Code # NHP48 (2015)

**New/Special Course Proposal-Bulletin Change Transmittal Form**

**Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [pheath@astate.edu](mailto:pheath@astate.edu)

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| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

**NRSP 1341**

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Clinical Practicum II**

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Practicum**

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

**Standard letter**

5. Is this course dual listed (undergraduate/graduate)?

**No**

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

**No**

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

**Medical-surgical clinical experience for the student making the transition to the registered nurse role. Concepts from Nursing II and Role Development II are applied.**

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

**Admission to the online associate degree nursing program and fall I session courses**

b. Why?

**This course is part of the online associate degree in nursing program’s professional program/curriculum.**

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Fall

10. Contact Person (Name, Email Address, Phone Number)

Renee S. Miller, [rsmiller@astate.edu](mailto:rsmiller@astate.edu), 3074

Karen Blue, [kblue@astate.edu](mailto:kblue@astate.edu) 3074

11. Proposed Starting Term/Year

Fall 2017

12. Is this course in support of a new program? **No**

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? **No**

If yes, what course?

Enter text...

Has this course number been used in the past? **No**

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? **No**

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

**Foundational clinical course for the associate degree nursing program which provides opportunities to demonstrate clinical competence related to medical-surgical and role content.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

**Course information is required by national accrediting organization (ACEN) and includes essential components necessary for patient care and successful completion of the NCLEX-RN licensure exam.**

c. Student population served.

**All students admitted to the Online Associate Degree Nursing program.**

d. Rationale for the level of the course (lower, upper, or graduate).

**Lower level, focus on the foundational clinical experience.**

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Clinical Seminars:

* Epidurals analgesia
* Ostomy
* Complex Dressing changes – (ex: wet to dry)
* Pressure Ulcers
* Hospitalized Child – play therapy
* Diabetic Resources (ex: peripheral glucose monitoring)
* Pain Misconceptions

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

**Selected clinical experiences,** **Patient plan of care, quizzes, exams**

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**Labs, simulated learning, site visitations**

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

**No**

20. What is the primary intended learning goal for students enrolled in this course?

The student will apply best practices in caring for selected patients in the acute care setting.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

* Pickar, G. D., *Dosage calculations* (9th ed.) (2012). Albany: Delmar.
* Pagana & Pagana; *Mosby’s Manual of diagnostic and Laboratory Testing* (2010), (4th ed.), Mosby
* Gahart & Nazareno; 2014 *Intravenous Medications* (30th ed.) Mosby;
* Carpenito, L. (2012). Nursing Diagnosis: Application to clinical practice (14th ed.). Lippincott Williams & Wilkins.
* Mosby’s Nursing Skills CD-ROM 3.0, Student Version (4th ed.) (2014)
* Newfield, S., Hinz, M., Scott-Tilley, D., Sridaromont, K., Maramba, P. (2007). Cox’s clinical applications of nursing diagnosis: Adult, child, women’s, psychiatric, gerontic, and home health considerations (5th ed.). Philadelphia: F. A. Davis.
* Lewis, et al, (2014) Medical-Surgical Nursing: Assessment And Management Of Clinical Problems (9th ed), SINGLE VOLUME , Mosby
* Rudd, K. & Kocisko, D. (2014) Pediatric Nursing: The Critical Components of Nursing Care.
* Lilley, L. L. & Harrington, S & Snyder, J . (2014). Pharmacology and the Nursing Process (7th ed.). St. Louis: Mosby.

b. Number of pages of reading required per week: Approx 50

c. Number of pages of writing required over the course of the semester: Approx 15

22. High-Impact Activities (Check all that apply)

Collaborative assignments

Research with a faculty member

Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Program level SLOs are listed below. *Blooms* taxonomy is used to identify SLO levels and the SLO map (*See attached*) outlines how each learning outcome is individualized for each course. Other professional organizations such as National League of Nursing (NLN), Accreditation Commission for Education in Nursing (ACEN), and Quality and Safety Education in Nursing, Institute (QSEN) are reflected in the Program Level SLOs.**

