

2-19-2007

## NUR 451 - Contemporary Issues in Nursing Leadership and Management

The College at Brockport, College Senate

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College Senate  
State University of New York College at Brockport  
350 New Campus Drive  
Brockport, NY 14420-2925  
5) 395-2586 (Fax) 395-2246

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *February 19, 2007*

RE: ⇨ I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: ***NUR 451 – Contemporary Issues in Nursing Leadership and Management #10 06-07 UC***

Signed: *Jeffrey T. Lobbbrook* Date: *2/23/07*  
*(Dr. Jeffrey T. Lobbbrook, 2006-07 College Senate President)*

**Please fill out the bottom portion and return document to the College Senate Office.**

TO: The College Senate President

FROM: College President

RE: ⇨ I. Decision and Action Taken on Formal Resolution (circle choice)  
a. Accepted  
• \*Implementation Effective Date: *Fall 2007*  
*\*Date resolution will begin to be used by the College (ie. spring, fall, when included in catalog, etc.)*  
b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_  
c. Unacceptable for the reasons contained in the attached explanation  
II, III. Response to Recommendation or Other/FYI  
a. Received and acknowledged \_\_\_/\_\_\_/\_\_\_  
b. Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DISTRIBUTED BY PRESIDENT'S OFFICE TO: *President's Cabinet*

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: *[Signature]* Date: *3/6/07*  
*(Dr. John R. Halstead, President, SUNY College at Brockport)*

**DEADLINE FOR SUBMISSIONS: FEBRUARY 23**

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

**INSTRUCTIONS:**

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at [www.brockport.edu/collegesenate](http://www.brockport.edu/collegesenate)).
- Email proposal and this cover page to [senate@brockport.edu](mailto:senate@brockport.edu) and [facprez@brockport.edu](mailto:facprez@brockport.edu).
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

**1. PROPOSAL TITLE:**

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

<b>NUR 451/Contemporary Issues in Nursing Leadership and Management</b>
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**2. BRIEF DESCRIPTION OF PROPOSAL:**

There has been an overlap between two of the senior nursing courses; NUR450/Issues and Trends Affecting Health Care (2 credits) and NUR452/Management and Leadership (2 credits). This new class, NUR451/Contemporary Issues in Nursing Leadership and Management (3 credits) is a combination and streamlining of NUR450 and NUR452 and would take the place of these two courses. It was developed by the two faculties teaching these courses with the support of both faculty and students.
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**3. ANTICIPATED DATE OF IMPLEMENTATION:**

<b>Fall 2007</b>
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Enter date this will be effective if passed by the Senate.

**4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.**

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
9-29-06			

**5. SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Nancy Iafrati	Nursing	5321	niafrati@brockport.edu

**6. COMMITTEES TO COPY: (Senate office use only)**

<i>Standing Committee</i>	<i>Forwarded To</i>	<i>Date</i>
<input type="checkbox"/> Enrollment Planning & Policies	Committee Chair	10/5/06
<input type="checkbox"/> Faculty & Professional Staff Policies	Executive Committee	1/29/07
<input type="checkbox"/> General Education & Curriculum Policies	Senate Floor	2/5/07 – vote 2/19/07
<input type="checkbox"/> Graduate Curriculum & Policies	College President	2/23/07
<input type="checkbox"/> Student Policies	Other	
<input checked="" type="checkbox"/> Undergraduate Curriculum & Policies		

\*(ROUTING NUMBER IS A CHRONOLOGICAL NUMBER SEQUENCE FOLLOWED BY ACADEMIC YEAR AND COMMITTEE INITIALS)

## Old Courses

NUR450/*Issues & Trends*/2 credits.      NUR451/*Contemporary Issues in Nursing Leadership & Management*/3 credits  
NUR452/*Management & Leadership*/2 credits

