PURDUE UNIVERSITY
REQUEST FOR ADDITION, EXPIRATION, OR REVISION OF A GRADUATE COURSE
(500-600 LEVEL)

DEPARTMENT: Nursing
EFFECTIVE SESSION: Fall 2010

INSTRUCTIONS: Please check the items below which describe the purpose of this request.

☐ 1. New course with supporting documents (complete proposal form)
☐ 2. Add existing course offered at another campus
☐ 3.Expiration of a course
☒ 4. Change in course number
☒ 5. Change in course title
☐ 6. Change in course credit/type
☐ 7. Change in course attributes
☐ 8. Change in instructional hours
☐ 9. Change in course description
☐ 10. Change in course requisites
☐ 11. Change in semesters offered
☐ 12. Transfer from one department to another

PROPOSED:

Subject Abbreviation: NUR
Course Number: 650
Long Title: Concepts for the Nurse Executive Creating an Environment for Professional Practice
Short Title: Nrs Exec Practice

Abbreviated title will be entered by the Office of the Registrar if omitted. (22 CHARACTERS ONLY)

TERMS OFFERED:
Check All That Apply:
☐ Summer
☐ Fall
☐ Spring

CAMPUS(ES) INVOLVED
☒ Calumet
☒ Ft. Wayne
☒ Indianapolis
☐ Cont Ed
☐ Tech Statewide
☐ N. Central
☐ W. Lafayette

CREDIT TYPE

1. Fixed Credit: Cr. Hrs.: [ ] 2. Variable Credit Range: Minimum Cr. Hrs.: To [ ] Or [ ]
3. Equivalent Credit: Yes [ ] No [ ]
4. Thesis Credit: Yes [ ] No [ ]

COURSE ATTRIBUTES:
Check All That Apply
7. Registration Approval Type
8. Variable Title
9. Remedial
10. Honors
11. Full Time Privilege
12. Off Campus Experience

INSTRUCTIONAL TYPE

- Lecture
- Recitation
- Presentation
- Laboratory
- Lab Prep
- Studio
- Distance
- Clinic
- Experiential
- Research
- Ind. Study
- Pract/Observ

Minutes Per Mta Meetings Per Week Weeks Offered % of Credit Allocated Delivery Method (Asyn. or Syn.) Delivery Medium (Audio, Instr., Live, Text-Based, Video)

Cross-Listed Courses

COURSE DESCRIPTION (INCLUDE REQUISITES):

P or C: NUR 521
Examines and applies the fundamental constructs of transformational leadership for the nurse executive. Focuses on attaining a thorough understanding and ability to operationalize ideas and concepts that will guide each student’s knowledge development, critical thinking related to leading and managing others.

Calumet Department Head: [Signature] Date: 12/9/05
Calumet School Dean: [Signature] Date: 4/21/09

Calumet Undergrad Curriculum Committee: Date
Calumet Chancellor: Date

Ft. Wayne Department Head: [Signature] Date
Ft. Wayne School Dean: [Signature] Date

Ft. Wayne Undergrad Curriculum Committee: Date
Ft. Wayne Chancellor: Date

Indy Department Head: [Signature] Date
Indy School Dean: [Signature] Date

Graduate Council Secretary: Date

Graduate Area Committee Convener: Date
Graduate Dean: Date

West Lafayette Department Head: [Signature] Date
West Lafayette College/School Dean: [Signature] Date

West Lafayette Registrar: Date

OFFICE OF THE REGISTRAR
To: Purdue University Graduate Council
From: Faculty Member: Nila Reimer
Department: Nursing
Campus: FW
Date: January 29, 2009
Subject: Proposal for New Graduate Course-Documents Supporting Registrar's Form 40

Contact information if questions arise
Name: Susan L. Ahrens
Phone Number: 260-481-6278
E-mail: ahrenss@ipfw.edu
Course Number: NUR 650
Campus Address: Neff B50-U
Course Title: Concepts for the Nurse Executive Creating an Environment

A. Justification for the Course
   ☐ Explain how this course relates to other courses offered in the department or other departments and how this course fulfills a recognized need.
   ☐ This course is intended primarily for students

B. Level of the course:
   ☐ Justify request for graduate course level by indicating anticipated enrollments of undergraduate and graduate students.
   Anticipated Undergraduate Student Enrollment:
   Anticipated Graduate Student Enrollment:

C. Prerequisites: (If none, please explain reasons for absence)
   ☐

D. Course Instructor:
   ☐ Instructor's Name

E1. Course Outline:
   ☐ (An outline of topics to be covered and an indication of the relative emphasis or time devoted to each topic is necessary. If laboratory or field experience is involved, the nature of this component should be explained as well).

