **May 21st, 11:59 pm**. Please see sample lesson plan in the content area on D2L.

C. Please be sure to include the following:

1. **Theory Utilized:** You find yourself using a few different types (Bastable Ch. 3-4)
2. **Goal:** Must include at least one (Bastable Ch. 10)
3. **Objectives:** Must include at least three (Bastable Ch. 10)
4. **Content:** at what learning level will the audience be: See the appendix section of Bastable to help develop your material to the learning level of your audience.
5. **Teaching Method (s):** (Bastable Ch 11)
6. **Evaluation of audience learning:** (Bastable Ch. 14)
7. **Utilization of additional references is expected**
8. **APA Reference Citation (s)**

<table>
<thead>
<tr>
<th>Theory Used</th>
<th>2</th>
<th>Self-Evaluation Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal (at least 1)</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Objectives (at least 3)</td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching Method</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Evaluation</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A reference page is expected</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Presentation: 100 Points

A. Now it is time for you to shine in your area of interest. Prepare a presentation, which would benefit your peers or community. If the student has been working on a presentation for the work environment, it may be used for the presentation with consent from the faculty member. The presentation will be based on the student lesson plan developed earlier in the course. Once the student's lesson plan idea has been approved the student may proceed with the presentation following the plan the student has devised in the lesson plan. The student plan for presentation needs to be approved by the student's faculty member prior to doing the presentation.

B. This presentation should be done live with a group of 3 or more individuals.

C. Students are expected to review the power point and public speaking handouts in the content section prior to making their presentation. This will aid you in the development of a professional presentation.

D. The presentation should be video taped. Along with the video tape, any written material used should be submitted and in APA format then mailed to your faculty member with a **post mark date of no later than May 31, 2011**. See Bastable chapter’s 10 and 12 to aid in formulating the presentation.

E. The following guidelines are set to help develop a quality presentation

1. **Professional Dress is an expectation (no flip-flops or jeans)**
2. **Group of individuals who are employees, or community groups (not family members or friends) should be the audience.**
3. **Scan the group prior to beginning the presentation (have a partner do the video-taping so it stays on target).**
4. **Do not stop and restart the recording – one continuous taping.**
5. **Critically review the lesson plan and your video tape prior to submission. Fill out**
the self-evaluation section on the rubric. Write comments on the form that you feel need improvement or was done well. Post the self-evaluation to the designated dropbox. This form must be complete to receive a grade for the presentation.

6. Presentation may be in DVD or VHS format for grading purposes. No micro-

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Total Points</th>
<th>Self-Evaluation</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce self to audience</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduce topic, goal, and state objectives (at least three objectives)</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The following must be included within the presentation.</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provide content without reading directly from written material</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Interacts with the audience (i.e., visual aids, hands on experiences)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Provides a time for questions and response</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Presentation is at least 10 minutes and no longer than 30 minutes in length</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Demonstrate scholarly work with the research for the project with at least two Evidence Based research articles</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching method was appropriate for the content and audience</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluation conducted and submitted timely (self and peer)</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APA format was followed for material presented. Reference sheet is posted to the designated dropbox</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-evaluation completed and submitted to designated dropbox upon completion of the review (No grade will be posted until this section is complete)</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Video tape was post marked no later than May 31, 2011</td>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Computer Hardware and Management System Requirements:**
This course uses Desire2Learn (D2L) as the course management system. You will be able to access your account anywhere you have a computer and modem with access to the World Wide Web. Computers with pop-up blockers enabled will not be able to open all areas of the course. Assistance and resources may be accessed by clicking the ‘help’ link on each page when in D2L. Instructional Technology also has a [D2L Reference Guide](#), linked on the [Instructional Technology homepage](#). You will need [Adobe Reader](#), a free software program that opens documents saved in Adobe Acrobat, on your computer.

Just about any computer that can connect you to the Internet can provide you with everything you need for online education, but the following recommendations should provide the best learning experience:

- 200 MHz Pentium Processor or faster
- Sound Card & Speakers
- 32 MB of RAM or more
- CD drive
- 500 MB of free hard drive space
- A web browser (i.e., Netscape or Internet Explorer)
Questions:
1) **Technical** questions (Desire2Learn, software, hardware) should be directed to the BSU Instructional Technology Team eLearning Support website: [http://www.bemidjistate.edu/elearning/](http://www.bemidjistate.edu/elearning/)
2) **Course-related** questions should be directed to the instructor.

COURSE POLICIES:
Please refer to your BSU Department of Nursing Resource Manual at [http://www.bemidjistate.edu/academics/departments/nursing/](http://www.bemidjistate.edu/academics/departments/nursing/) and the BSU Student Handbook at [http://www.bemidjistate.edu/students/guide/](http://www.bemidjistate.edu/students/guide/) for academic and department policies and procedures. **You are strongly encouraged to refer to these documents frequently.**

- **Email:** It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using University assigned electronic mail addresses. It shall be the responsibility of each student to monitor the University assigned electronic mail account for communications from the University.

- **Communications:** You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends. Please refer to the previous comment made in the “Virtual Office Hours” section due to the short term of the course.

- **Time Management:** For web-based courses, it is expected that you will spend the amount of time you would have spent in class plus 2-3 hours of homework/credit.

- **Disability:** Students with disabilities who believe they may need an accommodation in this class are encouraged to contact BSU’s Coordinator of Disability Services, Kathi Hagen in the Disability Services Office at 202 Sanford Hall as soon as possible to ensure that accommodations are implemented in a timely fashion.

- **Alternative Format:** “Upon request this document can be made available in alternate formats. Please contact 218-755-3860 BSU Nursing Department. For TTY communication, contact the Minnesota Relay Service at (612) 297-5353 or 1-800-627-3529 and ask them to contact us.”