**This course is a second semester foundational course.**

**Program-level Student Learning Outcomes**

1. **Employ vigilance and standards of practice to mitigate errors and to promote a culture of safety through individual performance and system effectiveness.**
2. **Relate the use of the nursing process in providing evidence- based care to promote, maintain and restore an optimal level of wellness.**
3. **Justify clinical reasoning in contemporary practice environments based on the bio-psycho-social-cultural-spiritual concepts.**
4. **Select therapeutic communication techniques to promote relationship-centered care when interacting with, patients, families, and members of the interprofessional team.**
5. **Formulate appropriate patient education activities based on teaching - learning principles to meet the needs of individuals and groups in contemporary practice environments.**
6. **Support the inter-professional team through effective collaboration and shared decision- making to achieve safe quality patient care.**
7. **Demonstrate professional responsibility and accountability while implementing the role of the Registered Nurse.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Employ vigilance and standards of practice to mitigate errors and to promote a culture of safety through individual performance and system effectiveness. |
| Assessment Measure | **Specific content questions on each exam, grading tools/rubrics, student evaluation (clinical) tools, HESI\* Exam, Learning lab simulated experiences**  **\***Health Education Systems Incorporated (HESI) is a US company that provides exams and other educational material designed to prepare student nurses for professional licensure, and predict their likely success in tests such as the NCLEX-RN |
| Assessment  Timetable | First semester course assessments due December 15th  Second semester course assessments due May 15  Third (final) semester course assessment due August 15 |
| Who is responsible for assessing and reporting on the results? | Course coordinators or full-time faculty teaching the course. |

*(Repeat if this new course will support additional program-level outcomes)*

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| **Program-Level Outcome 2 (from question #23)** | Relate the use of the nursing process in providing evidence- based care to promote, maintain and restore an optimal level of wellness. |
| Assessment Measure | **Specific content questions on each exam, grading tools/rubrics, student evaluation (clinical) tools, HESI\* Exam, Learning lab simulated experiences**  **\***Health Education Systems Incorporated (HESI) is a US company that provides exams and other educational material designed to prepare student nurses for professional licensure, and predict their likely success in tests such as the NCLEX-RN |
| Assessment  Timetable | First semester course assessments due December 15th  Second semester course assessments due May 15  Third (final) semester course assessment due August 15 |
| Who is responsible for assessing and reporting on the results? | Course coordinators or full-time faculty teaching the course. |

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| **Program-Level Outcome 3 (from question #23)** | Justify clinical reasoning in contemporary practice environments based on the bio-psycho-social-cultural-spiritual concepts. |
| Assessment Measure | **Specific content questions on each exam, grading tools/rubrics, student evaluation (clinical) tools, HESI\* Exam, Learning lab simulated experiences**  **\***Health Education Systems Incorporated (HESI) is a US company that provides exams and other educational material designed to prepare student nurses for professional licensure, and predict their likely success in tests such as the NCLEX-RN |
| Assessment  Timetable | First semester course assessments due December 15th  Second semester course assessments due May 15  Third (final) semester course assessment due August 15 |
| Who is responsible for assessing and reporting on the results? | Course coordinators or full-time faculty teaching the course. |

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| **Program-Level Outcome 4 (from question #23)** | Select therapeutic communication techniques to promote relationship-centered care when interacting with, patients, families, and members of the interprofessional team. |
| Assessment Measure | **Specific content questions on each exam, grading tools/rubrics, student evaluation (clinical) tools, HESI\* Exam, Learning lab simulated experiences**  **\***Health Education Systems Incorporated (HESI) is a US company that provides exams and other educational material designed to prepare student nurses for professional licensure, and predict their likely success in tests such as the NCLEX-RN |
| Assessment  Timetable | First semester course assessments due December 15th  Second semester course assessments due May 15  Third (final) semester course assessment due August 15 |
| Who is responsible for assessing and reporting on the results? | Course coordinators or full-time faculty teaching the course. |

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| **Program-Level Outcome 5 (from question #23)** | Formulate appropriate patient education activities based on teaching - learning principles to meet the needs of individuals and groups in contemporary practice environments. |
| Assessment Measure | **Specific content questions on each exam, grading tools/rubrics, student evaluation (clinical) tools, HESI\* Exam, Learning lab simulated experiences**  **\***Health Education Systems Incorporated (HESI) is a US company that provides exams and other educational material designed to prepare student nurses for professional licensure, and predict their likely success in tests such as the NCLEX-RN |
| Assessment  Timetable | First semester course assessments due December 15th  Second semester course assessments due May 15  Third (final) semester course assessment due August 15 |
| Who is responsible for assessing and reporting on the results? | Course coordinators or full-time faculty teaching the course. |