E2. ☐ Method of Evaluation or Assessment:

F. Reading List:
   ☐ A reading list or bibliography should be limited to material the students will be required to read in order to successfully complete the course. It should not be a compilation of general reference material.
Course Subject Abbreviation and Number: NUR 650

Course Title: Concepts for the Nurse Executive Creating an Environment for Professional Practice.

Justification for the Course:

1. Explanation of the need for the course: A foundational course for the Nurse Executive Track of the graduate program. The concepts presented in this course are important in understanding the ways in which a Nurse Executive leads a group and creates an environment for quality patient care.

2. Contribution of the course to existing fields of study: This is the first of three courses that prepare the student to understand and assume the role of the Nurse Executive. These courses prepare the student to undertake the two practicum courses.

3. This course is intended primarily for students (choose one):

   X [] From within this department OR [] From other departments

A. Learning Outcomes and Method of Evaluation or Assessment:

   Describe the course objectives and student learning outcomes that address the objectives.

Upon successful completion of this course, the student is able to:

Outcomes:
1. Successfully complete the Lominger Sort and develop an action plan using the Lominger planning manual.
2. Attend at least 80% of the class and actively participate in classroom discussion.
3. Complete a scholarly paper on professional practice models and leadership concepts and obtain at least 80%.
4. Submit a reflective journal related to leadership that demonstrates weekly journaling.
5. Prepare and submit a 10 minute PowerPoint presentation on your professional practice model.

Describe the methods of evaluation or assessment of student learning outcomes:

1. Quality Class Participation
2. Professional Practice Model Paper
3. Leadership Concept Analysis
4. Presentation-Leadership Project
5. Leadership Self-Assessment & Plan
6. Weekly Journaling/Reflection

10% (10 points)
25% (25 points)
25% (25 points)
25% (25 points)
15% (15 points)
pass/fail
Identify methods of instruction

- Lecture
- Recitation
- Presentation
- Laboratory
- Lab Prep
- Studio
- Distance
- Clinic
- Experiential
- Research
- Ind. Study
- Practicum/Observation
- Seminar

B. Level of the Course:

1. Justify the level of the proposed graduate course including statements on, but not limited to, the target audience, rigor of the course, and expected learning outcomes. Nursing 650 is directed at the graduate nursing student who has had nursing theory as a pre-requisite course. The student in this class has determined that the area of specialization is in the nurse executive role. It is expected that students produce work that is high quality and scholarly.

2. Indicate the anticipated number of undergraduate and graduate students who will enroll in the course. 20-40

C. Prerequisites:

1. List prerequisite courses by subject abbreviation, number, and title. No
2. List other prerequisites and/or experiences required.
3. Graduate of an accredited nursing program with a 3.0 GPA; Licensed to Practice in Indiana; or departmental approval
4. If no prerequisites-explain their absence. This course is also offered as part of a certificate program for nurses who have a B.S that is non-nursing
D. Course Instructor
   1. Name, Rank, and department/program affiliation
      Professor Nila Reimer
      Continuing Lecturer
      260-481-6015
      reimern@ipfw.edu
      Neff B50J

   2. Is the instructor currently a member of the Graduate Faculty? ___yes ___x__no
      (If no, indicate when it is expected that a request will be submitted.)
      Will be taking the required course Spring 2009 and apply for Graduate Faculty Status.

E. Reading List:
   Required primary reading list.
      Boston: Jones and Bartlett Publishers.
      Press.
      leadership (2nd ed.). Boston: Jones and Bartlett Publishers.

F. Library Resources:
   Students will be completing a scholarly paper which will require library searches. They may
   need assistance from the librarian
   Reserve readings will be requested from librarian

G. Course Syllabus: attach at this point.
Indiana University-Purdue University Fort Wayne
College of Health and Human Services
Parkview Department of Nursing
NUR 650

Concepts for the Nurse Executive Creating an Environment for Professional Practice.

Pre- or Co-requisite: None. Graduate Status or Departmental Approval

Course Credits and Hours: 3 credits

Faculty: Professor
Nila Reimer
260-481-6015
reimern@ipfw.edu
Neff B50J

Required Textbooks:


Course Description: Examines and applies the fundamental constructs of transformational leadership for the nurse executive. Focuses on attaining a thorough understanding and ability to operationalize ideas and concepts that will guide each student’s knowledge development, critical thinking related to leading and managing others.