- **Attendance:** Class attendance in the online classroom is expected. If you know of an absence in advance (including college-related activities), it is your responsibility to notify the instructor. In the case of an extended illness, please contact the instructor as soon as possible. Absences will hinder the ability to meet course objectives, will negatively impact the student’s grade, and may result in failure of the course.

- **Writing Format:** The Publication Manual of the Psychological Association (APA) serves as the format for all papers assigned in the BSU department of Nursing.

- **Late Assignments:** All assignments are due on the date and time posted on the schedule. The instructor reserves the right to refuse any late assignment unless the instructor has approved the late submission. Unusual circumstances will be considered.

- **Incompletes:** An incomplete may be given if the student presents a request to the instructor prior to the end of the semester. Pre requisite courses must be completed prior to beginning courses the next semester. This policy supersedes the BSU policy for incompletes.

- **Standards of Academic Decorum:** It is the responsibility of the student to conform to conduct conducive to learning by being prepared, prompt, attentive, and courteous in the online classroom.

COURSE UNITS:

- Unit 1 Perspectives on teaching and learning
- Unit 2 Characteristics of the learner
- Unit 3 Techniques and strategies for teaching and learning
### RN – BS TRACK Schedule of Courses Full - Time

Courses are scheduled in block times in Bemidji (TBD), Duluth (TBD), Cambridge (TBD), and Century. Most of the courses are conducted in an on-campus/on-line format as indicated on the course schedule. Some of the courses are completed entirely with the on-line learning format through D2L.

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3100</td>
<td>Concepts of Nursing and Health Care</td>
<td>3 cr.</td>
</tr>
<tr>
<td>3140</td>
<td>Advanced Health Assessment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>3150</td>
<td>Integrative and Cultural Nursing</td>
<td>3 cr.</td>
</tr>
<tr>
<td>4116</td>
<td>Community and Family Health Nursing</td>
<td>4</td>
</tr>
<tr>
<td>4120</td>
<td>Nursing Practicum: Community – online</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 16

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3240</td>
<td>Information Management and Collaborative Communication</td>
<td>3 cr.</td>
</tr>
<tr>
<td>4101</td>
<td>Nursing Research</td>
<td>3 cr.</td>
</tr>
<tr>
<td>3300</td>
<td>Healthcare Policy, Finance and Regulatory Environments</td>
<td>3 cr.</td>
</tr>
<tr>
<td>4210</td>
<td>Nursing Leadership &amp; Management</td>
<td>3 cr.</td>
</tr>
<tr>
<td>4240</td>
<td>Evidence, Practice, and Profession.</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Total Credits:** 15 cr

#### SUMMER SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3200</td>
<td>Health Education - Online</td>
<td>3 cr</td>
</tr>
<tr>
<td>3920</td>
<td>Directed Study (Nursing Elective)</td>
<td>2 cr</td>
</tr>
</tbody>
</table>

**Total credit Summer:** 5 cr

**Total Program Credits:** 36

---

### RN – BS TRACK Schedule of Courses Part - Time

Courses are scheduled in block times in Bemidji (TBD), Duluth (TBD), Cambridge (TBD), and Century. Most of the courses are conducted in an on-campus/on-line format as indicated on the course schedule. Some of the courses are completed entirely with the on-line learning format through D2L.

#### FALL SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3100</td>
<td>Concepts of Nursing and Health Care</td>
<td>3 cr.</td>
</tr>
<tr>
<td>3140</td>
<td>Advanced Health Assessment</td>
<td>3 cr.</td>
</tr>
<tr>
<td>3150</td>
<td>Integrative and Cultural Nursing</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Total Credits:** 9

#### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3240</td>
<td>Information Management and Collaborative Communication</td>
<td>3 cr.</td>
</tr>
<tr>
<td>4101</td>
<td>Nursing Research</td>
<td>3 cr.</td>
</tr>
<tr>
<td>3300</td>
<td>Healthcare Policy, Finance and Regulatory Environments</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

**Total Credits:** 9 cr

#### SUMMER SEMESTER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>3300</td>
<td>Health Care Policy, Finance, and Regulatory Environments</td>
<td>2 cr</td>
</tr>
<tr>
<td>3920</td>
<td>Directed Group Study Courses will vary from semester to semester (all online options)</td>
<td></td>
</tr>
<tr>
<td>FALL SEMESTER</td>
<td>SPRING SEMESTER</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>4116 Community and Family Health Nursing 4</td>
<td>4210 Nursing Leadership &amp; Management 3 cr.</td>
<td></td>
</tr>
<tr>
<td>4120 Nursing Practicum: Community – online 3</td>
<td>4240 Evidence, Practice, and Profession. 3 cr.</td>
<td></td>
</tr>
<tr>
<td>3200 Health Education - On-Line Course 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>Total Credits</strong></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>9 cr</td>
<td></td>
</tr>
</tbody>
</table>

Take one of the following:

| 3920 Directed Group Study Courses will vary from semester to semester (all online options) | 2 cr. |
|                                                                                       |       |
| **Total Credits:**                                                                     | 36    |
BSU Curriculum Forms

Form 3
New Course Form
Course Number: NRSG 4101
Undergraduate: yes
Graduate: 
Course Title: Nursing Research RN-BS
Course Description: Considers the role and use of nursing research in nursing practice. An introduction to the research process is provided and interpreted for its utilization in nursing practice.

Proposed Course Description, if different:

Credits: 3
Prerequisite(s): Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

1. Reason(s) for creating this course: Historically this course was in two tracks of the nursing program, the 4 year track and the RN to BS. The content has changed and will be modified to meet the specific learning outcome needs for each group.

2. How often will this course be offered? Once a year, Spring semester

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")? The student will:
   1. Relate the role of nursing research in the development of nursing knowledge and nursing practice.
   2. Analyze the components of the research process.
   3. Analyze research findings for their applicability to nursing practice.
   4. Develop an attitude of responsible inquiry toward nursing research as a component of the professional nursing role. This includes the ethical treatment of human subjects.
   5. Critically reflect upon the value and implications of research to humankind and society.

