LOYOLA UNIVERSITY CHICAGO
Niehoff School of Nursing

CMAN 415 & CMAN 417 SYLLABUS
Spring 2014

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CMAN 415 Practicum: PICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDIT HOURS:</td>
<td>6 Required, Variable Per Semester</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>GNUR 401; CMAN 416; CMAN 411; CMAN 412; GNUR 450 (or consent of the instructor)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COURSE TITLE:</th>
<th>CMAN 417 Practicum: Health Systems Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>CREDIT HOURS:</td>
<td>8 Required, Variable Per Semester</td>
</tr>
<tr>
<td>PREREQUISITES:</td>
<td>GNUR 401; GNUR 450; CMAN 468 (or consent of the instructor)</td>
</tr>
</tbody>
</table>

| IN-PERSON MEETINGS: | Thursday, January 16, 2014*  
|                    | Wednesday, February 19, 2014  
|                    | Wednesday, March 19, 2014  
|                    | Wednesday, April 16, 2014  

*First time clinical students will need to stay for an hour after the first class to do the Strength Finders exercises

| PLEASE NOTE THE FOLLOWING: | Classes will meet from 5:30 to 8:30 p.m. in Room 4510, 4th Floor, New School of Nursing Building, Maywood Campus. (Dean’s Conference Room)  
|                           | Geographically remote students will be provided a call-in number |

| CLINICAL LABORATORY: | Selected Agencies |

| FACULTY: | Ida Androwich, PhD, RN, FAAN  
iandrow@luc.edu  (preferred method of communication)  
708-216-9276  
Office Hours: By appointment |
|          | Margaret Ross Kraft, PhD, RN  
mkraft@luc.edu  (preferred method of communication)  
708/216-3577  
Office Hours: By appointment |

**MEDICAL AND HUMAN RESOURCE CLEARANCE:**
A number of the clinical sites have specific clearance requests related to medical and human resource requirements. Once notified of the specific requirements, it is the responsibility of the student to produce documentation of compliance for the instructor to verify. This must be done prior to the beginning of the practicum. Contact Beth Koenig at ekoenig@luc.edu for additional information.

**COURSE DESCRIPTION:**
This graduate practicum is designed to allow students the opportunity for exploration, analysis, and application of advanced health systems management concepts as presented in the management core and advanced concentration courses. Emphasis will be placed on the student’s clinical engagement in management projects requiring critical assessment, planning, intervention, and evaluation activities using theoretical models and management tools. Practicum sites are chosen to reflect the diversity of settings in health care, and represent state and private enterprises across the continuum of care. Further, the
selection is based on the individual student's background and learning outcomes and the site's ability to provide clinical experiences that meet program requirements. Corresponding ethical issues relevant to specific patient/organization problems and needs will be addressed. The student will be expected to evaluate and use evidence-based/research findings as a basis for their professional health systems management practice. Using project management concepts and methods, students will have the opportunity to acquire and apply the necessary skills to develop projects from concept to completion based on actual clinical situations. A major focus of this practicum is project management.

COURSE OUTCOMES:
Upon completion of the required credit hours, the student will be able to:
1. Apply knowledge of selected concepts, models, and theories from nursing and management sciences to the management of health care resources.
2. Describe and apply evidence based/research findings from nursing, behavioral, public health, information, and the natural sciences to the management of health care resources for a selected problem/project.
3. Analyze methods and practices of planning, organizing, and evaluating used by health system managers.
4. Apply advanced communication skills in the processes of human resource management.
5. Apply financial skills in the management of human resource capital.
6. Analyze and evaluate health organization structure, mission, and philosophy as they relate to the development and marketing of programs and projects.
8. Examine how community demographics and models of care delivery (i.e., public, private, and primary care) affect patient access and work force requirements in both government and private delivery systems.
9. Analyze and appreciate ethical and legal issues associated with health systems management practice.
10. Appreciate the broad political and economic issues attendant to the management role and the system wide implications of decisions and actions.
11. Value the leader/innovator role of a nurse within and across a health care enterprise.

READINGS: (Required):


Additional readings posted in Course Materials during the semester.

Readings will be designated by faculty according to student outcomes and class discussion. Students will present evidence of literature review relevant to project in conference and in written/email submissions.

READINGS (Recommended):

Hughes, R. (Ed.) (2008) Patient safety and quality: An evidence-based handbook for nurses. http://www.ahrq.gov/qual/nurseshdbk/ (This 3 volume text is available for download for free at this website. A copy in CD format is also available to nurses for $1.50. Please go to the above website to order.)