Course Objectives:

1. Analyze and apply the concepts of transformational leadership in the role of the nurse executive in the areas of critical thinking, change theory, conflict management, risk-taking, decision-making, managing errors, crisis management, emotional competence, coaching and creating an environment of creativity, innovation, and hopefulness.

2. Apply the concepts of self-reflection and personal growth in the development of the nurse executive role.

3. Analyze the concepts related to the role of the nurse executive in visioning, designing and implementing a professional nursing practice model.

4. Interpret the results of a self-assessment of leadership skills into an action plan for self-growth.

5. Develop effective problem solving strategies in the role of the nurse executive.

6. Develop, analyze, and apply in-depth, scholarly knowledge of leadership concepts to use in the role of the nurse executive.
### Topical Outline:

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| One       | Course Introduction  
Student/faculty introduction  
A New Age Leader | Chapter 1 *  
Purchase Journal |
| Two       | Self-Assessment Testing – Deb Stam  
Thriving in Complexity | Chapter Two  
Start journaling |
| Three     | Self-Assessment Review – Deb Stam  
Leader As Peacemaker: Conflict Management in the Workplace | Chapter 3  
Journal about a recent conflict  
How did you handle it? How would you like to be better? |
| Four      | Crisis Management: Leading Constant Change | Chapter 4  
Start reading Peace and Power text  
Journal about your feelings of change  
Self-Assessment Due. |
| Five      | Living Leadership: Assessing Risk and Vulnerability | Chapter 5  
Continue Reading Peace and Power  
Journal about how much risk you are comfortable with |
| Six       | Professional Practice Models | Chapter 5  
Finish Peace and Power  
Selected Readings  
Journal about your leadership values |
| Seven     | Healing Brokenness - Ensuring Quality  
& Creating a Culture of Safety | Chapter 7  
Journal about experiencing an error |
| Eight     | No class – Fall break! | Catch up on reading. |
| Nine      | Emotional Competence: A Vital Leadership Skill | Chapter 8  
Start Reading Dye text and take test p. 183.  
Journal about your results and what they mean to you |
| Ten       | Toxic Organizations and People  
Is there a bully on your unit? | Chapter 9  
Readings  
Finish Dye  
Journal about the bullies in your life. |
| Eleven    | The Leader As a transformer  
Coaching and Mentoring | Chapter 10  
Professional Practice Model Papers Due |
| Twelve    | Critical Thinking and Problem Solving  
Innovation Leadership | Selected Readings  
Chapter Six |
| Thirteen  | Presentations  
The Leader as the Symbol of Hope | Chapter 11  
Presentations Due |
| Holiday! Have a good one! | Enjoy your family | Enjoy celebrating our past! |
| Fourteen  | A New Spirit of Leadership | Chapter 12  
Leadership Concept Analysis Papers Due |
| Fifteen   | Wrap up  
Preparations for next semester | Bring your journals for me to examine. |

* Malloch, K., & Porter-O'Grady, T. (2007) text unless otherwise stated
**Methods of Instruction:**
Self-assessment, self-reflection, journaling, lecture, discussion

**Course Requirements:**
Computer with internet access, computer account at IPFW, and system profiles as required by Distance Learning.

**Evaluation Methods:**
- **Quality Class Participation** 10% (10 points)
- **Professional Practice Model Paper** 25% (25 points)
- **Leadership Concept Analysis** 25% (25 points)
- **Presentation-Leadership Project** 25% (25 points)
- **Leadership Self-Assessment & Action Plan** 15% (15 points)
- **Weekly Journaling/Reflection** pass/fail

Class Participation
Class participation is a valuable part of the learning process at the graduate student level. This means that every student needs to be prepared for class and contribute meaningfully to the discussion. Being prepared for class means that the student has read the assigned readings and comes to the class with ideas of how the learning acquired from the reading and studying can be applied in the work setting.

Leadership Concept Analysis
The purpose of this paper is to analyze a concept for nursing leadership using an accepted concept analysis process. The student will gain valuable insight and understanding about leadership from this process. The previous guidelines for a graduate level paper apply to this paper.

