

**School of Nursing/ School of Business  
Major Proposal Change**

**GSC approved 12.9.10**

**Submitted as a partial requirement for approval to Graduate studies Committee**

**Section I Program overview**

1. Over the past several years students and community partners have verbalized a need for financial and budget information to be offered in the MSN curriculum for both the CNS and Nurse Educator role. The opportunity arose between Scripps Healthcare and the MBA program at PLNU to create a healthcare finance course, which was approved through GSC and full faculty last spring. The SON is requesting a change to the Master of nursing program for students to have the option of taking one MBA course BUS 687 or 688 in place of one graduate education course (GED 670 Psychology of Education or GED 672 Philosophy of Education). This proposal is supported by the SON Faculty and the School of Business faculty who have worked to develop the courses. Essentially students would take GED 670 Advanced Educational Psychology or GED 672 Philosophy of Education and one of the business courses (BUS 687 or BUS 688). Total degree units will remain at 43. Overall impact would not change the number of units for the MSN degree.
2. There is no plan for this program to be offered via distance education or at a non-PLNU site. Both courses will be offered during a traditional school semester. Business 687 is currently offered in the fall semester and Bus 688 is scheduled for spring semester. Alternatively, the SOB will offer the classes on alternating summers. The GED courses are typically taken over the summer semester. The FSOB has offered to hold a summer class in spring of 2011 to meet the SON need for a summer offering.
3. A brief class survey to solicit student interest demonstrated 15 out of 30 students would be interested in taking the course if it were offered.
4. Date of initial offering- Summer 2011
5. Describe internal partners: The School of Nursing, School of Education, and the School of Business would partner to offer/allow students to take one of the courses similar to current interdisciplinary curriculum with the School of Education and the GED courses. Students may have the opportunity to acquire more than 43 units if desired by taking both business courses bringing the total possible to 46. Forty three units will remain the requirement. The Graduate School of Education faculty (Gary Railsback and Conni Campbell ) have been included in the conversations relating to the decisions for the Graduate Education courses. Dr Jose Munoz has been a key in working with the SON to develop the BUS 687, BUS 688 courses.

**Section II Program/Course Need**

1. The rationale for inclusion of a healthcare finance course is multifactorial. The National Association of Clinical Nurse Specialists strongly recommends successful CNS's be fiscally responsible in addition to the National Organization of Staff Development for Nurse Educators. Accrediting agencies for the School of Nursing (Commission on Collegiate Nursing Education) also promote educational components supporting leadership, program cost analysis, and fiscal responsibility. This also compliments PLNU's strategic initiatives #3 though the pursuit of academic enrollment and meeting the needs of the adult learner. Additionally, key relationships are supported through the development of this program and the voice of our community partners (Scripps Health and others). The mission of PLNU to provide Christian higher education where graduate programs are of quality and professional relevance while encouraging students to be well informed global citizens. This course option will be supported by inclusion of this alternative to the MSN program while preparing students for today's financially driven healthcare system. The School of Nursing's mission statement is also aligned with support of the university and the call to "provide an interdisciplinary learning program of excellence" (see appendix A).
2. A brief survey was conducted to find out student interest and overwhelmingly students responded very positively to the potential for the course to be offered additionally former students have expressed an interest in the course. Additionally, former PLNU graduates and community partners have identified the need for this course content.
3. Evidence for enrollment projections the current program will be enhanced with the addition of the Business course however the educational focus of the nursing program will be maintained. Current evidence of the educational focus can be demonstrated through the following course offerings GNSG 602 Teaching Faithfully (2 units), GNSG 608 Development of Education Programs (2 units), GNSG 608L Clinical Practicum in Educational Program Development (3 units) and GED 670 Advanced Educational Psychology or GED 672 Philosophy of Education; a total of 10 units of education focus.

### Section III Program Description

#### 1. The course description for the Business course is as follows:

- a. BUS 687 (3.0) HEALTHCARE FINANCIAL MANAGEMENT This course provides a basic framework for understanding and using financial information for making decisions in the healthcare industry. Topics covered include: operating and capital budgets, cost-volume-profit relationships, variance analysis, time value of money, financial statements, government accounting, and ethics in financial management. Prerequisites: None.

