|  |  |
| --- | --- |
| **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** | 11/30/2015 |
| **Course prefix, number, and title** | **NUR 1034 HEALTH TO ILLNESS ACROSS THE LIFESPAN** |

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

|  |  |
| --- | --- |
| **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 1020 a grade of C or higher  NUR 1020L  NUR 1025L a grade of C or higher  NUR 2140 Pharmacology for Nurses a grade of C or higher |
| **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 1034L |
| **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 1034L |
| **Course credits or clock hours** | Credit hours: 5 hours |
| **Contact hours (faculty load)** | Contact hours: 5 hours |
| **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 the FSW nursing philosophy: health, people and nursing as a Profession. The emphasis is placed on the role of illness in biophysical and psychosocial concepts as well as the development of evidence-based nursing practice and clinical decision making. This course continues developing competence in concepts introduced in Nursing Concepts: Health and Wellness and introduces the concepts of oxygenation, perfusion, grief/loss, stress/coping, acid-base balance, digestion, elimination, metabolism, and thermoregulation. Upon completion of the course students will be able to apply the concepts to client care, individual-centered care, and quality care goals. | |

|  |
| --- |
| **General topic outline** (type in outline below) |
| * Accountability * Acid-Base Balance * Caring Interventions * Cellular Regulation * Clinical Decision Making * Cognition * Collaboration * Comfort * Communication * Culture and Diversity * Digestion * Elimination * Ethics * Evidence-Based Practice * Family * Fluid and Electrolytes * Grief and Loss * Health Policy * Health, Wellness, and Illness * Immunity * Infection * Inflammation * Informatics * Intracranial regulation * Legal Issues * Metabolism * Mobility * Nutrition * Oxygenation * Perfusion * Perioperative Care * Professional Behaviors * Safety * Self * Sensory Perception * Spirituality * 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.

|  |  |  |
| --- | --- | --- |
| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| 1. Differentiate when to advocate holistically for diverse patients/clients in psychiatric and medical/surgical settings and their families in ways that promote health, self-determination, integrity, and ongoing growth as human beings. | 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. Summarize the relationships between psychosocial and biophysical concepts, presented in this course, and other concepts/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. Apply culture of safety, quality care, evidence-based practice and nursing judgment to meet the needs of patients/clients and families in a community context. | 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. Describe commonly occurring variations in psychosocial and biophysical concepts, presented in this cou*r*se. | 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. Demonstrate professional nursing behaviors in relationship to the concepts presented in this course and patients/clients and families in the community context. | 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. Choose appropriate assessment strategies and tools when evaluating clients with variations from wellness in the concepts presented in this course. | 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. Differentiate effective strategies for communication, teaching and learning with diverse populations with physical, mental, and spiritual needs and with multidisciplinary healthcare team that promotes collaborative decisions making to produce optimal patient outcomes. | 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. Describe responsibilities of the professional nurse when dealing with the legal/ethical issues encountered in client/patient care scenarios. | 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 patient care effectively to meet the needs of patients related to time, personnel, informatics, and cost 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. | GSR |
| 1. Develop strategies for ensuring the safety of patients/clients with variations in wellness of psychosocial and/or biophysical concepts. | 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. Summarize the responsibilities of the professional nurse when caring for the perioperative client/patient and 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 |
| 1. Construct a plan of care for meeting the comfort needs of a client/patient and families that is culturally and spiritually competent. | 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. Develop a plan of care for the assessment and management of a patient/client with variations in digestion, elimination, metabolism and/or nutrition. | 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. Develop a plan of care for the assessment and management of a patient/client with 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 | CT |
| 1. Create a plan of care for the assessment and management of a patient/client and family with variations in immunity, infection and/or inflammation. | 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. Develop a plan of care for the assessment and management of a patient/client with 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 | CT |
| 1. Construct a plan of care for the assessment and management of a patient/client with 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 | CT |

|  |  |
| --- | --- |
| **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  If repeatable, list maximum number of credits |
| **Do you expect to offer this course three times or less (experimental)?** | No |

|  |  |
| --- | --- |
| **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 1211 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**

|  |
| --- |
| **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**

|  |
| --- |
| **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.

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

|  |  |  |
| --- | --- | --- |
| **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 |

|  |  |
| --- | --- |
| **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.