## NEW COURSE PROPOSAL FORM

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| ACADEMIC AREA: | School of Health Professions |
| PROGRAM: | AS NURSING |
| PROPOSEd by: | CHITRA FELTS |
| PRESENTER: | GAYLE WETZEL |
| SUBMISSION DATE: | 1/3/2014 |
| CURRENT COURSE PREFIX, NUMBER AND TITLE: | NUR 1001C - TRANSITION TO PROFESSIONAL NURSING |

### SECTION I

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| COURSE INFORMATION: | TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:  Nursing, generic undergraduate  theory and laboratory EXPERIENCE required for nursing practice and those aspects of the nursing profession that are related to roles, leadership, trends, theories, and research |
| Department | NURSING |
| COURSE PREREQUISITE(S): | ACCEPTANCE INTO THE asN program - trAnsition NURSING CURRICULUM (formerly called Advanced placement) |
| DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM? | NO |
| MINIMUM GRADE OF prereqUISITE(s): | NA |
| COURSE COREQUISITE(S): | NONE |
| IS ANY COREQUISITE LISTED ON THIS COURSE LISTED AS A COREQUISITE ON ITS PAIRED COURSE?  eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032. | -- NA -- |
| COURSE CREDITS OR CLOCK HOURS: | Three credits |
| credit type: | COLLEGE CREDIT (TRANSFERABLE) |
| CONTACT HOURS: | SEVEN contact hours |
| COURSE DESCRIPTION: | |
| This course is designed for students accepted into the ASN Program’s Transition Nursing Curriculum. Topics will include an overview of the scientific basis for nursing, fundamental and health assessment nursing skills, psychosocial assessment skills, psychiatric diagnostic systems, health, wellness, and holistic nursing concepts, communication skills for nurses, concepts and procedures of the nursing process, roles of the professional registered nurse, legal and ethical responsibilities, and nursing leadership. | |
| GENERAL TOPIC OUTLINE: |  |
| * Nursing process * Nature of Contemporary Nursing * Health and Wellness: Holistic Nursing Concepts * Therapeutic Relationships and Communications * Ethical-Legal Issues * Health History and Health Assessment Technique * Cardiopulmonary and Cardiovascular skills and assessment * Gastrointestinal/nutrition skills and assessment * Genitourinary skills and assessment * Musculoskeletal skills and assessment * Integumentary assessment * Neurosensory skills and assessment * Psychosocial assessment and Psychiatric diagnostic system | |

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

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| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| 1. **Function as a Provider of Care:**    1. Apply a framework of nursing practice which incorporates an understanding of social, cultural, and educational needs throughout the lifespan    2. Apply principles of asepsis and biohazard management to a variety of clinical scenarios    3. Show techniques to ensure client safety when performing procedures and using equipment    4. Perform comprehensive head to toe physical assessment.    5. Apply mental health concepts basic to nursing: therapeutic relationships, therapeutic communications, stress adaptation, coping, defense mechanism, unconditional positive regard, behavioral modification, nursing role and loss.    6. Evaluate pertinent client physical, cultural, and psychosocial data.    7. Apply evidenced base information from published or electronic media to support clinical decision making. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Skill Demonstration Examination  Satisfactory completion of an interpersonal process analysis (IPA) assignment using a scoring rubric.  Satisfactory completion of a client Psychosocial Assessment using a scoring rubric.  Scoring minimum of 77% on multiple format testing including case studies situations/simulations. | CT  CT  CT,GSR,COM  CT, GSR, COM  CT  CT, TIM |
| 1. **Function as a manger of Care**   2.1 Discuss the nurses role in the health care delivery system  2.2 Describe a method of communication (Axis Diagnosis I-V, DSM IV TR) which can facilitate collaborative care with other health care professionals | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring minimum of 77% on multiple format testing including case study situations/simulations. | CT, GSR, COM |
| 1. **Function as a Professional**     1. Analyze concepts basic to professional nursing practice.    2. Evaluate ethical legal issues that influence nursing practice    3. Synthesize the role of a nurse in protecting clients privacy and confidentiality | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Written assignments  Group projects  Class discussions  Scoring minimum of 77% on multiple format testing including case study situations/simulations. | CT, COM, GSR |