#### **BUS 687 – Healthcare Financial Management:**

**Student Learning Outcomes:** The following are the student learning outcomes, and upon successful completion of this course, the student should be able to:

#### Knowledge:

1. Demonstrate an understanding of fundamental concepts of healthcare finance and accounting.

2. Demonstrate a basic knowledge of the ethical, legal, financial, and management within a healthcare environment.

Skills:

1. Apply basic fundamentals of finance and accounting to healthcare decision making.
2. Analyze and interpret critical healthcare information using basic accounting and financial tools.
3. Perform ratio analysis and interpret the results and implications in a healthcare financial setting.

Values:

1. Construct strategies and structures of healthcare financial management that improve the quality of healthcare for the patient and reflect the ethics, integrity, and honesty of the PLNU MBA program in addition to the bottom-line considerations.

In order to achieve these objectives, the professor's goals are to assist you in: (1) using the information, concepts, and principles from this course to plan, prepare, and make informed decisions, (2) communicating your knowledge clearly in concise reports and presentations, and (3) building skills in problem solving, interpersonal communications, research, and fact-finding.

- b. **BUS 688 (3.0) HEALTHCARE OPERATIONS MANAGEMENT** This course provides a basic framework for understanding and using concepts, practices and tools of operations management in the healthcare industry. Topics include: Healthcare operating systems, clinical process management and design, strategy and execution, process improvement and quality, problem solving and decision making, lean process improvement and statistical tools, patient flow, scheduling, forecasting and capacity management, supply chain, operational excellence, and principle-based system design.  
Prerequisites: BUS 687 – Healthcare Financial Management- **FSOB will waive this prerequisite**

**BUS 688 – Healthcare Operations Management:**

**Student Learning Outcomes:** The following are the student learning outcomes, and upon successful completion of this course, the student should be able to:

Knowledge:

1. Demonstrate an understanding of fundamental concepts of healthcare operations and strategic management.
2. Demonstrate a basic knowledge of the ethical, legal, operational, and management within a healthcare environment.

Skills:

1. Apply basic fundamentals of operations, quality, supply chain logistics, and healthcare operations management to healthcare decision making.
2. Analyze and interpret critical healthcare information using operational and strategic planning tools.

3. Perform supply chain and quality management studies and analyze the results and implications in a healthcare operational setting.

Values:

1. Construct strategies and structures of healthcare operational management that improve the quality of healthcare for the patient and reflect the ethics, integrity, and honesty of the PLNU MBA program in addition to the bottom-line considerations.

In order to achieve these objectives, the professor's goals are to assist you in: (1) using the information, concepts, and principles from this course to plan, prepare, and make informed decisions, (2) communicating your knowledge clearly in concise reports and presentations, and (3) building skills in problem solving, interpersonal communications, research, and fact-finding.

**2. Program learning outcomes partially satisfied by the addition of this course include the following**

- a. Inquiring Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.
- b. Following Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a "divine imposed duty of ordinary work." The nursing student will integrate the *ordinary work* by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

**3. Curricular map: (attached in presentation to GSC)**

**4. List of Courses Required :** One of two business courses will be offered to students as an alternative to two graduate education courses

**5. Syllabi review:** The rigor of the syllabi shall be primarily maintained by the faculty of the School of Business in collaboration with the School of Nursing. Additionally, the syllabi will meet the needs of the MSN students as they progress towards degree completion.

**Schedule/ Format**

1. Length of time for completion: No change- no change in total number of units. Six semesters or 2 years full time
2. Description of registration model: Courses will be offered by the School of Business. Graduate nursing students will be cleared by their faculty advisor prior to registering for the course as is the current practice.

3. The School of Nursing and the School of Business will establish a mechanism for the communication of feedback on an as needed basis throughout the semester.
4. Timeframe: No course will be offered in an accelerated format. Business courses are a semester long, GED courses are offered as quad courses over the summer.
5. Sample schedule of courses will be as provided by the MBA program

#### **Evaluation**

1. Plan for assessment of program: Student feedback in the format of formative and summative evaluation mechanisms. The SON will monitor the outcomes and reassess and evaluate as needed.

#### **Section IV**

##### **Resources**

1. Number of faculty: As provided for by the MBA faculty.
2. Adjunct faculty may be involved as needed according to the FSOB .
3. Change in faculty workload: Work load for business faculty may increase and School of Education faculty may decrease dependent on demand for course. Workload may also remain unchanged.
4. Key credentials of faculty : As directed by the University

##### **Physical Resources**

Description of physical resources: Potentially greater need for seats in the MBA courses

##### **Financial Resources**

1. Start up costs
2. Impact to total cost of program: No change

#### **Section V: Teach out plan**

1. Students will have greater opportunity to finish in a timely manner taking courses most germane to their needs as adult learners.