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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 2244 FAMILIES IN CRISIS-COMPLEX HEALTH PROBLEMS** |

**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 2244L |
| **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 2244L |
| **Course credits or clock hours** | 5 |
| **Contact hours (faculty load)** | 5 |
| **Select grade mode** | Standard Grading (A, B, C, D, F) |
| **Credit type** | College Credit |
| **Course description** (provide below) | |
| This course is designed to further develop the concepts within FSW nursing philosophy: Health, People and nursing as a profession. Emphasis is placed on the concepts of health-wellness-illness, collaboration, managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability, evidence-based practice, and complex communication concepts. Upon completion, students should be able to provide safe nursing care incorporating the concepts identified in this course. | |

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| **General topic outline** (type in outline below) |
| * Accountability * Acid-base balance * Addiction * Advocacy * Cellular Regulation * Clinical Decision Making * Cognition * Collaboration * Comfort * Communication * Culture and Diversity * Ethics * Evidence-based Practice * Family * Fluids and Electrolytes * Grief and Loss * Health Policy * Healthcare Systems * Immunity * Infection * Inflammation * Informatics * Intracranial regulation * Managing Care * Metabolism * Mobility * Mood and Affect * Oxygenation * Perfusion * Professional Behaviors * Quality Improvement * Safety * Self * Sensory Perception * Sexuality * Stress and Coping * Teaching and Learning * Thermoregulation * Tissue Integrity * Violence |

**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. Utilizing evidence based practice, modify the patient/client plan of care with the mutual goal of achieving the highest quality of life, in a variety of community settings. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | QU |
| 1. Integrate professional behavior to provide holistic care for culturally diverse patients/clients with complex physiological needs and their families. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | QU |
| 1. Utilize evidence-based practice and clinical reasoning to develop appropriate methods to provide safe, quality care to patients/clients and families in crisis situations. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | QU |
| 1. Incorporate informatics, personnel, time management, and cost in discussing strategies to continuously improve the quality and safety of health care systems. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | QU |
| 1. Model compassionate behaviors and therapeutic communication to patients/clients, families, and members of the healthcare team. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | QU |
| 1. Develop and evaluate a plan of care for the assessment and management of a patient/client with complex variations in fluid and electrolyte imbalance, inflammation, intracranial regulation and/or infection. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | QU |
| 1. Develop and evaluate a plan of care for the assessment and management of a patient/client with complex variations in oxygenation and/or perfusion. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | COM |
| 1. Develop and evaluate a plan of care for the assessment and management of a patient/client with complex variations in cellular regulation. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | GSR |
| 1. Construct 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 successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | GSR |
| 1. Demonstrate appropriate interdisciplinary collaboration utilizing effective communication skills to produce optimal patient/client outcomes during a health crisis. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | QU |
| 1. Examine appropriate interventions to produce optimal patient/client outcomes in a crisis situation for patients/clients experiencing addiction, alterations in cognition and mood disorders, and/or violence. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 1. Examine collaboration between interdisciplinary and intradisciplinary teams, discuss quality improvement strategies to improve the quality and safety of complex patient/client care in a variety of community settings. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 1. Integrate strategies for prioritizing the care of patients/clients with complex health issues. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 1. Evaluate the relationship of previously learned concepts as they relate to patients/clients. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 1. Analyze the effectiveness of various communication techniques for patients/clients and families experiencing grief and loss. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 1. Evaluate current health care policies and how they affect the delivery of care to patients/clients and their families in various community settings. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 1. Model accountability and advocacy in the management of care for patients/clients with complex ethical issues and their families. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 18. Utilize clinical decision making to evaluate the delegation and management of care for patients/clients with complex health problems. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 19. Develop and evaluate a plan of care for the management of comfort for culturally diverse patients/clients with complex health problems. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |
| 20. Integrate a teaching and learning plan into the plan of care for patients/clients with complex variations of immunity, metabolism, mobility, and thermoregulation and their families. | Students will demonstrate competency in these outcomes by successfully completing one or more of the following assessments:  Scoring a minimum of 77% on assignments and/or multiple format testing. | CT |

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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 2520 and NUR 2260 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.