APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR & MINOR

1. Submitted by College of ___________ Nursing ___________________________ Date __7/2/01__

   Department/Division offering course  College of Nursing ____________________________

2. Changes proposed:
   
   (a) Present prefix and number __NUR 912___ Proposed prefix and number __No change__
   
   (b) Present Title _______________ Theoretical Foundations of Nursing and Healthcare Organization__
   
   (c) New Title _______________ No Change
   
   (d) Present credits: ______3________ Proposed credits: ______no change____
   
   (e) Current lecture:laboratory ratio ______ no lab ______ Proposed: ______ no change____
   
   (f) Effective Date of Change: (Semester & Year) ______ Fall, 2001 ___________ 
   
3. To be Cross-listed as _______________ N/A _______________ 

4. Proposed change in Bulletin description:
   
   (a) Present description (including prerequisite(s):

   Students learn the theoretical bases of organizational level structure, dynamics, and strategic management in nursing and health care. The course focuses on analysis and synthesis of organizational theories within the health care environment, and particularly on the impact of values, politics, and market forces on the structure and function of nursing and health care organizations. System level coordination and policy issues are evaluated, and the contributions of nurse executives to improving the health care system are analyzed.

   Prerequisite: NUR 905 Clinical Program Development and Implementation or consent of instructor

   (b) New description:

   No change in course description.

   (c) Prerequisite(s) for course as changed:

   No changes in prerequisites

5. What has prompted this proposal?

   This new course is part of the Doctor of Nursing Practice program. Faculty believe that a distributed learning format will better meet the learning needs of students in this program than a traditional lecture/seminar format would. The learning strategies will include a combination of seminar, technologically-enhanced, and experiential learning activities. This will bring the pedagogy in line with a
distributed learning approach. Such an approach is similar to distance-learning, but differs in that multiple teaching strategies are used (including in-class time) and this methodology is unrelated to distance issues. Instead, students learn when and where they are ready to do so, and in-class sessions emphasize learning strategies that rely solely on face-to-face interaction. Following in-depth work with a national consultant in Jan., 2000, faculty concluded that this approach will permit better matching of the teaching strategies with diverse student learning styles.

6. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:

   No changes in content or teaching objectives.

7. What other departments could be affected by the proposed change? ______ None __________________

8. Will changing this course change the degree requirements in one or more programs? ___No________
   If yes, attach an explanation of the change.*

9. Is this course currently included in the University Studies Program? ___No__ If yes, please attach correspondence indicating concurrence of the University Studies Committee.
   See attachment

10. If the course is a 100-200 level course, please submit evidence (e.g. correspondence) that the community College System has been consulted.

11. Is this a minor change? ___No_____ (NOTE: See the description on this form of what constitutes a minor change. Minor changes are sent directly from the Dean of the College to the Chair of the Senate Council. If the latter deems the change not to be minor, it will be sent to the appropriate Council for normal processing.)

12. Within the department, who should be consulted for further information on the proposed course change?
   Name: ____Dr. Julie Sebastian _______ Phone Extension: ___3-6685________________
Signatures of Approval:

Department Chair: _______________________________ Date: __________________

Dean of the College: _______________________________ Date: __________________

Date of Notice to the Faculty: ________________________________

*Undergraduate Council: _______________________________ Date: __________________

*University Studies: _______________________________ Date: __________________

*Graduate Council: _______________________________ Date: __________________

*Academic Council for the Med. Ctr.: _______________________________ Date: __________________

*Senate Council: _______________________________ Date of Notice to Univ. Senate: __________________

ACTION OTHER THAN APPROVAL: ________________________________

*NOTE: Approval of this change will constitute approval of the program change unless other program modifications are proposed.

**If applicable, as provided by the Rules of the University Senate.

The Minor Change route for courses is provided as a mechanism to make changes in existing courses and is limited to one or more of the following:

- change in number within the same hundred series;
- editorial change in description which does not imply change in content or emphasis;
- editorial change in title which does not imply change in content or emphasis;
- change in prerequisite which does not imply change in content or emphasis;
- crosslisting of courses under conditions set forth in item 3.0;
- correction of typographical errors. (University Senate Rules, Section III – 3.1)

3301C-19&21
Revised: July 17, 1989
NUR 912, Theoretical Foundations of Nursing and Healthcare Organization

A DISTRIBUTED-LEARNING COURSE

**TITLE:** NUR 912 - Theoretical Foundations of Nursing and Healthcare Organization

**CREDIT:** 3 Semester Hours

**COURSE DESCRIPTION:** Students learn the theoretical bases of organizational level structure, dynamics, and strategic management in nursing and health care. The course focuses on analysis and synthesis of organizational theories within the health care environment, and particularly on the impact of values, politics, and market forces on the structure and function of nursing and health care organizations. System level coordination and policy issues are evaluated, and the contributions of nurse executives to improving the health care system are analyzed.

