

Syllabus

Course Syllabus	
Instructor Information	Pat Matula HBB 33 Phone: 610-606-4666 ext 3738 Office hours: Wednesdays after class Email: pmatula@cedarcrest.edu
General Course Information	NUR541 Organization and Structure of Nursing Care Delivery Systems Second year, fall semester 2009 3 Credits 42 classroom hours Prerequisite courses: All core and clinical courses
Required Textbooks	Roussel, L. (2009). <i>Management and leadership for nurse administrators</i> . Boston: Jones & Bartlett. Porter O'Grady, T., & Malloch, K. (2007). <i>Quantum leadership. A resource for health care innovation</i> (2nd ed.). Boston: Jones & Bartlett. Malloch, K., & Porter O'Grady, T. (2009). <i>The quantum leader. Applications for the new world of work</i> (2nd ed.). Boston: Jones & Bartlett.
Course Description	This course will introduce the student to leadership and management theory, the roles of the nurse administrator, the organizational structure of health care delivery systems, care delivery models, the planning process, program evaluation methods, and the effects of national and international health care policy on institutions.
Teaching Methods	Lecture, discussion, guest speakers, presentations, web-enhanced assignments
Course Objectives	The objectives of this course are to: <ol style="list-style-type: none">1. Analyze health policy priorities at the local, national and international levels.2. Develop the ability to analyze policies, procedures and clinical practice guidelines for evidence of best practice.3. Develop and apply knowledge of the four facets of organizational structure.4. Understand and apply management theory in practice.5. Understand and apply principles of CQI

- Upon completion of the course, the student will be able to:
1. Identify health policy priorities and their effect on professional nursing.
 2. Incorporate leadership theories in the design, development, implementation and evaluation of quality nursing and health care delivery programs.
 3. Integrate principles of evidence-based practice in the design and implementation of nursing and health care delivery systems.
 4. Apply concepts of structure and planning in the student's area of clinical practice
 5. Apply principles of CQI in clinical practice.
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Withdrawal Date The deadline to withdraw from this course is Monday November 9, 2009 at 4PM.

Methods of Assessment	Analysis of a clinical practice guideline	25%
	Development of a strategic plan	25%
	Analysis of patient outcome data	25%
	Presentation	15%
	Class leadership & participation	10%

Grading Scale	A-	90 - 92
	B+	87 - 89
	B	83 - 86
	B-	80 - 82
	C+	77 - 79
	C	73 - 76
	C-	70 - 72
	D+	67 - 69
	D	60 - 66
	F	below 60

Grading Policies Late assignments will lose 10 points per day.

Grades are calculated to the nearest tenth of a point. Final grades for the course are rounded (example: 88.9 will be rounded to 89; 92.1 will be rounded to 92).

Students may appeal a grade as per college policy. If a student wishes to appeal a paper grade, the paper will be blind-graded by another faculty member and the two grades will be averaged to arrive at the final grade for the paper. Requests for appeals must be made within 7 days of receiving the grade.

Attendance Policy It is expected that students will make every effort to attend and participate in class. If you are unable to attend class, please notify the instructor via email. Attendance and participation count for 10% of your total class grade. Each absence will result in a 7 point deduction from the

participation grade.

Honor Code

Students are reminded to review the Honor Code and Plagiarism statements of Cedar Crest College in the college handbook. Plagiarism is defined as using someone else's ideas, summarizing or paraphrasing someone else's words and representing this information as our own. Examples of plagiarism include turning in someone else's paper under one's own name with or without additions or modifications, downloading and turning in a paper from the Internet, or including concepts, phrases, sentences, or paragraphs from print or electronic sources—whether verbatim or paraphrased—in one's own paper without proper attribution.

Either plagiarism or careless scholarship, or both, may result in additional points being taken off the grade, so that the grade may be lowered down to and including a 0.

Penalties for academic dishonesty may be even more severe. See "Academic Dishonesty or Plagiarism" in the Student Handbook.

Classroom Protocol

Democratic Classroom: This classroom will be conducted in accordance with the principles of the Democratic Classroom. To the greatest extent possible, we will be in a position of equality in regards to one another. We acknowledge that the professor brings an expertise with regard both to teaching and the subject matter. However, we also acknowledge the individual expertise of each student and encourage each student to bring their own areas of expertise and experience into the classroom. We also acknowledge the fact that the professor has authority by virtue of her position.

Classroom Behavior - Student Rights and Responsibilities: According to the Statement of Student Rights and Responsibilities: Freedom to teach and freedom to learn are inseparable facets of academic freedom. The freedom to learn depends upon appropriate opportunities and conditions in the classroom. Students should exercise their freedom with responsibility so as not to endanger the rights, goals, and beliefs of other students. Appropriate classroom behavior is implicit in the Cedar Crest Honor Code and is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment.

One very important right you have as students is your right to a classroom that is conducive to learning. People vary with respect to the conditions under which they are able to concentrate and learn; background noises or activities you find inoffensive may provide a barrier to another student's ability to follow lectures and/or discussions. Thus, it is part of my responsibility as an instructor, and your responsibility as a student, to help assure that the classroom is as free as possible from unnecessary distractions. Unnecessary distractions include (but are not limited to) disturbances due to cellular phones, pagers, laser pointers, passing notes, and private conversations. **Please turn your cellular phones to vibrate** before entering the classroom. Other distractions include late arrivals, early departures, inappropriate conversations, leaving the classroom during lectures, eating meals, doing work for other classes, dozing, and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

Students who disturb the class in any of these ways (or who engage in any behavior that unnecessarily interferes with another student's learning) will be considered as demonstrating undesirable citizenship, and pursuant to college policy, will be asked to leave class. The student will be considered absent for that class date.

In order to avoid distraction, the last row of seats in the classroom will be reserved for students entering the classroom late.

Classroom Policy: As a class, we agree to abide by the following principles. We will:

- occupy equal positions in the classroom, no one at the head of the class
- listen respectfully when another is speaking
- conduct ourselves respectfully with regard both to verbal and nonverbal communication
- feel free to express differing opinions, but will endeavor to be non-judgmental toward each other
- be patient with one another
- give everyone equal speaking time
- hold all personal information strictly confidential
- all be equally responsible for adhering to these principles

Classroom Expectations: It is expected that every student will:

- come to class prepared
- be alert and attentive in class
- participate in class discussions
- show an interest in the subject
- ask questions when you don't understand
- seek outside sources if you need information
- notify the professor of an absence
- adhere to professional behavioral expectations as outlined in the syllabus and student nursing handbook
- follow chain of command for any student issues as outlined in the student nursing handbook. This implies that all problems related to class will be brought to the attention of the instructor before taking the issue to other sources.

**Special
Accommodations**

In accordance with the American with Disabilities Act, any student has the right to request reasonable accomodation of a disability. Accomodations can be requested and authorized through the Advising Center on campus. Please note that you will need to present documentation of your disability from a qualified person to the Advising Center. It is important to make this request as soon as possible so that we will have time to make necessary arrangements.
