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| **School or Division** | School of Health Professions |
| **Program or Certificate or** | AS, Nursing |
| **New degree or certificate program** | List new degree or certificate program here |
| **Proposed by (faculty only)** | Gayle Wetzel, June Davis, Angela Vitale and approved by nursing faculty at meeting |
| **Presenter (faculty only)** | Gayle Wetzel |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and must be submitted for a later date. | |
| **Submission date** | 12/4/2015 |
| **Course prefix, number, and title** | **NUR 2244L FAMILIES IN CRISIS-COMPLEX HEALTH PROBLEMS CLINICAL** |

**Section I, New Course Information (must complete all items)**

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| **List School or Division** | School of Health Professions |
| **List course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | NUR 2035 a grade of C or higher  NUR 2035L  NUR 2440 a grade of C or higher  NUR 2440L |
| **Will students be taking any of the prerequisites listed for this course in different parts of the same term (ex. Term A and Term B)** | No |
| **List course corequisites** | NUR 2244 |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | Yes  NUR 2244 |
| **Course credits or clock hours** | 3 |
| **Contact hours (faculty load)** | 9 |
| **Select grade mode** | Pass/Fail |
| **Credit type** | College Credit |
| **Course description** (provide below) | |
| **This course provides clinical experiences for students to explore and solidify the concepts covered in Nursing Concepts: Families in Crisis-Complex Health Problems. Upon completion the students will be able to provide safe and effective care for patients/clients and families in a community context.** | |

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| **General topic outline** (type in outline below) |
| * This course emphasizes the functioning role of the professional nurse in a diverse population setting involving complex health problems and crisis situations. |

**Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| 1. **Model professional nursing behaviors that represent advocacy, accountability, ethical conduct, and cultural competence in biophysical and psychosocial crisis situations.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | **GSR** |
| 1. **Demonstrate and analyze a comprehensive assessment of the physical, psychosocial, and environmental needs of patients/clients within a culturally diverse population in various community settings.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | **QU** |
| 1. **Identify and Implement an educational plan for a patient/client with complex physiologic needs and their family.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | **CT** |
| 1. **Model compassionate behaviors to patients/clients with complex health problems, and their families.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | **GSR** |
| 1. **Model respectful and effective communication with culturally diverse patients/clients, families, and the interdisciplinary healthcare team to promote collaboration and produce optimal patient/client outcomes.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | **GSR** |
| 1. **Identify the use of informatics to provide evidence based care to patients/clients with complex biophysical and psychosocial health issues.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | **COM** |
| 1. **Initiate and implement a plan of care for the assessment and management of a patient/client with complex variations in oxygenation and perfusion.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | **CT** |
| **8. Model evidence-based nursing care for patients/clients with complex variations in safety, consider quality improvement initiatives, to provide optimal patient/client outcomes.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | QU |
| **9. Evaluate the relationship of various concepts as they interrelate for patients with complex psychiatric and biophysical health issues.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | CT |
| **10. Initiate a plan of care for the assessment and management of a patient/client with complex variations in mobility, tissue integrity, and sensory perception.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | QU |
| **11. Critically analyze patient/client data and prioritize the care of patients/clients with complex psychosocial and biophysical health issues.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | CT |
| **12. Model professionalism as a member of a healthcare team in various community settings, portraying accountability and leadership.** | **Students will demonstrate competency in these outcomes by:**  **Receiving a passing rating on the clinical evaluation tool from the clinical instructor** | GSR |

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| **ICS code for this course** | ADVANCED AND PROFESSIONAL - 1.11.12 - HEALTH PROFESSIONS |
| **Should any major restriction(s) be listed on this course? If so, select "yes" and list the appropriate major restriction code(s) or select "no".** | Yes  AS NURN |
| **Is the course an “International or Diversity Focus” course?** | No, not International or Diversity Focus |
| **Is the course a General Education course?** | No |
| **Is the course a Writing Intensive course?** | No |
| **Is the course repeatable\*?**  (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 |
| **Do you expect to offer this course three times or less (experimental)?** | No |

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| **Impact of Course Proposal** | |
| **Will this new course proposal impact other courses, programs, departments, or budgets?** | Yes |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | This course is part of a new curriculum for the ASN Nursing program. When it begins, NUR 2520L and NUR 2260L will no longer be offered in the ASN nursing curriculum |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
| This proposal was discussed by the nursing faculty and approved by a vote in the November 2015 meeting | |

**Section II, Justification for proposal**

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| **Provide justification (below) for this proposed curriculum action** |
| The faculty of the ASN nursing faculty made a decision to convert from a Systems-based curriculum to a Concept-based curriculum. This course will be one of the core courses of the new curriculum |

**Section III, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Patricia Arcidiacono, Catherine Bogar, James Coogan, June Davis, Debra Ebaugh, Julissa Gonzalez, Hope Goodwin, Carrie Kozel, Jenneine Lambert, Colleen Moore, Nora Stadelmann, Andrea Storrie, Judy Sweeney, Angela Vitale, Debra Weeks, Gayle Wetzel , Patricia Zebrook |

**nOTE:** Changes for the Fall 2016 term must be submitted to the Dropbox by the February 5, 2016 deadline and approved no later than the March 4, 2016 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Associate Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2016 or Summer 2016 term.

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| **Term in which approved action will take place** | Fall 2016 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator/Director** | Barbara Ward | 1/8/2016 |
| **Academic Dean or Associate Vice President** | Marie Collins | 1/8/2016 |

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| **Select Curriculum Committee Meeting Date** | February 5, 2016 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Calendar* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Associate Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting**. All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.