### SECTION II (Must complete each item below)

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| ICS CODE FOR THIS COURSE: | ADVANCED AND PROFESSIONAL - 1.11.12 - HEALTH PROFESSIONS |
| IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S)—Enter “NA” OR MAJOR code(S): | NAAp |
| GRADE MODE: | STANDARD GRADING |
| IS THIS AN “INTERNATIONAL OR DIVERSITY FOCUS” COURSE? | NO |
| IS THIS A GENERAL EDUCATION COURSE? | NO |
| IS THIS A WRITING INTENSIVE COURSE? | NO |
| iS THIS AN HONORS COURSE? | NO |
| IS THIS A REPEATABLE\* COURSE?  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3-credit hour course, can be repeated 1 time and a student can earn a maximum of 6 credits.)  \*not the same as Multiple Attempts or Grade Forgiveness | NO |
| IF “YES”, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE? if “NO”, ENTER “na”. | NA |
| DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS (experimental)? | NO |
| WILL this course HAVE AN IMPACT ON OTHER COURSES, PROGRAMS, DEPARTMENTS, or budgets? | NO |
| IF “YES,” please eXPLAIN or submit comments (ENTER “NA” or COMMENTS): | NA |
| IF “YES,” HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS, PROGRAMS, or other institutions) REGARDING THE IMPACT? WERE ANY AGREEMENTS MADE (ENTER “NA” OR COMMENTS)? | NA |

### sECTION III (MUST COMPLETE EACH ITEM BELOW)

**PROVIDE JUSTIFICATION FOR EACH CHANGE ON THIS PROPOSED CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION)—ENTER “na” OR TEXT:**

REDISTRIBUTING THE CREDITS From other four courses to this course  
The advanced placement nursing program of the Edison State College was established to help the community of licensed practical nurses and paramedics. However, in the last few years, the trend is changing in this geographical area. Many hospitals are moving toward magnet status and strive to achieve the goal of “BSN in 10” initiative (NLN, 2012). Employers prefer ASN and bachelor prepared nurses rather than LPN’s. This trend has decreased the number of LPNs in the community. Many of the LPN’s prefer to work in nursing homes and physician’s offices rather than going back to school to advance their degree. Because of these trends, enrollment in the advanced placement program is gradually declining. Decline in enrollment is detrimental to an educational institution. To avoid this decline in enrollment, the Edison State College nursing program decided to decrease the number of seats available for LPN’s entering the advanced placement program and increase the seats in the generic program. Instead of conducting two different streams of nursing and utilizing the faculty resources for two separate programs, the leadership decided to conduct one program for the generic nursing and advanced placement program. To assist the LPN’s into a RN program, a 3 credit hour course, NUR, 1001C- TRANSITION TO PROFESSIONAL NURSING, will be developed.

**nOTE:** Changes for the Fall 2014 Term must be submitted by the January 2014 deadline and approved no later than the February 2014 Curriculum Committee meeting prior to the start of the next academic year. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate dean as well as the Vice President, Academic Affairs to begin in either the spring or summer term.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:**

FALL 2014

na

**oRDER OF APPROVAL FOR EXCEPTIONS IS AS FOLLOWS:**

SIGNATURE #1 NEEDED FOR EFFECTIVE TERM EXCEPTION:



SIGNATURE #2 NEEDED FOR EFFECTIVE TERM EXCEPTION:



**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 1/2/2014

**DEAN ENDORSEMENT:**

 1/3/2014

**DEANS’ COUNCIL Review – verified by:**

 PLEASE SELECT TODAY’S DATE

**FOR CURRICULUM COMMITTEE MEETING DATE: February 28, 2014**

Completed curriculum proposals must be uploaded to the dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission for Proposals* document available in the document manager in the MyEdisonState Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents