New Undergraduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 479

Course Title: Population Health and Leadership
Abbreviated Course Title (≤ 30 chars): Population and Leadership
First Semester to be Offered: Fall 2014
Submitted by: Susan Raph
Submitter’s Contact Info: Phone, Email: 406-771-4441 sraph@montana.edu
Instructor: Sandra Kuntz
Department: Missoula-Kalispell Campus
College: College of Nursing

New Course Review Process

Instructor completes the New Course Packet, with Core information if a Core designation is requested.

Instructor checks for “equivalent” course in the MUS system and recommends a common or unique course number.

Department Head’s signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval.

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.

The New Course Packet (as PDF) is uploaded to the Provost’s Office server for distribution to other committees.

Course requests are sent to Curriculum and Program Committee (CPC). Core reviews are sent to appropriate Core subcommittee. Committees work in parallel when possible to speed approval process. Special topics courses (291, 491) skip the CPC review (limited to two years.)

Provost’s Office reviews the new course request. New courses are submitted to MUS for Common Course Number (CCN) review. Dean and Department informed upon approval.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) require fewer signatures, but cannot be offered more than two times without committee review.

APPROVALS

Submitter: $\text{Signature}$ Date: 9.24.13

Department Head: $\text{Signature}$ Date: 9.20.13

Chair, College Curriculum Comm.: $\text{Signature}$ Date: 9.26.13

Dean: $\text{Signature}$ Date: 9.20.13

Chair, Core Subcommittee (if app.): $\text{Signature}$ Date: 9.26.13

Chair, CPC: $\text{Signature}$ Date: 9.26.13

Assoc. Provost: $\text{Signature}$ Date: 9.26.13
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Qtools/CCN/ccn_default.asp
   
   - If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   - If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>NRSG 479</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbrev. Course Title (≤ 30 char):</td>
<td>Population Health and Leadership</td>
</tr>
<tr>
<td>Credits:</td>
<td>6</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Missoula-Kalispell Campus</td>
</tr>
<tr>
<td>College:</td>
<td>College of Nursing</td>
</tr>
</tbody>
</table>

Is this course “equivalent” to a course in the MUS System?:  ☑️ Yes  ☐ No

Learning Outcomes for the Course:

1. Apply community/population assessment and epidemiological tools to plan care for an aggregate or select group.
2. Utilize evidence-based practice, technology, and information systems to examine best practices and manage care for populations-of-interest or at risk.
3. Examine local health system performance and health policy implications using leadership, management, organizational, and decision-making concepts.
4. Collaborate with individuals, families, communities, and interdisciplin ary/interprofessional partners to improve health outcomes.
5. Organize, manage, and evaluate the functional capacity of a health care team or unit.
6. Delegate, supervise, and evaluate outcomes and quality of nursing care in a healthcare setting.
7. Integrate public health concepts into community health practice: epidemiology, genetics, health planning, health education, environmental health, global health, prevention strategies, and disaster management.
8. Incorporate the Quad Council Competencies for Public Health Nurses and the National Center for Healthcare Leadership standards to enhance clinical reasoning and improve population-based outcomes.
9. Demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope and Standards of Practice, and Social Policy Statements in all class related interactions.
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): NRSG 479
Course Title (for Catalog): Population Health and Leadership
Course Title (for Schedule of Classes, 30 characters, max.): Population and Leadership
First Semester to be Offered: Fall 2014
Restricted Entry/Consent of Instructor Required: Yes ☐ No ☐
Instructor’s GID (last 4 digits only): 2344
Department Offering Course: College of Nursing
College: College of Nursing

Is the requested course number available? (x4155 to check): Yes ☐ No ☐
Frequency of course offering: Annually ☐ Alternate Years, starting _______
Semester(s) offered (check all that apply): ☒ Spring ☐ Summer ☐ Fall ☐
Summer Options (check all that apply): ☐ First 6 weeks ☐ Second 6 weeks ☐ 12 weeks

Credits by mode of instruction:
Lecture: 4
Seminar: ______
Independent Study: ______
Lab/Studio: 2
Recitation/Discussion: ______
TOTAL CREDITS: 6

Primary Mode(s) of Delivery:
☐ Face-to-face ☐ Web-Enhanced (small on-line comp.)
☒ On-Line Only ☐ Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155
to find a time and location for the course.