## New Course

### Rationale for the Changes

*Both nursing faculties and students felt that there was overlap between NUR 450/Issues & Trends Affecting Health Care (2 credits) and NUR452/Management & Leadership (2 credits). It has been proposed that these two classes (total of 4 credits) be combined and streamlined to form NUR451/Contemporary Issues in Nursing Leadership & Management (3 credits). This new course was developed by Dr. Linda Snell who teaches NUR450 and Dr. Sparki Mangels who teaches NUR452. This class will be offered over a nine-week period during the fall and spring semesters to seniors nursing students when they are taking NUR495/Senior Nursing Seminar. If you recall, NUR495 is the capstone course that was approved by the College Senate last year and is being offered during fall 2006 for the first time. Students take NUR495 in the last four weeks of the semester and material learned in NUR451 will be applied to their clinical setting in NUR495. The placement of these two classes (NUR451 and NUR495) in the same semester complements each other well. The course descriptions for the old and new courses are provided below. The syllabus for NUR451 starts on the next page. Syllabi of NUR 450 and NUR452 are available at the end of this proposal. If the Undergraduate Curriculum Committee does not think that the College Senate needs to see the syllabi for 450 and 452, I would suggest that this section is deleted in order to save a few trees.*

**NUR 450 Issues and Trends Affecting Health Care (A,W).** Helps students sharpen their written and verbal communication skills as well as examine issues and trends in health care that have, do, or will influence their professional practice. Examines gender and women's rights issues within the nursing profession as an underlying theme and includes social, historical, legal, economic, ethical and professional trends affecting nursing practice and education. Helps students develop oral communication skills through participation in one debate and evaluation of several debates. 2 Cr. Every Semester

**NUR 452 Management and Leadership (A).** Examines theories of management, organization, change and motivation. Addresses techniques for effective leadership, communication, conflict resolution, quality management and decision making. 2 Cr. Every Semester

**NUR 451 Contemporary Issues in Nursing Leadership and Management.** This course is designed to examine leadership and management in nursing and involvement of this role in contemporary issues in nursing. Topics will include: leadership and management roles, power in nursing, career choices, overview of responsible delegation, legal and ethical issues in nursing, controversial topics in health care, nursing educational issues, politics and gender. 3 Cr. Every Semester

### Staffing Issues and Resources

*No new faculty or resources will be required for either one of these proposed changes.*

### Academic Commentary

*Letters of Support will be provided by Dr. Linda Snell, Chairperson of the Department of Nursing and Dr. Christine Murray, Dean of the School of Professions.*

## **Description of the New Course**

Contemporary Issues in Nursing Leadership and Management /NUR 451

Course coordinators and contact information: (insert here)

Course credits: 3

### 1) Overview of the course:

This course is designed to examine leadership and management in nursing and involvement of this role in contemporary issues in nursing. Topics will include: leadership and management roles, power in nursing, career choices, overview of responsible delegation, legal and ethical issues in nursing, controversial topics in health care, nursing educational issues, politics and gender.

### 2) Objectives:

1. Examine current issues and trends in nursing.
2. Explain similarities and differences in leadership and management.
3. Apply the Neumann System Model to the multiple nursing roles.
4. Debate controversial topics in health care.
5. Review entry into practice issues.
6. Use evidence-based practice reviews to evaluate issues and trends in nursing.
7. Explore gender roles in nursing.

### 3) Course Evaluation:

A = 94-100	C =75-76
A- =90-93	C- =70-74
B+ =87-89	D+=67-69
B =84-86	D =64-66
B- =80-83	D-=60-63
C+ =77-79	E = Less than 59

Grades will be derived from the following activities:

Attendance and participation	10%
Debate/oral presentation – graded by faculty and peers	30%
Resume and cover letter	30%
Attendance and write up of a professional meeting/presentation	10%
Evidence practice review of issues related to genders roles in health care	20%

Guidelines for each of these activities are in this course packet. All written and oral assignments will be graded for correct grammar, spelling and punctuation. All written assignments will use APA style. All of these assignments must be completed in order to pass the course at the 75% grade level required of students in all nursing courses.

### 4) Required Text:

Cherry, B. & Jacob, S. (2005). *Contemporary Nursing Issues, Trends & Management*, 3<sup>rd</sup> Ed. St. Louis,

Missouri: Elsevier Inc.