4. What are the major content areas for the course?
   Part I: An introduction to research:
   Part II: Planning for Research
   Part III: The Process
   Part IV: Research Translation
   Part V: Ethics

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Hybrid course

7. What is the projected maximum class size (cap)? 25

8. What qualified faculty will be available to teach this course? Yes

   NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). Nursing tuition differential

   Amount per student: $25.00 differential tuition

For:
11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
NRSG 4101 Nursing Research  Credit: 3 Credits
COURSE HOURS: January 14 through April 29, 2013
FACULTY:
PHONE: (218)
FAX: (218) 755-4402  EMAIL:
Nursing Dept. Phone: 218-755-3860
Prerequisite: Current Unencumbered Minnesota RN licensure; Prerequisite/Co-requisite: NRSG 3100

Course Description:
Considers the role and use of nursing research in nursing practice. An introduction to the research process is provided and interpreted for its utilization in nursing practice.

Course Learning Outcomes: The student will:
1. Relate the role of nursing research in the development of nursing knowledge and nursing practice.
2. Analyze the components of the research process.
3. Analyze research findings for their applicability to nursing practice.
4. Develop an attitude of responsible inquiry toward nursing research as a component of the professional nursing role.
5. Critically reflect upon the value and implications of research to humankind and society.

Required References Texts:

Teaching / Learning Methods, Lecture, Assigned readings, Small group and large group activities, discussions, quizzes, online discussions, and, projects.
Videos: Critical Thinking in Nursing: Lessons from Tuskegee, Protecting Human Subjects. Let’s Talk About Clinical Research

Evaluation: Grading Standard by Percentage 90-100= A, 80-89= B, 70-79= C, 60-69= D, <60 = F

Assignments Due Date
Class Activity or Online Group Discussions (10 items 5% each) 50% total On-going
Research Journal Article Critiques (5)
Discussion Topics (5)
Ethics and Research 10% Wk 10
Human Subjects Training (Internet)
Group Discussion Presentations – Research Methods 10% As assigned
Midterm Examination 10%
Final Examination 20%

All assignments must be completed to receive a final grade.
No late papers (assignments) will be accepted, unless prior approval was received. Assignments will be submitted through the drop box which has an end date and time.

Course Policies
Please refer to your BSU Department of Nursing Resource Manual at http://www.bemidjistate.edu/academics/departments/nursing/ and the BSU Student Handbook at http://www.bemidjistate.edu/students/handbook/policies/ for academic and department policies and procedures. You are strongly encouraged to refer to these documents frequently.
For web-based courses, it is expected that you will spend the amount of time you would have spent in class plus 2-3 hours of homework/credit.
Upon request this document can be made available in alternate formats. Please contact the Nursing Department at 218-755-3860 for assistance. For TTY communication, contact the Minnesota Relay Service at (612) 297-5353 or 1-800-627-3529 and ask them to contact us at Nursing Department at 218-755-3860.
Communications:
It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using University assigned electronic mail addresses. It shall be the responsibility of each student to monitor the University assigned electronic mail account for communications from the University.
You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends.

Emergency Information:
Course requirements are subject to change in case of an emergency.
This syllabus provides an outline for this course. It is subject to change as needed the program and/or the faculty.

AACN Essentials Addressed: Essential III Scholarship for Evidence Based Practice
The student will: Participate in Class Activity or Online Group Discussions Human Subjects Training Complete an Evidence Based Project and Presentation

Course Units
Part 1: An introduction to research:
The importance of research as evidence
The research process and ways of knowing:
Process, classification, reading, using research, creating evidence for practice
Ethical and legal consideration in Research IRB assignment

Part II: Planning for Research
Problems and Questions
The Successful Literature Review – Assignment – literature graph
Theoretical Frameworks
Selecting a Research Design

Part III: The Process
Measurement strategies
Data collection
Validity
Descriptive research, research that describes a meaning of an experience
Research that measures effectiveness

Part IV: Research Translation
Communicating Research
Translation into practice

Projected Course Schedule

<table>
<thead>
<tr>
<th>Class Weeks</th>
<th>Content / Agenda</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 D2L Jan. 14 - 19</td>
<td>Orientation Structure of Course Elements of Scholarly practice Part I: An introduction to research:</td>
<td>Review D2L Content Area for Weekly Learning Plan Readings:</td>
</tr>
<tr>
<td>Week 2 Jan 21 - 26 On-Campus</td>
<td>Your role in research</td>
<td>Review D2L Content Area for Weekly Learning Plan</td>
</tr>
<tr>
<td>Week 3 Jan 28 – Feb. 2</td>
<td>Part I: An introduction to research</td>
<td>Review D2L Content Area for Weekly Learning Plan</td>
</tr>
<tr>
<td>Week 4 Feb. 4 - 9</td>
<td>Part II: Planning for Research Questions</td>
<td>Review D2L Content Area for Weekly Learning Plan</td>
</tr>
<tr>
<td>Week 5</td>
<td>Feb. 11 - 16</td>
<td>Part II: Planning for Research Literature Review</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Week 6</td>
<td>Feb 18 - 23</td>
<td>Part II: Planning for Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Group Discussion / Presentation Group 1</em></td>
</tr>
<tr>
<td>Week 8</td>
<td>March 4 - 9</td>
<td>Part III: Research Process Descriptive Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Group Discussion / Presentation Group 2</em></td>
</tr>
<tr>
<td>Week 9</td>
<td>March 9-16</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 10</td>
<td>On – Campus</td>
<td>Part III: Designs for Nursing Research Video: Protecting Human Subjects Other Types of Research:</td>
</tr>
<tr>
<td></td>
<td>March 18 - 23</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>March 25 - 30</td>
<td>Qualitative Research <em>Group Discussion / Presentation Group 3</em></td>
</tr>
<tr>
<td>Week 12</td>
<td>April 1 -6</td>
<td>Quantitative Research <em>Group Discussion / Presentation Group 4</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>BSU Student Achievement Day</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 8 - 13</td>
<td>Communicating Research Findings <em>Group Discussion / Presentation Group 5</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>April 15 - 20</td>
<td>Part IV: Research Translation Evidence based results into evidence based practice</td>
</tr>
<tr>
<td>Week 15</td>
<td>April 22-27</td>
<td>Statistical Data; what does this all mean?</td>
</tr>
<tr>
<td>On-Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>April 29 May 4</td>
<td></td>
</tr>
<tr>
<td>Nursing Pinning Ceremony May th</td>
<td></td>
<td>College Commencement Friday May th</td>
</tr>
</tbody>
</table>
BSU Curriculum Forms