Select a concept of interest from the list. Provide the reader with an introduction of the importance of the concept to your understanding of leadership and to nursing in general and then analyze the concept using the following guidelines:

1. Define the concept-in the process of defining the concept, it should contain definitions from accepted sources such as a dictionary, research, experts.
2. From the definitions above, identify those aspects of the definition that are common to all. These are the critical attributes—what are they? Why did you select them?
3. From the critical attributes provide the reader with examples that identify first of all a model or exemplar case (contains all the attributes); a borderline case (some but not all of the attributes); a contrary case (the opposite of the attributes); and lastly an illegitimate case (a word or idea that is the same, but is used differently). The cases help further refine/identify what your concept is and is not.
4. Write 3-4 statements or propositions about your concept (definitions and relationships of the concept to other concepts should be included).
5. Discuss how the concept would be used in a management setting.
6. Provide a clinical example of the concept in question.
7. Discuss how the leadership concept expands a nursing understanding of modern leadership.

Concept List:
*Please note that you can select any other concept with approval of instructor*

Leadership
Empowerment
Safety
Quality
Efficiency
Management
Autonomy
Organization
Care Delivery
Mission
Values
Strategic Planning
Politics

Concept Analysis Outline-use this outline from Walker and Avant for your paper to ensure that all points are covered.
1. Select a concept
2. Determine the aim of the analysis
3. Identify the uses of the concept-as many as can be found
   Consider all aspects of the term
   Literature review
   Determine for the purposes of use for the concept, which definitions are practical to use.
4. Determine from #3, what are the defining attributes or list of characteristics/criteria for the concept.
5. Develop model cases
   Real life examples which contains all the attributes of the concept and none of any other concept.
6. Construct additional cases which promote further understanding of the concept-
   Borderline-contains some of the attributes being analyzed but not all
   Related-related to the concept being analyzed but do not contain the defining attributes.
   Contrary-contains none of the attributes and clearly not the case
   Invented-constructed using ideas outside our experience, i.e, science fiction
   Illegitimate-an improper use of the concept (not always included).
7. Identify antecedents and consequences to identify social contexts in which concept is used and to further refine the defining attributes.
   Antecedents occur prior to concept occurrence..
   Consequences occur as a result of the concept.
8. Empirical referents
   The ways in which your concept can be measured (observation, pen and paper test, machine or instrument).
9. Statements
   Provide a defining propositional statement (s).
   Provide two relational statements.

Professional Practice Model Paper
The purpose of this paper is to demonstrate an understanding of a professional practice model for nursing-at the graduate level. A graduate level paper demonstrates evidence of an in-depth research and understanding of the ideas being presented. It is written in formal language (in the third person and using professional language) and follows an accepted format, in this case APA.
The paper should discuss the model you have chosen for your unit (make sure that you include the outcomes you would expect and how you would measure your outcomes.
This paper should be written about professional practice models for nursing and should discuss the model followed by a discussion of how a nursing leader might implement a model in an organization that does not have one. Ideas to take into consideration would be:
1. The model to adopt, (the five w’s; who, what, where, when, and why).
2. The rationale for selecting the model.
3. The implementation process (includes key players, how to get staff involved and how to develop leaders/staff). Think about the individuals who would need to approve the model.
4. How do you get upper administration to approve the model?
5. How would you get physician acceptance?
6. How would you measure the results of your model? What outcomes would you expect from the model you selected?
7. Your theoretical framework or conceptual model.

Professional Practice Model Presentation
Based on your paper, develop a 10 minute presentation using Powerpoint. You will submit this presentation in Blackboard.

Leadership Self-Assessment and Action Plan
After taking the Lominger sort, students will select one area of improvement and submit the Lominger action plan.

Weekly journaling/Self-reflection
Find a writing journal. Students who are attending via distance education may want to use Word to do their journaling so they can submit it via blackboard. Students are to journal-at least-one entry per week on the topic identified. Students can use a variety of journaling processes such as free association, poetry, discussion, writing a letter to journal. The journal will be submitted at the end of the course as a pass/fail grade.

Department Announcements:

Communication
The official university communication is by IPFW e-mail using the university student e-mail address. E-mail includes information sent to the nursing listserv. Students must maintain the mailbox, including sufficient space to receive e-mails. Students are responsible for information sent via e-mail.

Services for Students with Disabilities
If you have a disability and need assistance, special arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (Walb, room 113, telephone number 481-6658), as soon as possible to work out the details. For more information, please visit the web site for SSD at http://www.ipfw.edu/ssl/

Classes in the nursing program will be canceled:
A. At all instructional sites if IPFW is officially closed by the administration of the university, or
B. At the practicum or clinic site if it is closed by officials of that institution.
Decisions to close IPFW and practicum/clinical sites are left to the chief administrators of those respective facilities. In the event of inclement weather, listen to local radio or television announcements, go to www.ipfw.edu (a notice will appear at the top of the page), or call the campus weather emergency number, 481-6050 or 481-5770 for a recorded message.