Recommended text:

Benner, P. (2001). *From Novice to Expert: Excellence and Power in Clinical Nursing Practice*. Upper Saddle River, NJ: Prentice Hall, Inc.

Newman, B. (2001). *The Neuman Systems Model*. Connecticut: Appleton.

College Attendance Policy and Disability Statement (insert here)

College Policy on the Use of Communications and Electronic Devices (insert here)

## Class Schedule:

### Week 1:

Introduction of overview of the course

Overview of Nursing, Leadership and Management, Issues and Trends, Values and Stereotypes

Sign up for debates

### Week 2:

Issues in education and credentialing

Leadership and management

Historical perspectives

**Debate:** Leadership vs. Management, are leaders born or made

### Week 3:

Professional Practice Models

Staffing and Nursing Care Delivery Models

Delegation and Change Management

**Debate:** Practice Models and credentialing requirements for each

*Gender Role Assignment Due*

### Week 4:

Roles for nurses

Career Choices

Resumes and Interviews

### Week 5:

**Resumes and Cover Letter Assignment Due**

Politics, Power, Ethics and Legal Issues in Nursing

Discuss videos “Legal aspects of nursing practice” and “Patient Safety: Your first concern”

**Debate:** An ethical and legal issue in health care

### Week 6:

Professional Nursing Organizations

Nursing Supply

Magnet Hospitals

**Debate:** Why would a hospital want magnet status?

### Week 7:

Economics of health care

Legislative Processes

Health Care Policies

**Debate:** Collective Bargaining with labor unions vs. Professional Associations or striking yes or no

Week 8:

Take home quiz, review of state board questions

Motivation/Career Planning

Reality Shock

Burnout

*Debate: Issues related nursing as a job vs. career*

Week 9:

Review of quiz

Evaluation of the course.

\*\* Each student is required to complete a Clinical exemplar of the Senior Nursing Seminar (NUR 495) on Leadership and Management. This exemplar is part of the requirements for NUR 495. In addition, 16 clinical hours will be spent in a precepted experience with a nurse manager or leader.



NUR 450

Issues and Trends Affecting Health Care

Credits - 2

Faculty – Linda Snell

362 Tuttle North

395-5323

email: lsnell@brockport.edu

fax: 585-395-5312

I. Rationale for the Course - Individuals do not exist as isolated entities but rather are influenced by many aspects of the environment within which they live. Nurses need to examine issues and stressors which affect the community, national and world environment they and their clients live in. Nurses need to be able to examine past and present professional and societal concerns in order to predict and make changes for the future and thus maintain professional viability.

II. Relationship Between the Newman System Model and Course

This course considers the client system and nurses as members of communities, nations and the world at large. It examines the professional role of the nurse in the light of past, present and future social, economical, political, legal and other issues. It prepares the graduate nurse as a patient advocate and as a professional capable of thinking critically about factors affecting health care and programs and strategies to enhance the wellness and "health" of health care delivery systems.

III. General Objectives

Throughout the course, students are expected to:

1. Debate controversial topics of concern to the delivery of health care.
2. Critically evaluate student debates using course guidelines.
3. Correlate values of responsibility, accountability, autonomy, and advocacy into a personal philosophy of nursing practice.
4. Examine the consequences that an understanding of feminism and feminist methods offer to the practice of nursing.
5. Compare the advantages and disadvantages of current and proposed credentialing systems for the health care professions.
6. Pose solutions to problems that face new and experienced health care practitioners.
7. Examine and define ways to deal with gender-influenced conflicts that may be encountered in professional relationships.
8. Examine the concept of power and the uses to which it can be put by professional groups.
9. Analyze the legal status of various health care roles, titles, and positions.
10. Appraise social and economic stressors and trends affecting past, current and future nursing practice and education.