Form 3
New Course Form
Course Number: NRSG 4210
Undergraduate: yes
Graduate: yes
Course Title: Nursing Leadership and Management RN-BS
Course Description: A study of leadership/management theories, concepts, and strategies as applied to professional nursing roles and practice. Topics relate to nursing care delivery patterns, leadership/management processes, issues, and resources.

Credits: 3
Prerequisite(s): Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

1. Reason(s) for creating this course: Historically this course was in two tracks of the nursing program, the 4 year track and the RN to BS. The content has changed and will be modify to meet the specific learning outcome needs for each group.

2. How often will this course be offered? Once a year, Spring Semester

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
The student will:
   1. Analyze leadership theories and strategies for their applicability to nursing leadership roles.
   2. Analyze the implications of various organization structures and culture on the functioning of organizations.
   3. Relate management functions to leadership in health care delivery and nursing practice.
   4. Examine political, economic and sociological phenomenon influencing leadership decisions and strategies.
   5. Relate the concepts of empowerment and professional growth to nursing leadership roles.

4. What are the major content areas for the course?
   - Basic Leadership and Management Concepts
   - Core Competencies of Leadership

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? 6 credits, may repeat one time

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Hybrid course

7. What is the projected maximum class size (cap)? 25

8. What qualified faculty will be available to teach this course? Yes

   NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). Nursing tuition differential
   Amount per student: $25.00 differential tuition

For:
11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
NRSG 4210 Nursing Leadership RN-BS

COURSE TITLE AND NUMBER: NRSG 4210 - Nursing Leadership and Management

CREDIT: Three credits (3)

Prerequisite: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

HOURS: Class meets on campus from 3:00 pm-5:50 pm, other weeks on-line asynchronous
- Duluth Thursday: January 12, March 15, April 19
- Cambridge Friday: January 13, March 16, April 20

FACULTY: Duluth and Cambridge:
Mary Fairbanks, MS, RN
Phone: 218-755-2523
E-mail: mfairbanks@bemidjistate.edu

NURSING OFFICE: 218-755-3860 fax 218-755-4402

OFFICE HOURS:
Mary: Monday and Tuesday 12:30 am to 4:30 pm; Wednesday 1 pm to 3 pm or by appointment

EMERGENCY INFORMATION:
- Course requirements are subject to change in case of an emergency.
- The BSU & Department of Nursing Pandemic Flu Plans may be found in Contents section of the D2L website for this course
- If you are sick or think you might be getting sick, PLEASE STAY HOME! These absences will be considered exceptions to our attendance policies and assignment deadlines.
- In the event that you are sick and will miss class, notify your professors (you may send one email addressed to all your professors) that you are sick.
- All students are required to put the following information in their D2L Profile (see the head icon in the left-hand column in the Class Lists) and update as necessary, so faculty members are able to contact you with emergency information and instructions.
  - Home phone number
  - Cell phone number
  - All email addresses
  - Work phone number
  - Home address

COURSE DESCRIPTION:
Course provides for study of leadership/management theories, styles, concepts, and strategies as applied to professional nursing roles and practice. Topics relate to organizational structure and culture, finance and marketing, decision making, initiation and management of change, and legal aspects of management. Leadership/management functions, key leadership skills, current issues, and resources are discussed.

AMERICAN ASSOCIATION OF COLLEGIATE NURSING BACCALAUREATE ESSENTIAL DEMONSTRATED:
Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety. Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care. Demonstrated by completion of ATI Nurse Management Certification

GERIATRIC COMPETENCY:
Analyze the impact of an aging society on the health care system. Demonstrated by completion of discussions on diversity and disparity.

PHARMACOLGY INTEGRATION:
Identify at least two human characteristics that contribute to adverse and near-miss events (such as medication errors), yet also assure safe practices in complex health care work situation. Demonstrated by completion of ATI Nurse Management Modules.

COURSE Learning Outcomes:
1. Analyze leadership theories and strategies for their applicability to nursing leadership roles.
2. Analyze the implications of various organization structures and culture on the functioning of organizations.
3. Relate management functions to leadership in health care delivery and nursing practice.
4. Examine political, economic and sociological phenomenon influencing leadership decisions and strategies.
5. Relate the concepts of empowerment and professional growth to nursing leadership roles.

COURSE UNITS:
I. Basic Leadership and Management Concepts
II. Core Competencies of Leadership

TEACHING/LEARNING METHODS:
- Seminar
- Guest Speakers TBD
- Discussion / Voice Thread
- Small and large group interaction
- Reading Assignments
- Grant Exercises
- ATI Leadership Modules with Certification

EVALUATION:
- ATI Leadership Modules – 25 %
- Nurses Day on the Hill – Pass/Fail
- Grant Application – 25 %
- Discussions – 30 % points
- Elevator Speech – 5 %
- Attendance for on campus classes – 15 %

GRADING STANDARD*: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F

*Plagiarism is a serious infraction and will result in a major grade penalty or failure in the course. The university currently uses the software program Turnitin as a tool in identifying plagiarized material.