Assigned Day(s): ☐ M ☐ Tu ☐ W ☐ Th ☐ F ☐ Sa ☐ Su
Assigned Time(s): ______
Assigned Building: ______
Assigned Room: ______
Capacity (room capacity, or enrollment “cap”): ______

Co- and Pre-Requisites – Courses numbered 200 and above
are normally expected to have prerequisites. When listing
multiple prerequisites, please separate courses with “and”
if both are required, or “or” if only one is required.
Prerequisite(s): none
Co-Requisite(s): none

Course Description – Provide a course description of 40
words or less for the MSU Catalog.
The purpose of this course is to apply a population-based,
epidemiological approach to discover risk factors and evidence-based
health promotion and disease prevention practices. Interdisciplinary
leadership and management concepts will be incorporated to guide
improved outcomes for populations.
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

The College of Nursing’s Strategic Plan has two action/tactics that refer to establishing an RN-MN program:

- 1.4.a Participate in state-wide efforts through the Center to Advance Health through Nursing (CAHN) to create seamless nursing education from AD to MN
- 1.4.b Cost-effectively implement an ADN - MN program

Additional faculty and staff resources will be needed to implement this program. The ADRN-MN degree program will require two new undergraduate level courses (12 credits). Additionally, the increased enrollment at the graduate level as students matriculate into the Clinical Nurse Leader courses will result in the need for additional sections of six courses (17 credits) currently offered in the graduate program. This gives the College an additional 29 credits of instruction that we need to support. Based on the 29 additional credits to be taught, the College is requesting an additional 1.7 faculty FTE for a total amount of $103,208. However, since the new ADRN-MN students would not require the addition of all 29 credits to our program in their first year, we are requesting staggered increase to our base budget with 52% ($53,668) added to the FY15 budget, and the remaining 48% ($49,540) distributed to the College for FY16. A .5 FTE staff position (program assistant) is also being requested at the cost of $11,000.

On the revenue side, additional tuition dollars will be generated by the increased number of students (and associated student credit hour generation). Using the 2013/2014 MSU undergraduate resident rate of $222.10/credit and graduate resident tuition rates of $266.50/credit, $129,264 increased tuition revenue would be generated if 10 students were admitted and $193,897 if 15 students were admitted. Tuition revenue will exceed the increased salary costs to the College.
New Undergraduate Course Narrative
Montana State University
Updated August 23, 2012

Please provide the following information in narrative format. Substantive responses to all criteria are required. Although not required, a draft syllabus can also be helpful to the committee in understanding the details of the proposed course.

General Course Information
1. Requested Rubric, Course Number, and Core Designation (if any)

   > NRSG 479

2. Course Title

   > Population Health and Leadership

3. Provide a general description of the course explaining the need for the course, its goals, and its overall structure. This is the most important part of the application and should offer a good sense of what students will experience by taking this class.

   > This course is a required transition course for nurses with an associate degree in nursing (ASN or ADN) admitted to the new RN to MN option being developed by the College of Nursing faculty. The RN-MN option will allow nurses with an associate degree in nursing to move seamlessly into the master’s option following successful completion of three transition courses. The course will provide foundational information that is ordinarily not included in associate degree nursing programs and will prepare the nurse for graduate level nursing courses. The course applies a population-based, epidemiological approach and will help the nurse identify risk factors and evidence-based health promotion/disease prevention practices to a target population. Interprofessional leadership and management concepts will be applied to improve population outcomes. Successful completion of this course and two other transitional courses (GPA of 3.0) is required to convert provisional admission to full admission to the graduate option.

4. Based on what types of student work (e.g., tests, homework assignments, papers, performances, etc.) will grades be determined?

   > The course objectives (below) were approved by the College of Nursing faculty in August 2013. Students will be evaluated on their attainment of the objectives using a variety of methods including papers, response to discussion questions and other individual and group learning activities, and exams.

   1. Apply community/population assessment and epidemiological tools to plan care for an aggregate or select group.
2. Utilize evidence-based practice and technology to examine best practices and manage care for populations-of-interest or at risk.
3. Examine local health system performance and health policy implications using leadership, management, organizational, and decision-making concepts.
4. Collaborate with individuals, families, communities, and interdisciplinary/interprofessional partners to improve health outcomes.
5. Organize, manage, and evaluate the functional capacity of a health care team or unit.
6. Delegate, supervise, and evaluate outcomes and quality of nursing care in a healthcare setting.
7. Integrate public health concepts into community health practice: epidemiology, genetics, health planning, health education, environmental health, global health, prevention strategies, and disaster management.
8. Incorporate the Quad Council Competencies for Public Health Nurses and the National Center for Healthcare Leadership standards to enhance clinical reasoning and improve population-based outcomes.
9. Demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope and Standards of Practice, and Social Policy Statements in all class related interactions.