11. Identify nursing research that has had a significant impact on “professional issues”.
  12. Describe issues in global health and human rights.
- IV. Prerequisites - completion of prerequisites for nursing major or permission of instructor.
- V. Course Outline

Unit A. Nursing & Society

1. Nursing in 2004-2005
2. Forces in health care
3. Philosophy + values
4. Nursing’s public image; visibility vs. invisibility; gender perspective; sex stereotypes
5. Professional associations

Unit B. Issues in Education & Credentialing

1. Historical perspectives
2. Characteristics of BSN; entry to practice
3. Higher education
4. Credentialing mechanisms & issues

Unit C. Issues in Practice

1. Professional practice models
2. Professional associations
3. New roles; nursing shortage and ways of handling
4. Reality Shock; Biculturalism; Magnet Hospitals; Burnout
5. Advanced nursing practice concerns
6. Legal Issues in practice
7. Global perspectives and human rights
8. Health disparities based on gender, race, age
9. Alternative & complementary care; Interdisciplinary practice
10. Research issues (including women’s health concerns)

Unit D. Power & Politics

1. Gender differences in communication styles
2. Legislative processes
3. Government impact on health care
4. Health care policy & reform
5. Achievement of economic & general welfare
6. Equal pay, comparable values vs. worth

Unit E. Future Scenarios

1. Preferred
2. Probable

VI. Assessing Student Performance

The following scale will be used to compute grades for NUR 450:

A = 94 - 100	C+ = 77 - 79
A- = 90 - 93	C = 75 - 76
B+ = 87 - 89	C- = 70 - 74
B = 84 - 86	D+ = 67 - 69
B- = 80 - 83	D = 64 - 66
	D- = 60 - 63
	E = <59

The course is composed of the following learning activities; 1. Attendance and participation, 2. 2 quizzes, 3. debate/ presentation, 4. a recruitment project, and 5. legislative assignment. Attendance is required and participation will be evaluated. Credit will be allocated to learning activities as follows:

1. Attendance and participation	25%
2. 2 Quizzes	10% (5% each)
3. Debate/oral presentation – graded by faculty and peers	30%
4. Recruitment assignment	25%
5. Legislative assignment	10%

Guidelines for each of these activities are in this course packet. All written and oral assignments will be graded for correct grammar, spelling and punctuation. All of these requirements must be completed in order to pass the course at the “75%” grade level required of students in all nursing courses.

Please Note: It is an expectation of the teacher that students come to class having engaged in the related learning activities.

VII. Required Text:

Cherry, B. & Jacob, S. (2004). Contemporary Nursing, 3<sup>rd</sup> Ed. Mosby

College Attendance Policy and Disability Statement

Insert here

Policy on Wireless Communication Device and Electronic Devices

Insert here

**State University of New York  
College at Brockport  
Department of Nursing**

**NUR 450**

**Class Schedule**

**Fall 2006**

**L. Snell**

<u>Date</u>	<u>Topics</u>	<u>Readings from Textbook:</u>
8/28	Orientation to course Overview of nursing 2004 Forces in health care Philosophy and values of nursing	Chapter 1
9/4	Labor Day – No Class	
9/11	Nursing’s public image -Visible vs. Invisible, Sex stereotypes in health care Assertiveness techniques * Sign up for debates	Chapter 2
9/18	Issues in education Historical perspectives <u>Debate</u> on entry into practice	Chapter 4
9/25	Issues in Credentialing Licensure and other types of credentialing Professional sanctions and regulations <u>Debate</u> on credentialing	Chapter 5
10/2	Professional nursing organizations Professional practice models <u>Debate</u> on professional associations	Chapter 10
10/9	New roles for nurses Nursing supply Reality shock/Path to Biculturalism Magnet hospitals <u>Debate</u> on mandatory overtime or staffing ratios Quiz 1	Chapter 22 & 24
10/16	FALL BREAK – No Class	
10/23	Burnout in nursing Discuss video “Handmaidens”	Chapter 22 & 23
10/30	Advanced Practice Nursing <u>Debate</u> on advanced practice issue Global perspectives on	Chapter 24