COURSE REQUIREMENTS:

1. Completion of other health or administrative requirements as specified by the school and clinical agency.
2. Clinical/project work: For CMAN 417 ~ a minimum of four hours for every registered semester hour per week or 56 hr/semester hour/semester; For CMAN 415 ~ a minimum of six hours for every registered semester hour per week or 84 hr/semester hour/semester ~ as negotiated by the student, preceptor and faculty member.
   - Students who negotiate in advance with their faculty member and preceptor may count a maximum of 24 clinical hours for attendance at a high-level professional healthcare conference related to clinical project or course content (examples: APIC, APHA, Magnet National Meeting, AONE, Palmer Research Symposium or IHI).
   - Experiential hours that occur prior to the semester in which a student is registered for a clinical course cannot be counted as clinical course hours.
   - Synchronous class hours are counted.
3. Submission of a current RESUME by week 3, due January 31, 2014. (Refer to Executive Tool Kit in Sakai under Course Materials for acceptable format)
4. Preparation of individualized student PROJECT OUTCOMES document. The outcomes and deliverables are to be negotiated with the preceptor and faculty at the commencement of the practicum. NB:
   a. Use the CMAN 415 & 417 Clinical Practicum - Project Outcome form.
   b. Need to complete this form, tying student specific project for this semester to course outcomes specified in column 1.
   c. Have this form signed by preceptor by February 7, 2014; and submit to faculty.
   d. Note: If student has had previous clinical - must attach prior completed Project Outcome Form(s) as evidence of prior completion of outcomes.
   e. Individual student outcomes in column 2 must be specific, measurable and have a time frame so they can be evaluated in column 4 at the end of the current semester.
   f. If you are not able to comply with specified due dates for this form, student must communicate with faculty prior to due dates.
5. At the end of the practicum, the student, preceptor and faculty will meet (by phone conference or in-person) to complete and sign off on evaluation and deliverables. **Final paper due at 5PM Friday, April 25, 2014.**


7. Completion of **PROJECT MEMOS** that reflect the challenges encountered, solutions developed and achievement of outcomes to date related to the practicum experience. **Project Memo 1 due March 7, 2014, Project Memo 2 due April 4, 2014.**

8. Completion of a project which demonstrates the student's ability to meet course outcomes and agreed-on deliverables for the semester in the form of either **PROJECT DELIVERABLES** and/or **FINAL PROJECT PAPER.**

9. Formal **PRESENTATION** of Project (in the classroom or on-site presentation with the prior approval of the faculty) (Refer to Executive Tool Kit in Sakai under Course Materials for acceptable format) and final evaluation (see above) with preceptor and faculty (where applicable) negotiated at least 2 weeks in advance by student.

10. Attendance and **active** participation in classes and email discussions to share project management experiences in the clinical setting, application of theoretical content and models and, generally, in meeting course outcomes. Participation reflective of student's ongoing use of literature.

11. **As soon as project has been identified**, students should complete the **STUDENT PROJECT QUESTIONNAIRE** and submit to Mickey Hade at mhade@luc.edu (with cc to faculty).

12. **At the end of the semester**, the student completes **PRECEPTOR/ORGANIZATION EVALUATION FORM** and submits to Mickey Hade at mhade@luc.edu (cc to faculty).

13. Class attendance, timely completion of deliverables and substantive participation will be taken into account for the final grade.

**READING ASSIGNMENTS from Harris, Roussel, Walters & Dearman, 2011 course text:**

By January 16 Class Meeting:
Conference Room 4510
School of Nursing
Health Sciences Campus, Maywood
Call-in number for distance students:
866/279-3280
Alt #630/693-3281
Passcode: 7271008

- Chapters 1, 2, 3, 4

**First time clinical students also read the Strength Finders text and do the online assessment. Please bring results to class #2 on February 19, 2014 including your profile.**

By February 19 Class Meeting:
Conference Room 4510
School of Nursing
Health Sciences Campus, Maywood
Call-in number for distance students:
866/279-3280
Alt #630/693-3281
Passcode: 7271008

- Chapters 5, 6, 7

By March 19 Class Meeting:
Conference Room 4510
School of Nursing
Health Sciences Campus, Maywood
Call-in number for distance students:
EVALUATION:

1. Satisfactory completion of individual student outcomes and assignments. An initial student/preceptor/faculty conference is typically held at the beginning of the course focusing on negotiating the practicum arrangements and basis of the work for the semester. The student will negotiate this conference between the student/preceptor and faculty as soon as possible and prior to or within the first few weeks of the course, unless negotiated differently with the faculty.

2. Students, in collaboration with their preceptors and faculty, will select and outline an appropriate project to be completed within the semester timeframe. The student will select, critique and propose a feasible/equitable health system management intervention for a problem/issue/concern, which has negative impact on organizational outcomes. The project must reflect a comprehensive organization analysis, application of concepts, theories or conceptual framework and research findings and reflect graduate level work.

3. Students will participate in online and/or email discussion with faculty and other students, responding to questions and comments posed.

4. On-time attendance or PRIOR approval for an alternate assignment, at all scheduled classes is required in order to obtain full credit (part of course grade).