Plagiarism
According to the American Psychiatric Association (2001), plagiarism is the representation of another authors work as your own. Additional clarification of plagiarism is found in the following statements, from the American Psychological Association (2001):

Quotation marks should be used to indicate the exact words of another author. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to credit the source in the text. The key element of this principle is that an author does not present the work of another author as if it were his or her own work (p.349).

The Plagiarism Policy of the nursing department indicates that any student who plagiarizes has committed academic dishonesty and misconduct which may lead to dismissal from the program or college. Any student, who has been identified to have plagiarized will receive a zero for that assignment.

Graduate Grading Scale:

90 – 100 A
80 – 89 B
70 – 79 C
Below 70 F

Graduate Handbook
As a student you are responsible for all policies contained in the Graduate Handbook online. These policies include:

Student Progression
Grade appeal
Attendance
Student Conduct and Attire
Confidentiality

As information changes repeatedly, frequent and regular checking is important.

Resources:
Resources available at IPFW are found on the IPFW website. A few resources are listed below.

The Writing Center at IPFW (http://www.ipfw.edu/casa/writing/)
You can improve your writing for any class by discussing your writing with a knowledgeable peer writing consultant in the Writing Center, Kettler G19. The staff will help you brainstorm, develop, and organize your ideas, work on issues of meaning and style, and learn to polish and edit your final draft. The Center is not a proofreading service; improving your writing takes time. To get the most from your visits: (a) sign up on the board outside KT G19 for 30 or 50 minute free appointments; (b) bring assignment, due dates, questions, ideas, and draft (if you have one); come early in the writing process, and (d) come regularly.

Additional Resources for Writing
About APA Style http://apastyle.apa.org/
APA Style Tips http://www.apastyle.org/styletips.html
Electronic References http://www.apastyle.org/elecref.html

The Online Learning Environment
To participate in an on-line course you must have Internet access. Before you start your course, it is expected that you are proficient with using basic Internet functions, such as using e-mail, searching the Web and using browsers. If you do not have a home computer and access to the Internet, you may use the IPFW student labs with a proper user ID, your local public library or a designated learning center, which are located around the state of Indiana.

To know the technical needs for using the IPFW Online Learning Environment, you can access this information at: http://www.ipfw.edu/dlearning/technical.shtml

Great Expectations: A Master Level Student:
This is a Master’s level course. As such, the faculty have expectations of learning behaviors that are important to achieving the objectives of the course and that are a part of being a good leader. Rather than ‘spring them on you’ in fairness to you, the following are some of these expectations:

1. Plan carefully your schedule to ensure that you are able to attend class on time.
2. Schedule sufficient time to complete the assignments. Assignments have been carefully chosen to ensure that you have a good learning experience, but also that the reading is realistic.
3. Share with the faculty any life circumstances that interfere with your ability to complete an assignment so that you and the faculty member can come up with an alternate plan.
4. Ask clarifying questions if unsure of expectations.
5. Challenge yourself to become a life-long learner. It is a wonderful thing to be a life-long learner. Learning new ideas and concepts is exiting.
6. Write papers that reflect meeting objectives and scholarly work using APA format.
7. Support your ideas and opinions with reference citations using evidence-based supporting information when writing papers.

8. Seek university resources to help you write in a scholarly manner. It is not unusual for nursing students who are returning to school to have struggles with writing. Nurses are socialized to write in bullet points, checklists, and one word ideas. Use and outline when developing your paper and plan to finish with enough time to get feedback from the writing center.

9. Write scholarly papers in third person. According to APA, there are some exceptions to this and your faculty will let you know if it is ok to write in first person. The APA manual has some great suggestions for ways to write in the third person which do not use, ‘this writer’ or ‘this author’ all the time.

10. Provide feedback for identifying your optimal method of learning. It is the faculty members’ position to provide you with feedback and empower you to have a good learning experience.

11. Read the assignments in the course. The assigned readings are critical to your understanding and mastery of the knowledge and skills you need as an advanced nurse practitioner. Please keep in mind that this is minimal reading and that you need to develop and embrace reading as a way to continually expand your worldview.

12. Integrate evidence-based practice that is essential to professional nursing.