11/6	Legal issues <u>Debate</u> on legal issue	Chapter 8
11/13	Discuss videos “Legal aspects of nursing practice” And “Patient Safety: Your first concern”	Chapter 8
11/20	*Recruitment assignment due <u>Debate</u> on alternative complementary	Chapter 15
11/27	Power and Politics Economic and general welfare Legislative processes <u>Debate</u> : Collective bargaining with labor unions vs. Professional Associations OR striking Yes or No Quiz 2	Chapter 10
12/4	*Leg. assignment due Health care policy, <u>Debate</u> on health care reform *Bring module evaluation please Future scenarios	Chapter 10

MODULES450-F06

NUR 452  
Leadership & Management

Course Coordinator:

Marlaine “Sparki” Mangels, EdD, MS, RN, CNA, BC

Office: Tuttle N. Room 367

Phone: (585)395-5309 (C) 734-1512

E-mail: mmangels@brockport.edu

**Course Description:** The course examines components of effective leadership and management and their use in various nursing practice areas. The topics and content area include conflict resolution, change, management, budgeting, economics, as well as principles of effective group work and organizational behavior.

**Course Objectives:** Throughout the course, students are expected to:

1. Apply the Neuman Systems Model to the nursing administrative role.
2. Explain differences and similarities among current theories of leadership and management.
3. Analyze components of effective management and leadership.
4. Discuss the application of management and leadership processes to real or hypothetical clinical situations.
5. Identify and explain basic concepts that underlie financial management of health care organizations.
6. Apply findings of published nursing research evaluated as being applicable to management and leadership.

**Course Evaluation:** The following scale will be used to compute grades for NUR 452:

A	=	94-100	C	=	75-76
A-	=	90-93	C-	=	70-74
B+	=	87-89	D+	=	67-69
B	=	84-86	D	=	64-66
B-	=	80-83	D-	=	60-63
C+	=	77-79	E	=	Less than 59

Grades will be derived from the following learning activities and credit allocation:

Class participation and group presentation project	25%
Benchmarking assignment	25%
Interview of nurse manager	25%
Quiz	25%

For traditional students who have not taken the NCLEX, Successful completion of the ATI is necessary to obtain a grade in NUR 452. All students must achieve a grade that is equal or greater than the national passing rate on this exam. You must complete this exam by 11/1/06 in order to get a grade for the course.

**Course Materials:** Required textbook – Cherry & Jacob (2005).

- Recommended: 1) Benner, P. (1984) (2001). *From novice to expert : Excellence and power in clinical nursing practice.* (Commemorative Edition) Upper Saddle River, NJ: Prentice Hall, Inc.
- 2) Newman, B. (2002). *The Neuman Systems Model.* Connecticut: Appleton (on reserve).

### College Attendance Policy and Disability Statement

The student is responsible for all assigned course work and cannot be absolved of this responsibility. When enrolled in a particular course, the student is obligated to do all of the work assigned. Punctual and regular attendance is vital to the discharge of this obligation. Absences, excused or not, do not alter this responsibility.

Absences will be excused for (a) documented illness, (b) official representation of the college, a death of a close relative, (d) religious holiday, and (e) other circumstances beyond the control of the student. Substantiation of excused absences is the responsibility of the student. Excuses for official representation of the college must be obtained from the official supervising that activity or event.

Leaving class prior to being dismissed is an absence. Absences deemed excessive by the instructor may result in a lowered grade. Students whose unexcused absences exceed 15 percent of the scheduled classes and laboratories will be subject to failure at the instructor's discretion.

Regulations more restrictive than those stated above, but not in conflict with them, may be established by the instructor for any course.

Instructors are responsible for distributing this attendance policy, and any additions in writing, during the first class meeting.

Section 504 of the Rehabilitation Act of 1973 requires educational institutions to provide reasonable accommodations to students with documented disabilities, and SUNY College at Brockport completely supports this law. If there are any students in this class who have a disability that may require special accommodations, I ask you to do two things. First of all, be sure to identify yourself to the Coordinator for Disabled Student Services who is responsible for ensuring that such accommodations are made throughout the College. Secondly, if there are accommodations that need to be made for this particular class, you should either see me after class, or at your earliest convenience.