> Suggested content for the course includes the following topics:
   1. Leadership and management roles and functions
      a. Management/leadership theories
      b. Change theories
      c. Organizational theories
   2. Differentiate between leadership roles and management functions within healthcare organizations.
   3. Leadership processes
      a. Vision/creativity
      b. Stewardship; mentoring; precepting
      c. Conflict resolution
      d. Empowerment
      e. Communication skills
      f. Group process
   4. Management processes
      a. Planning/decision making
      b. Organizing; directing; delegating; monitoring; evaluating
      c. Budgeting
      d. Human resource management
   5. Interdisciplinary and interprofessional practice
   6. Systems approach to health improvement
   7. Public/Community Health Practice
      a. Vision, mission, core functions, and essential services of public health
      b. Perspectives on population-centered nursing care
      c. Influences on health-care delivery
         i. Cultural
ii. Behavioral
iii. Political
iv. Economic
d. Health disparity
   i. Rural/urban focus
   ii. Vulnerable populations
e. Scientific frameworks for public health nursing
   i. Public health interventions wheel
   ii. Community as client model
f. Healthy People 2020
8. Bioterrorism and disaster
9. Environmental health
10. Epidemiology
    a. Analytic
    b. Descriptive
    c. Demography
    d. Rates (Incidence and Prevalence, etc)
    e. Relative risk
    f. Odds ratio
11. Outbreak investigation
    a. Communicable disease
    b. Surveillance systems
12. Vulnerable populations and chronic conditions
    a. Alcohol, tobacco, and other drug problems
    b. Mental health issues
    c. Chronic illness
    d. Violence and Abuse
13. Communication with diverse populations and colleagues.

6. List required texts or other required references.

> TBA but likely will include the latest edition of Stanhope and Lancaster or other primary public health resource along with management and leadership textbooks.

7. What are the estimated enrollment and student credit hour (SCH) production? 
   [SCH = (enrollment * credits)]

> This is a 6-credit course—4-credits of lecture and 2-credits of lab. Enrollment will depend on decisions by the Dean and Associate Dean of Graduate Education and Research—an estimated 15-20 students will be admitted per year.

8. Will there be an enrollment cap that restricts enrollment below the level of student demand? If so, what is the enrollment cap and why is it necessary?

> None but this decision is the responsibility of the College of Nursing Dean.

9. Will course be a “restricted enrollment” course? If so, why is restricted enrollment necessary?
Individual must hold an unencumbered RN license and be a graduate of an accredited school. (See note from Charlie in Research Statistics course http://www.montana.edu/opa/reps/glossary.html)

10. Describe how the success of the course will be evaluated? (“End-of-semester student evaluations” is not the answer to this question. How will the instructor determine if the learning outcomes are being met, and how will the department determine if the course is fulfilling its intended purpose?)

> > New courses in the College of Nursing are evaluated by faculty teaching the course, the enrolled students, and the appropriate faculty committee within the College, e.g. the Graduate Academic Affairs Committee or Undergraduate Academic Affairs Committee, following the first offering of the course. Using an evaluation guide developed for this purpose, the course is evaluated for appropriate credit allocation, prerequisites, student workload, content, and the student’s ability to achieve course objectives. This evaluation supplements the end-of-semester evaluation routinely conducted at the end of each term. Faculty work with the curriculum committee to make any necessary improvements to the course.

11. Is the instructor a member of the regular faculty (i.e., tenured or tenure-track)? If no, please describe the instructor’s qualifications, attach a Vita, and provide a separate letter of support, signed by the department head (or appropriate unit director), addressing the instructor’s qualifications to teach this course.

> Yes. The instructor (once assigned) will be among regular faculty and may be either tenure, tenure track faculty, or faculty appropriately credentialed to teach leadership and public health content.

Level of Offering
12. Has the course been offered previously under 280/291 or 480/491? If so, when? Under what number? What was the enrollment? What level of students took the course?

> No

13. Justify the level of course offering.

> The course will be offered at the undergraduate level and will serve as a transition course for experienced ASN-prepared nurses entering the RN-MN graduate option. The course is a hybrid course, combining two content areas (population focus and leadership/management content) typically found in baccalaureate nursing programs and generally omitted from ASN curricula. The hybrid nature of the course will allow the College of Nursing to efficiently and effectively address an unmet need expressed by associate degree RNs for access to higher education without undue burden (length of program) being placed on them.

Relationship to other Courses, Curricula, and Departments
14. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which ones?
> The transition course (as listed above) provides theoretical context for the experienced RN to apply population and management/leadership basic principles necessary for success in graduate master's level content.

15. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverage and educational experience differ and how is this duplication or reiteration justified? Also, what liaison (which is expected in cases of apparent overlap) has been conducted with other departments? Report reactions, both favorable and unfavorable.

> No

16. What programs (departments, colleges) will be impacted by the SCH production of this course? That is, where do you thing the SCH in the proposed course are likely to come from? If the expected SCH production of the proposed course is greater than 1000, and the SCH are expected to come from other colleges, what steps have been taken to make the other units aware of the potential loss of SCH? Report reactions, both favorable and unfavorable.