REQUIRED REFERENCES:
- ATI Leadership Modules available for purchase on-line

RECOMMENDED REFERENCES:

COURSE OUTLINE:
Chapter One: Introduction to Nursing Leadership
Learning Outcomes
1. Interpret the implications of change in the health care delivery system on nurse leadership.
2. Analyze the key modern leadership theories to older theories.
3. Compare and contrast characteristics, roles, and responsibilities of leaders and managers.
4. Explain the importance of Transformational Leadership today and the relationship to the recommendations of the Institute of Medicine
5. Discuss the importance of nurse leadership and its relationship to modern leadership theories.
6. Explain the role of the clinical nurse as a leader and why it is important.

Chapter Two: Health Care Policy
Learning Outcomes
1. Explain why nurses should be involved in health care policy.
2. Discuss how nurses can be involved in the policy-making process.
3. Explain how federal and state laws can affect health care.
4. Apply ethical decision making to management situations.
5. Analyze the impact of health care fraud on the health care system.
6. Examine how nurses can become involved in reducing health care fraud and cope with ethical dilemmas presented by fraud.

Chapter Three: Change and Decision-making
Learning Outcomes
1. Explain why the concept of change is important in the health care environment and to nursing leadership and management
2. Assess the external trends and factors that impact nursing practice and health care organizations.
3. Compare and contrast two key change theories.
4. Apply eight key steps in the change process.
5. Develop strategies to improve responses to change.
6. Apply the decision-making process.

Chapter Four: Health Care Financial Issues
Learning Outcomes
1. Discuss critical issues related to current national health care expenditures.
2. Explain how health care insurance is financed and by whom.
3. Compare and contrast two examples of managed care models.
4. Explain the service strategies used by managed care to control costs and quality
5. Apply the changes found in health care reform of 2010 to reimbursement system for health care services.
6. Examine strategies to increase nursing participation in cost containment.
7. Describe the legislative process.
8. Advocate for policies that affect nurses, patients and working families.

Chapter Five: Organizational Structure for Effective Care Delivery
Learning Outcomes
1. Compare the key health care providers and their services.
2. Apply the process for analyzing an organization.
3. Explain the purposes of nursing care models.
4. Compare and contrast the different nursing care models discussed in this chapter.
5. Explain the key advantages of shared governance for nursing staff.

Chapter Six: Acute Care Organizations: An Example of a Health Care Organization
Learning Outcomes
1. Critique the development of U.S. hospitals and the role they play in the health care delivery system.
2. Apply committee process to a policy and procedure committee as an example of committees.
3. Analyze major changes that are occurring in hospitals and their impact on nursing.
4. Examine the Magnet Recognition Program, it’s history, it’s process, and the impact it has had on nursing.
5. Examine the forces of magnetism are important to new graduates as well as to any nurse considering a job change.

Chapter Seven: Managing Patient Centered Care
Learning Outcomes
1. Explain how patient-centered care impacts the health care delivery system and nursing care.
2. Analyze the implications of care planning, clinical reasoning and judgment, and patient/family education to patient-centered care.
3. Examine the relationship between self-management and patient-centered care.
4. Apply health promotion and disease and illness prevention to nursing management.
5. Apply the chronic illness model to a specific chronic illness and relate to patient-centered care.
7. Compare and contrast tools used to manage care such as a clinical pathway or practice guideline so that care is more patient-centered.

Chapter Eight: Diversity and Disparities in Health Care
Learning Outcomes
1. Analyze the status of patient diversity in health care including age, ethnicity, gender, special needs population and other areas of diversity focus.
2. Discuss the problem of health disparities.
3. Apply strategies to improve health literacy and the role of the nurse manager.
4. Examine the implications of a multicultural patient population for the staff and organization.
5. Explain how a dissonance culture can affect an organization and patient care.
6. Compare and contrast staff culture and patient culture.
7. Apply the concept of organizational culture to a health care organization.
8. Describe a healing organization.
9. Apply strategies that may be used to improve an organization’s culture.

Chapter Nine: Recruitment and Retention
Learning Outcomes
1. Describe staff recruitment.
2. Explain how a position description is developed.
3. Apply the employment process to nursing staff recruitment.
4. Apply critical guidelines that a nurse should consider when applying for a position.
5. Explain why it is important for nursing staff to be involved in recruitment and how they might do this.
6. Analyze the issue of retention and impact on staff and quality care.
7. Apply the performance appraisal process.
8. Examine strategies that can be used to prevent or decrease stress and passive-aggressive behavior in the work setting.
9. Analyze reasons for the nursing shortage.

Chapter Ten: Health Care Quality – A Critical Issue

Learning Outcomes
1. Analyze the relationship of the Institute of Medicine core competencies to quality improvement.
2. Critique critical issues related to defining quality.
3. Apply structure, process, and outcomes to quality.
4. Identify two factors that support an increased interest in quality care.
5. Summarize the recent activity on health care quality of the Institute of Medicine and its importance to health care and nursing.

Chapter Fourteen: Delegation for Effective Outcomes

Learning Outcomes:
1. Define delegation.
2. Critique the benefits of using delegation.
3. Examine key legal issues related to delegation.
4. Compare and contrast responsibility, authority, and accountability as they apply to delegation.
5. Apply the delegation process in clinical situations when unlicensed assistive personnel are used.
6. Assess methods to monitor and improve delegation to reach effective patient outcomes.

Chapter Seventeen: Implementing Health Care Quality Improvement

Learning Outcomes:
1. Compare and contrast a Blame Culture and a Culture of Safety.
2. Describe Joint Commission accreditation and its relevance to quality improvement.
3. Compare two methods used to measure and ensure quality, safe care.
4. Explain the relevance of quality report cards to quality improvement.
5. Discuss the role of nurses in quality improvement and nursing initiatives to improve care.
6. Explain the purpose of third-party payer accreditation.
7. Discuss the need for inter-professional quality improvement initiatives.

ASSIGNMENTS

ASSIGNMENT: STUDENT NURSES DAY ON THE HILL

PURPOSE: To learn about advocacy for issues related to health care and patients along with understanding the legislative process and working with legislators.

Students are to attend the Nurses Day on the Hill (http://mnnurses.org). After this event students will identify one area they witnessed a nursing role in politics, the influence that individual nurses have in their local/state government and how this event influenced their opinion of nurses being involved with political action. These questions will be answered and posted in the discussion area for the week five.

IMPORTANT: Student must sign in with instructor by 10 am at the Capitol.

Outline of Discussion posting for the Nurses in Politics
1. One witnessed role of the nurse in politics
2. What influence does the individual nurse have in their local/state government?
3. How did the Nurses Day on the Hill event influence your opinion of nurses being involved in political action?

Evaluation Criteria

<table>
<thead>
<tr>
<th></th>
<th>Total Points</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>One witnessed role of the nurse in politics</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Influence of the individual nurse on local/state government</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Event influence on your opinion on political action | 5
---|---
Total | 10 pts

**Alternative Assignment:** If you are unable to attend the required Student Nurses Day on the Hill, the following assignment is to be posted in the discussion area, in place of the Nurses in Politics Assignment. **Student needs to inform instructor if not attending as soon as possible.** Alternative assignment needs to be turned in at the end of Week five.

2. Click on “Action” Tab
3. Choose one of the items on this drop down priorities and write a paper (6-8 pages) on the priority, research literature support of the issue and how political involvement can improve the issue.

**ASSIGNMENT: ATI LEADERSHIP & MANAGEMENT MODULES**

PURPOSE: This focused online program from will help students to obtain the nursing leadership skills needed to become successful nursing managers. It was developed in partnership between ATI Nursing Education and the esteemed scholarly professional organization Sigma Theta Tau International. It is an evidenced-based curriculum, which contains teaching materials, self-assessment exercises and case studies, is created and peer-reviewed by experienced clinical and academic nurses. The course work includes several modules with team building, mentoring, conflict resolution, budgeting, data analysis, quality improvement and more. You will choose the modules and complete at least 70 continuing education units to pass.

Access the Sigma Theta Tau Leadership Modules at ATI testing site on-line.

If you do not have an account, please register at [https://www.atitesting.com/home.aspx](https://www.atitesting.com/home.aspx)

The modules will require you to purchase them from ATI. Each module is approximately 10-12 Continuing Education units (CE) and you must have 70 CE’s to be awarded the Certificate of Management. Each module has lessons and an associated on-line test that requires 80% mastery.

- 90 or greater CE’s = A
- 80 – 89 CE’s = B
- 70 - 79 CE’s = C
- 60-69 CE’s = D
- Fewer than 60 CE’s = F

**Modules Units for the Sigma Theta Tau Management Certificate**

1. Building a Business Plan for Nurse Managers
2. Ethical Principles for Nurse Managers
3. Facilitating Staff Development
4. Introduction to Administrative, Management and Organizational Theories.
5. Managing the Team
7. Patient Safety in the Healthcare Workplace
8. Project Management
9. Safety for the Healthcare Worker
10. The Use of Evidence to Guide Decision Making and Management Practices
11. Transforming Organizations to Support Evidence-Based Decision Making
12. Using Evidence to Define and Monitor Standards of Practice
13. Using Evidence to Determine Resource Demands and Allocation
14. Using Evidence to Guide Strategic Planning
15. Using Evidence to Guide the Development and Management of Human Resources
16. Using Evidence to Improve Organizational Performance and Outcomes

**ASSIGNMENT: WEB-BASED DISCUSSION / VOICE THREAD GUIDELINES**

PURPOSE: To share your insights and express your views and learning related to group discussion assignment that is a part of certain modules.
Reflective, scholarly discussion in discussion postings and Voice Thread (VT) comments is expected. Students will be graded on their contributions to the web-based discussions and Voice Threads. Each week (or in each two-week) discussion/VT, students are expected to contribute one main posting or VT comment with approximately 200 words and one response or VT comment with approximately 100 words to another students posting.

Postings /VT Comment should address the following:
1. Answer all portions of the posted questions.
2. Clearly state the main idea of the point that is being made.
3. Use appropriate grammar and complete sentences.
4. Include supporting detail for the main idea, give example(s).
5. Posting or VT comment must include a scholarly reference (citation) that is not originally the authors with citation of the author’s last name and date or the web-site, URL.
6. Connect your postings/VT comments to the text reading or other course concepts.
7. Students should participate by posting or commenting on time.

<table>
<thead>
<tr>
<th>Due dates for ONE-WEEK discussion</th>
<th>Due dates for TWO-WEEK discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Posting/VT Comment: Wednesday midnight</td>
<td>First posting/VT comment: Friday of first week at midnight</td>
</tr>
<tr>
<td>Second Posting/VT comment: Saturday midnight</td>
<td>Second posting/VT comment: Friday of second week at midnight</td>
</tr>
</tbody>
</table>

ASSIGNMENT: GRANT PROPOSAL
PURPOSE: To develop a grant proposal pertinent to a clinical setting (actual or desired) to facilitate learning about the grant-writing process, about what elements are included in the proposal, and steps to take to be successful in submission of a complete proposal. The grant is written as if the student is the leader in a health care setting.

Example: In your agency, assessment data indicates that there is a need for a shelter for homeless people in the community. You develop a grant proposal requesting funds to start such a project.
OR recall the community health nursing project you completed in Nursing 4120. Perhaps one of your interventions could be the basis of a grant proposal.