### College Policy on the Use of Communications and Electronic Devices:

Course instructors and staff of College facilities may place restrictions on the use of wireless communication devices and electronic devices in their classroom or facilities. Ringing cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities can be considered disruptive. After an initial warning, students who do not comply with the policy of the classroom/facility, may be asked to leave for the remainder of the class/day. If students are asked to leave class because of such a disruption, instructors are not obligated to allow makeup of missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. Further information on Disruptive

Behaviors, Academic Dishonesty, and Codes of Student Social Conduct, including potential sanctions, processes and rights to appeal is published in *Your Right To Know*.

**NUR 452  
CLASS SCHEDULE**

Fall 2006

1:15p-3:30p

- 8/30/06 Introduction and overview of course Leadership and Management
- 9/6/06 Career Choices/Seeking a job – Guest speaker  
Resume/Interview
- 9/13/06 Student Presentations: Staffing & Nursing Care Delivery Models  
Marketing Strategies; Organizational Structure, Climate & Culture;  
Quality Improvement
- 9/20/06 Student Presentations: Nursing Informatics; Policies & Politics;  
NCLEX Exams, Emergency Preparedness
- 9/27/06 Delegation, Change & Time Management – Guest Speaker  
Benchmarking assignment due
- 10/4/06 Power & Conflict/Magnet Hospitals – Guest Speaker  
Interview assignment due
- 10/11/06 State Board Review  
Take home quiz
- 10/18/06 Quiz Due  
Economics, Financial Management, Budget – Guest Speaker
- 11/1/06 Motivation/Career Planning  
Evaluations

\*\*Each student is required to complete a Clinical exemplar for the Senior Nursing Seminar (NUR 495) on Leadership and Management. This exemplar is part of the requirements for NUR 495. In addition, 16 clinical hours will be spent in a precepted experience with a nurse manager or leader for NUR 495.

\*NOTE: Guest speaker schedule is tentative.



October 4, 2006

Dear College Senate:

As Chair of the Department of Nursing, I strongly support the integration of Nur 450 (2 cr) and 452 (2 cr) into one 3 credit course – Nur 451. According to our yearly student surveys, a significant number of students felt that there was a large overlap of content in Nur 450 and 452. Despite the two faculty members concerted efforts to deal with these issues over a several semester period, these complaints persisted.

The newly proposed course preserves the objectives of the two previous courses, while taking advantage of the new capstone course to provide a meaningful way for students to integrate and apply their learning in the clinical setting.

The Department is requesting that the 1 credit saved from the combining of Nur 450 & 452 into Nur 451 be added to Nur 342, thus increasing class time from 2 hours per week to 3 hours per week in Nur 342. The Junior nursing faculty feel that the current 2 hours does not allow adequate time to cover the essential, basic concepts students need to fully understand and apply the foundational nursing material presented.

The current Nur 450 has been designated as a course that meets the requirements of a course in women's issues. The proposed course continues the focus on gender issues in nursing. Indeed, the history and present day practice of nursing is strongly rooted and influenced by the role of women in society. To discuss issues and trends in nursing would not be possible without studying the gender issues facing the profession. Students will continue to write a paper developing a clinical exemplar relating to leadership in nursing practice. They will also continue to debate an issue of importance to nursing that will be evaluated by both faculty and their peers. The Department of Nursing feels that the proposed Nur 451 meets the designation of a women's issues course and should retain that status.

The Department of Nursing also feels that the new Nur 451 should be designated as a course that meets the general education requirements of a contemporary issues course. Course content is updated continually to reflect the latest contemporary issues in health care/nursing. As explained above, students will explore a current issue in health care, prepare a paper, and also debate/evaluate another current issue.

The Department of Nursing feels that this proposed curricular change will benefit our students in multiple ways. Perhaps most importantly, it provides a concrete way for students to better apply their classroom learning into the clinical setting.

Thank you for your consideration of this proposal. Please contact me for any further questions.

Sincerely,  
Linda Snell  
Associate Professor & Chair  
Department of Nursing