> NA

17. If this proposed course has a significant interdisciplinary component, please explain briefly. Otherwise, indicate n/a.

>NA

Students Served
18. Does the proposed course serve majors only? Non-majors only? Both majors and non-majors? What other majors might be interested in this course? State areas or disciplines to be served and indicate the specific efforts that will be made to make the course material relevant to all disciplines served.

> The course serves nurses wishing to advance their education. It is a transition course for ASN-prepared nurses admitted to the new RN-MN option. Course content addresses a gap in ASN educational programs related to community/public health, population-based care and management/leadership concepts necessary for graduate education.

Resources
19. What additional resources (e.g., additional instructional FTE, required technologies), if any, will be required to offer this course? Are there any resource issues for the students who will take the course (e.g., required technologies, travel, on-line access requirements)? Will there be an additional fee charged to students taking this course? Please explain.

> 

20. What existing information resources – print (books, journals, documents), audiovisual (videos, DVDs, CDs or other), and/or electronic (e-books, databases, electronic journals and web sites) – provided by the MSU Libraries will be used by students in this course? Provide examples as well as descriptive information. If additional information resources are necessary, please discuss those acquisitions
with the library (x6549 Collection Development) at least three months prior to the beginning of the semester in which this course will be taught.

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**Other Supporting Material**

21. Include any additional information you feel is needed to support this request.

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MONTANA STATE UNIVERSITY
COLLEGE OF NURSING
Master Resource Outline

NRSG: 479 Population Health and Leadership (AD-MN Bridge Course)
Credits: 6 (4 Lecture; 2 Clinical)
Semester Offered:
Prerequisites:

Course Description: The purpose of this course is to apply a population-based, epidemiological approach to discover risk factors and evidence-based health promotion and disease prevention practices. Interdisciplinary leadership and management concepts will be incorporated to guide improved outcomes for populations.

Course Objectives:
1. Apply community/population assessment and epidemiological tools to plan care for an aggregate or select group.
2. Utilize evidence-based practice, technology, and information systems to examine best practices and manage care for populations-of-interest or at risk.
3. Examine local health system performance and health policy implications using leadership, management, organizational, and decision-making concepts.
4. Collaborate with individuals, families, communities, and interdisciplinary /interprofessional partners to improve health outcomes.
5. Organize, manage, and evaluate the functional capacity of a health care team or unit.
6. Delegate, supervise, and evaluate outcomes and quality of nursing care in a healthcare setting.
7. Integrate public health concepts into community health practice: epidemiology, genetics, health planning, health education, environmental health, global health, prevention strategies, and disaster management.
8. Incorporate the Quad Council Competencies for Public Health Nurses and the National Center for Healthcare Leadership standards to enhance clinical reasoning and improve population-based outcomes.
9. Demonstrate behaviors that are congruent with the ANA Code of Ethics, Scope and Standards of Practice, and Social Policy Statements in all class related interactions.

Recommended Content and Concepts:
1. Leadership and management roles and functions
   a. Management/leadership theories
   b. Change theories
   c. Organizational theories
2. Differentiate between leadership roles and management functions within healthcare organizations.
3. Leadership processes
   a. Vision/creativity
   b. Stewardship; mentoring; precepting
   c. Conflict resolution
d. Empowerment

e. Communication skills

f. Group process

4. Management processes
   a. Planning/decision making
   b. Organizing; directing; delegating; monitoring; evaluating
   c. Budgeting
   d. Human resource management

5. Interdisciplinary and interprofessional practice

6. Systems approach to health improvement

7. Public/Community Health Practice
   a. Vision, mission, core functions, and essential services of public health
   b. Perspectives on population-centered nursing care
   c. Influences on health-care delivery
      i. Cultural
      ii. Behavioral
      iii. Political
      iv. Economic
   d. Health disparity
      i. Rural/urban focus
      ii. Vulnerable populations
   e. Scientific frameworks for public health nursing
      i. Public health interventions wheel
      ii. Community as client model
   f. Healthy People 2020

8. Disaster and emergency preparedness

9. Environmental health

10. Epidemiology
   a. Analytic
   b. Descriptive
   c. Demography
   d. Rates (Incidence and Prevalence, etc)
   e. Relative risk

11. Infectious Disease
   a. Outbreak investigation
   b. Surveillance systems

12. Vulnerable populations and chronic conditions
   a. Alcohol, tobacco, and other drug problems
   b. Mental health issues
   c. Chronic illness
   d. Violence and Abuse

13. Communication with diverse populations and colleagues.

Approved by Faculty 8/19/13
Approved by UAAC 9/16/13