5. Timely completion of project memos. Students will submit project memos on scheduled dates to the faculty and preceptor. The memos will document their progress on their project to date and will include an analysis of issues, problems and decisions regarding project development as well as their progress toward the outcomes established (Refer to Project Memo Rubric in Sakai).
   - Project memos serve as documentation of practicum hours completed. Further, if submitted on time, they provide the student with an opportunity to receive guidance from course faculty regarding their progress toward completion of course outcomes and project development.
   - Project memos will include student’s perceptions and concerns and allow the student to demonstrate decision-making, critical analysis and synthesis of issues, concepts and ideas, communication skills and problem solving ability. Students taking 2 or more hours of credit are required to integrate a concept and/or theory or theoretical framework into their work and papers. Citations of research used to guide practice and the project are to be included in the project memos and final paper/project summary.
   - Project memos provide the basis for the Final Project Paper.


7. Students will complete and write up project (Final Project Paper). This will typically be a formal paper, including an executive summary (1 page single spaced maximum), and will be no longer than 15 pages with supporting assessment and research data, and will demonstrate that course outcomes have been met. This paper is developed using the project memos and provides a
synthesis of the practicum project and demonstrates critical thinking, problem solving, use of concepts, theory or conceptual framework and an application of knowledge in a practice setting (Refer to the Final Project Paper Rubric in Sakai).

8. Each student will formally present a summary of their project deliverables to their clinical agency and/or in clinical conference for acceptance and feedback (Refer to Final Project Presentation Rubric in Sakai).

9. Every effort will be made by faculty to provide timely feedback. If a student has not received feedback on an assignment within 7 days, the student should notify instructor by e-mail.

10. Any student whose cumulative grade is not at a B- by the midterm (after Project Memo #2 is received) will be notified by faculty and should make an appointment to meet with faculty to discuss plans for successful course completion.

THE FINAL GRADE is made up of: (The breakdown of the final grade criteria is found in the Outcome Document.)

<table>
<thead>
<tr>
<th>Initial site visit</th>
<th>P/F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current resume (Form and content are important)</td>
<td>P/F</td>
</tr>
<tr>
<td>Student Project Outcomes</td>
<td>5%</td>
</tr>
<tr>
<td>Project Timeline (Gantt Chart)</td>
<td>5%</td>
</tr>
<tr>
<td>Project Memo(s) 2 at 20% each</td>
<td>40%</td>
</tr>
<tr>
<td>Online Discussion Board participation demonstrates incorporation of the literature and/or completion of alternate assignment (if applicable for the semester). Class attendance and completion of all required deliverables.</td>
<td>10%</td>
</tr>
<tr>
<td>Project Presentation (PowerPoint)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project Paper including: (Must use APA Format)</td>
<td>30%</td>
</tr>
<tr>
<td>Executive Summary</td>
<td></td>
</tr>
<tr>
<td>Paper may be in the form of a White Paper or Case Study</td>
<td></td>
</tr>
</tbody>
</table>

- Other Required Documents/ Deliverables:
  - STUDENT PROJECT QUESTIONNAIRE
  - Evaluation completed and signed by preceptor
  - Summary of practicum hours
  - PRECEPTOR/ ORGANIZATION EVALUATION FORM

COURSE EVALUATION EXPECTATION:
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

ACADEMIC INTEGRITY Statement
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Refer to the MSN or DNP Handbook located in the Blackboard Organizations “Information for MSN Students” or “Information for DNP Students” for a description of the Academic Integrity Policy.

LATE ASSIGNMENTS
Late assignments will automatically be reduced by one letter grade unless previously discussed with faculty.
**FINAL GRADE RANGES:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>Given for work that not only meets all expectations, but also consistently contains an impressive level of insight and effort.</td>
</tr>
<tr>
<td>A-</td>
<td>92-93</td>
<td>Given for work that not only meets all expectations, but also contains some unique elements of insight and effort.</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Given for very good work that meets all expectations.</td>
</tr>
<tr>
<td>B</td>
<td>86-88</td>
<td>Given for work that meets most expectations, but contains some minor problems, typically in timeliness or in quality of work.</td>
</tr>
<tr>
<td>B-</td>
<td>84-85</td>
<td>Given for work that meets most expectations, but is sometimes late (or student requires reminders). Assignments are lacking completeness, contains superficial analysis, little evidence of synthesis, and have missing elements.</td>
</tr>
<tr>
<td>C+</td>
<td>80-83</td>
<td>Given for work that is passing, but is frequently late, lacking completeness, analysis is superficial, and there is little evidence of attention to detail.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Given for work that is passing, but is consistently late, lacking completeness, contains little evidence of analysis or scholarship and lacks attention to detail.</td>
</tr>
<tr>
<td>C-</td>
<td>75-76</td>
<td>Given for work that is minimally passing, but is frequently late, lacks completeness, is inaccurate, and has little evidence of analysis/synthesis and minimal attention to detail.</td>
</tr>
<tr>
<td>D+</td>
<td>72-74</td>
<td>Given for work that does not meet graduate coursework expectations.</td>
</tr>
<tr>
<td>D</td>
<td>69-71</td>
<td>Given for work that is often incomplete and does not meet expectations of graduate coursework.</td>
</tr>
<tr>
<td>F</td>
<td>68 and below</td>
<td>Given for work that is not completed or does not meet expectations of graduate coursework.</td>
</tr>
</tbody>
</table>