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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** | 11/30/2015 |
| **Course prefix, number, and title** | **NUR 1020 HEALTH AND WELLNESS ACROSS THE LIFESPAN** |

**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”)** | Acceptance to the Nursing Program |
| **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 1020 L |
| **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 1020L |
| **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 introduces concepts within the FSW nursing philosophy: health, people and nursing as a profession. Emphasis is placed on the introduction of the concepts of nursing responsibilities, professionalism, assessment, health, wellness, and illness. Upon completion of the course students will be able to apply the concepts to client care, individual-centered care, and quality care goals. | |

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| **General topic outline** (type in outline below) |
| * Accountability * Advocacy * Assessment * Caring Interventions * Communication * Culture and Diversity * Ethics * Evidence-Based Practice * Family * Health Policy * Health, Wellness, and Illness * Healthcare Systems * Informatics * Legal Issues * Mobility * Nutrition * Professional Behaviors * Safety * Sensory Perception * Spirituality * Tissue Integrity |

**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. Describe holistic advocacy for diverse patient/client populations 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. Describe culture of caring, safety, quality care, and nursing judgment and how these concepts relate to the needs of patients 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. Explain evidence-based practice and how this concept relates to other 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. Describe the roles and responsibilities of the professional nurse. | 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. Describe effective strategies for communicating with diverse populations throughout the lifecycle. | 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 effective strategies for communication with the interdisciplinary healthcare team that promotes collaborative decision making to produce optimal patient/client 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. Recognize concepts that promote effective patient/client care to meet the needs of adult 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. | TIM |
| 1. Apply skills necessary to perform a comprehensive health history | 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. | TIM |
| 1. Describe the psychomotor techniques necessary to perform a psychosocial and physical assessment | 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. Explain how cultural/spiritual beliefs impact a client/patient view of health and wellness | 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. Explain how client/patient diversity affects the delivery of nursing care | 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. Describe the concept of Health, Wellness and Illness as it relates to health promotion | 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 common assessments related to the biophysical concepts of Nutrition, Mobility, Sensory Perception and Tissue Integrity | 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 |

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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  If repeatable, list maximum number of credits |
| **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 1022 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.