**PREREQUISITES:** NUR 905 Clinical Program Development and Implementation or consent of instructor

**COURSE OBJECTIVES:** The student will:

1. Analyze the structure and dynamics of nursing and healthcare organizations using contemporary organizational theories.
2. Critically evaluate theoretical bases of strategic management and the clinical care delivery implications of strategic choices.
3. Analyze the impact of values and norms, political and market forces on the structure and function of nursing and healthcare organizations.
4. Analyze the impact of ongoing strategic redirections in the nursing workforce.
5. Analyze theoretical bases of interorganizational relationships.
6. Use organizational theories to evaluate the impact of the structure and function of integrated nursing and healthcare delivery systems on the continuum of clinical care.
7. Critically evaluate the contributions that nurse executives can make to improving the health care system.

**LEARNING METHODS:** Lecture, seminar/discussion, student presentations, interviews with nurse and other health care executives, web-based and experiential learning assignments.

**EVALUATION:**

- Nursing workforce analysis paper 35%
- Continuum of care systems analysis paper 35%
- Class participation 30%

**CLASS TIMES:**
This course will use a distributed learning format. Using a block scheduling plan, we will have only 4 class meetings. The remainder of the course will be taught via a web-enhanced format and experiential learning. The on-line portion of the course will be facilitated using Blackboard. Approximately 1/3 of the course will consist of traditional face-to-face class meetings, with the remainder

OFFICE OF SERVICES FOR STUDENTS WITH DISABILITIES:
If there is any student in this class who is in need of academic accommodations and who is registered with the Office of Services for Students with Disabilities, please make an individual appointment with me to discuss accommodations. Upon request, this syllabus can be made available in alternative forms.

ABSENCE POLICIES:
As graduate students, you are expected to assume responsibility for your own learning and attend all classes. Because of the limited number of class meetings, your attendance and participation are required in EACH class meeting. If you must miss a class, you must clear this with me prior to the class meeting date. For the definition of excused absences, please refer to the Student Rights and Responsibilities Handbook, pp. 47-48.

You are entitled to excused absences for the purpose of observing major religious holidays. You must notify the instructor in writing prior to the date specified by University policy. Remember, by missing even one of the class meetings, you will miss 25% of the class time!

CHEATING AND PLAGIARISM:
Academic integrity is strongly supported by the faculty and students at the College of Nursing. Cheating and plagiarism are problems that are viewed with great seriousness by both the College of Nursing and the University. The minimum consequence for either cheating or plagiarism is an "E" in the course.

References


COURSE OUTLINE

Organizational theories and their utility for analyzing nursing and health care organizations – Module 1

**Institutional theory**

**Resource dependence**

**Organizational learning**

Theoretical bases of strategic management and the implications for clinical care delivery – Module 2

Content theories

Process theories

Resource-based theory

Impact of values, norms, political and economic forces on nursing and health care organizations – Module 3

**Interorganizational dynamics and their impact on clinical care delivery – Module 4**

Theoretical bases of interorganizational relationships

**Structure and function of interorganizational relationships**

Legal and ethical issues related to interorganizational coordination of clinical care

Nurse executive contributions to improvements in the health care system – Module 5

**Interdisciplinary dynamics**

**Developing changes in large systems**

**MODULES**

Each module will consist of a core on-line PowerPoint presentation with supplemental activities such as study questions for web-site discussion, web-based tutorials, research spotlight videotapes, and study
messages. I strongly suggest that you stay on schedule with the modules. Each section of modules will be available in Blackboard. Videotapes and other electronic class materials will be available in the Medical Center Audiovisual Library (6th floor, CON Building).

WHAT DOES IT MEAN TO BE A “DISTRIBUTED LEARNING” COURSE?

First:
- This means that some of the course materials are available to you on the web. In-class meetings are scheduled once each month. This does not mean, however, that the course is not interactive. For example, you will participate in several threaded discussions with other class members outside of your study group.
- Computer Requirements: This web-enhanced course requires the following computer hard- and software:
  - Ready computer access with high speed modem or network connection
  - Internet browser -- either Netscape (4.0 or higher) or Internet Explorer (IE) (4.0 or higher)
  - Active e-mail account with attachment capabilities
  - Microsoft Office or MS PowerPoint Viewer

Second:
- It is important to have a basic understanding of how to use the World Wide Web. If you are not comfortable with using the web, please complete the Internet Tutorial by clicking the "hot link".

Third:
- Before beginning the course, your are strongly urged to read the Getting Started section to learn how to get around the Nursing Research Course. To accomplish this task, go to Getting Started on the course homepage.

Fourth:
- You will need to have MS PowerPoint Viewer available. This can be downloaded for free at Microsoft's PowerPoint Viewer Download site. Just Click on the hot link and follow the directions. You will need to save it to your hard drive and then activate it once it is downloaded. Be certain to write down the name of the file being downloaded and where it is being saved. Once it has been fully downloaded, to activate the program you will need to go to the file and click on its icon (picture). Then just follow the directions. If you have any problems or questions, please contact the College of Nursing’s Manager of Instructional Technology, Brenda Ghaelian by e-mail (brenda@pop.uky.edu).

You will also need Acrobat Reader. It can be downloaded for free at Adobe's Acrobat Reader download site. Be certain to write down the name of the file being saved and where it is being saved. This program allows you to read .pdf files. These are special files that I use when I scan certain text and images. You will not be able to access the files without having Acrobat Reader. Follow the same directions as described in PowerPoint Viewer instructions. If you have any problems or questions, please contact Brenda Ghaelian by e-mail (brenda@pop.uky.edu).