Guidelines for the paper:
1. The paper must be typed.
2. Utilize the Minnesota Common Grant Application form or an actual application form (approved by the instructor).
   Include the Application form with the information to be handed in.
3. The paper should include:
   a. The Application Cover Sheet
   b. Proposal Narrative (3 pages maximum)
   c. Organization Information
   d. Purpose of the Grant
   e. Evaluation
   f. Description of Key Staff
   g. Project Budget Sheet

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Total Points</th>
<th>Awarded Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Application Cover Sheet</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Proposal Narrative</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>(3 pages maximum)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization Information</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Purpose of the Grant</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Evaluation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Description of Key Staff</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Project Budget Sheet</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

ASSIGNMENT: ELEVATOR SPEECH
Purpose: To develop skill in stating a position concisely and convincingly.
**Content:** Please refer to the following website for guidance in preparing your elevator speech:
http://bschool.pepperdine.edu/career/content/elevatorspeech.pdf. In this file please disregard the time of 30 seconds and 90 words. Follow the requirements in the instructions below.

**Presentation Due Date:** You should be prepared to deliver your elevator speech to your classmates during the last on-campus session.

**Submit:** Write your script and submit the paper via the Assignment Drop box by midnight the day after the last on campus class.

**Length:** Speech should be less than two minutes, Paper no more than one page, single spaced with limit at approximately 200 words.

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Possible Points</th>
<th>Awarded Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of self</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Establishment of credibility</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Crisp description of issue</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Justification of importance of issue</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>What the recipient is asked to do</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Offer of further discussion or contact information</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Appropriateness for target audience</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td></td>
</tr>
</tbody>
</table>

**COURSE POLICIES** (Grading, attendance, etc):
Please refer to your BSU Department of Nursing Resource Manual at http://www.bemidjistate.edu/academics/departments/nursing/publications/ for academic and department policies and procedures. **You are strongly encouraged to refer to these documents frequently.**

**COMMUNICATIONS:**
- It is the policy of BSU that administrative communications between the University and University students shall be done using University assigned email addresses. It shall be the responsibility of each student to monitor the University assigned email account for communications from the University.
- You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends.
- For web-based courses, it is expected that you will spend the amount of time you would have spent in class plus 2-3 hours of homework/credit.
- Upon request this document or any other course materials can be made available in alternate formats. Please contact the department of nursing at 218-755-3860 or for assistance for TTY communication, contact the Minnesota Relay Service at (612) 297-5353 or 1-800-627-3529 and ask them to contact us at department of nursing at 218-755-3860.

**ACADEMIC INTEGRITY:**
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.

**STUDENTS WITH SPECIAL NEEDS:**
Upon request this document can be made available in alternate formats. Please contact Kathi Hagen at Disabilities Services at (218) 755-3883 for assistance or the AUC Office at 262-6753 or (800) 369-4970.

**PROJECTED COURSE SCHEDULE**
*Week begins on Sunday and ends on Saturday*
*Schedule is subject to change per instructor discretion*

<table>
<thead>
<tr>
<th>Date</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 9</td>
<td>Introductions</td>
<td>Seminar</td>
</tr>
<tr>
<td>On campus</td>
<td>Review Syllabus</td>
<td>Small group activity in class</td>
</tr>
<tr>
<td>Jan 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Duluth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jan 13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cambridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td></td>
<td></td>
</tr>
<tr>
<td>January 15</td>
<td>Ch 2: Health Care Policy, Legal Issues and Ethics in Health Care</td>
<td>Finkelman Chapter 2 and/or PPT Online discussion</td>
</tr>
<tr>
<td>Date</td>
<td>Content</td>
<td>Assignments</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week Three</td>
<td>Ch 3: Change and Decision Making</td>
<td>Finkelman Chapter 3 and/or PPT Voice Thread comment</td>
</tr>
<tr>
<td>January 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td>Ch 5: Health Care Financial Issues</td>
<td>Student Nurses Day on the Hill Thursday Feb 2 10 am to 3 pm – St Paul Capitol Finkelman Begin Chapter 5 and/or PPT Work on ATI modules</td>
</tr>
<tr>
<td>January 29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Five</td>
<td>Ch 5 Continued</td>
<td>Finish Chapter 5 and 4 pp 109 – 125 and/or PPT Review links and files in Content Voice Thread discussion</td>
</tr>
<tr>
<td>Feb 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Six</td>
<td>Ch 4 &amp; 6: Organizational Structure for Effective Care Delivery; Acute Care Organizations</td>
<td>Finkelman Chapter 6 and/or PPT Work on ATI modules</td>
</tr>
<tr>
<td>Feb 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Seven</td>
<td>Ch 7: Managing Patient-Centered Care</td>
<td>Finkelman Chapter 7 and/or PPT Work on ATI modules</td>
</tr>
<tr>
<td>Feb 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Eight</td>
<td>Ch 8: Diversity and Disparities in Health Care</td>
<td>Finkelman Chapter 8 and/or PPT ATI Modules Completed with CE units due to Drop Box midnight Saturday Mar 3 Online Discussion</td>
</tr>
<tr>
<td>Feb 26</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Nine</td>
<td>SPRING BREAK!!!</td>
<td>Relax...</td>
</tr>
<tr>
<td>Mar 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Ten</td>
<td></td>
<td>View the “Sick Around the World” video (below) BEFORE coming to class on campus. Use this link: <a href="http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/">http://www.pbs.org/wgbh/pages/frontline/sickaroundtheworld/</a> Concept mapping group activity Writing Grants Overview</td>
</tr>
<tr>
<td>Mar 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 15 Duluth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mar 16 Cambridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Eleven</td>
<td>Ch 9: Recruitment and Retention: Meeting Staffing Requirements</td>
<td>Finkelman Ch 9 and/or PPT Online discussions</td>
</tr>
<tr>
<td>Mar 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Ch 14: Delegation of Effective Outcomes</td>
<td>Finkelman Chapter 14 and/or PPT Online discussions /Voice Thread</td>
</tr>
<tr>
<td>Mar 25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Ch 17 Implementing Health Care Quality Improvement</td>
<td>Finkelman Chapter 17 and/or PPT Online discussions</td>
</tr>
<tr>
<td>Apr 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Writing Grants</td>
<td>Grant proposal assignment due to Drop Box April 14 at 11:59pm</td>
</tr>
<tr>
<td>Apr 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Fifteen</td>
<td>Communication Skills</td>
<td>On Campus Elevator Speech in class Submit written script to drop box by midnight on the day after on campus class Communication exercise or Focus Group – TBD</td>
</tr>
<tr>
<td>Apr 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On Campus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 19 Duluth</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apr 20 Cambridge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week Sixteen</td>
<td>Wrap Up</td>
<td>Complete course evaluations</td>
</tr>
<tr>
<td>Apr 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of April 29</td>
<td></td>
<td>Complete course evaluations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pinning and Commencement</td>
</tr>
</tbody>
</table>
BSU Curriculum Forms

Form 5

Program Modification Form

**Program to be modified:** Nursing, B.S. major RN To Baccalaureate Track

<table>
<thead>
<tr>
<th>Program Change</th>
<th>Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 4100 Nursing Research</td>
<td>dropped and replaced with NRSG 4101 Nursing Research, RN-BS.</td>
</tr>
<tr>
<td>NRSG 4200 Nursing Leadership and Management</td>
<td>dropped and replaced with NRSG 4210 Nursing Leadership and Management.</td>
</tr>
<tr>
<td>NRSG 3200 Health Education</td>
<td>added</td>
</tr>
</tbody>
</table>

**Reason(s) for the change(s):**
Both courses will remain in the 4 year nursing major track program. This change will clarify, for the students, which course to register for and will allow the content to respond to the different learning needs of each track. NRSG 3200 Health education will be added. This response to a need from the healthcare community for RN to understand and be able to complete patient education. This will increase the program credits from 33 to 36.

**Note:** In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog (http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at (http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

**Note:** If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:
The course's home department/program was notified of the addition or dropping of their course(s) on ________ (date) by _________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

**Note:** If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

**Alert:** Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog (http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Nursing, B.S. major

Required Credits: 33-36
Required GPA: 2.25

I ADMISSION TO THE MAJOR
Lower division preparation in nursing is required prior to submitting an application for the major. Applicants must:
*Be a graduate of a state approved associate degree or diploma nursing program.
*Be licensed to practice as a registered nurse in Minnesota or be a graduate with license pending.
*Be formally admitted to Bemidji State University via the Admissions Office.

II PROGRESSION
All individual nursing courses applied to the upper division major requirements must reflect a letter grade of C or better.

III REQUIRED NURSING COURSES
COMPLETE THE FOLLOWING COURSES:
- NRSG 3100 Concepts Of Nursing And Health Care (3 credits)
- NRSG 3140 Advanced Health Assessment (3 credits)
- NRSG 3150 Integrative and Cultural Nursing (3 credits)
- NRSG 3200 Health Education (3 credits)
- NRSG 3300 Health Care Policy, Finance, and Regulatory Environments (3 credits)
- NRSG 4100 Nursing Research (3 credits)
- NRSG 4101 Nursing Research RN-BS (3 credits)
- NRSG 4116 Community and Family Health Nursing (4 credits)
- NRSG 4120 Nursing Practicum: Community (3 credits)
- NRSG 4200 Nursing Leadership And Management (3 credits)
- NRSG 4210 Nursing Leadership And Management RN- BS (3 credits)
- NRSG 4240 Evidence, Practice, and Profession (3 credits)

COMPLETE THE FOLLOWING COURSE:
- NRSG 3240 Information Management and Collaborative Communication (3 credits)

COMPLETE THE FOLLOWING COURSE:
COMPLETE AT LEAST 2 CREDITS OF THE FOLLOWING:
- NRSG 3920 Directed Group Study (1-4 credits)
SUGGESTED SEMESTER SCHEDULE FOR NURSING MAJOR, B.S.
RN to Baccalaureate Track

Junior
- NRSG 3100 Concepts Of Nursing And Health Care (3 credits)
- NRSG 3140 Advanced Health Assessment (3 credits)
- NRSG 3150 Integrative and Cultural Nursing (3 credits)
- NRSG 3240 Information Management and Collaborative Communication (3 credits)
- NRSG 4100 Nursing Research (3 credits)

Junior or Senior
- NRSG 3300 Health Care Policy, Finance, and Regulatory Environments (3 credits)
- NRSG 3200 Health Education (3 credits)
- NRSG 3920 Directed Group Study (1-4 credits)

Senior
- NRSG 4101 Nursing Research RN-BS (3 credits)
- NRSG 4116 Community and Family Health Nursing (4 credits)
- NRSG 4120 Nursing Practicum: Community (3 credits)
- NRSG 4200 Nursing Leadership And Management (3 credits)
- NRSG 4210 Nursing Leadership And Management RN-BS (3 credits)
- NRSG 4240 Evidence, Practice, and Profession (3 credits)
BSU Curriculum Forms

Form 8

Signatures

___ Nursing Curriculum Committee, Nancy Hall / Assistant Professor / 01.14.2014

Proposer / Title / Date

___ Sarah Tarutis / Chair BSU Nursing / 01.14.2014

Chair or Director / Department or Program / Date

Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty." -- IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

___ Jeanine E Gangeness / School of Nursing / 01.14.2014

Dean / College / Date

[Note: at this point, packet goes to Academic Affairs Office.]