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| **Program-Level Outcome 6 (from question #23)** | Support the inter-professional team through effective collaboration and shared decision- making to achieve safe quality patient care. |
| Assessment Measure | **Specific content questions on each exam, grading tools/rubrics, student evaluation (clinical) tools, HESI\* Exam, Learning lab simulated experiences**  **\***Health Education Systems Incorporated (HESI) is a US company that provides exams and other educational material designed to prepare student nurses for professional licensure, and predict their likely success in tests such as the NCLEX-RN |
| Assessment  Timetable | First semester course assessments due December 15th  Second semester course assessments due May 15  Third (final) semester course assessment due August 15 |
| Who is responsible for assessing and reporting on the results? | Course coordinators or full-time faculty teaching the course. |

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| **Program-Level Outcome 7 (from question #23)** | Demonstrate professional responsibility and accountability while implementing the role of the Registered Nurse. |
| Assessment Measure | **Specific content questions on each exam, grading tools/rubrics, student evaluation (clinical) tools, HESI\* Exam, Learning lab simulated experiences**  **\***Health Education Systems Incorporated (HESI) is a US company that provides exams and other educational material designed to prepare student nurses for professional licensure, and predict their likely success in tests such as the NCLEX-RN |
| Assessment  Timetable | First semester course assessments due December 15th  Second semester course assessments due May 15  Third (final) semester course assessment due August 15 |
| Who is responsible for assessing and reporting on the results? | Course coordinators or full-time faculty teaching the course. |

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| **Outcome 1** | **Demonstrate strategies designed to promote safety for the registered nurse, patients/families and the interprofessional team in the acute care setting.** |
| Which learning activities are responsible for this outcome? | Selected Multiple Choice, Multiple Answer Items, Evaluation of Clinical Performance |
| Assessment Measure and Benchmark | Assessment Measure: Benchmark\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Mid-term Exam:*  approximately 5 items Point biserial for will be >0.15 and total group % reflects  50% or higher for each item  *HESI Custom Final* (QSEN Category:  Patient Centered Care: Students will have a median HESI score of > 900 in all categories  Basic Safety Design Principles,  Culture of Safety  and Safety Monitoring and National  Patient Safety Resources)  Clinical Evaluation Rubric All students will score > 75% on safety portion of the rubric |
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*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | **Describe skills necessary for implementation of the nursing process to provide safe quality care for patients and families.** |
| Which learning activities are responsible for this outcome? | Selected Multiple Choice, Multiple Answer items, Nursing Care Plan, Evaluation of Clinical Performance |
| Assessment Measure and Benchmark | Assessment Measure: Benchmark\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Midterm Exam:* approximately 10 items Point biserial for will be >0.15 and total group % reflects  50% or higher on each item  *HESI Custom Final* (Category:  Nursing Process Students will have a median HESI score of > 900 in this category  Grading Rubric: Nursing Care Plan All students will score >75% on Nursing Care Plan  Grading Rubric: Clinical Evaluation All students will score >75% on nursing process  portion of the rubric |

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| **Outcome 3** | **Explain bio-psycho-social-cultural-spiritual concepts to meet the basic need of patients and families in acute care sites.** |
| Which learning activities are responsible for this outcome? | Selected Multiple Choice, Multiple Answer items, and evaluation of clinical performance |
| Assessment Measure and Benchmark | Assessment Measure: Benchmark\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  *Mid Term Exam:* approximately 5 items Point biserial for will be >0.15 and total group % reflects  50% or higher for each item  *HESI Custom Final* (Categories: Students will have a median HESI score of > 900 in these  Physiologic Integrity, NLN Educational categories  Competencies: Human Flourishing,  Nursing Judgment, Nursing Practice)    Grading Rubric: Clinical Evaluation All students will score > 75% on the Clinical Reasoning  portion of the rubric |

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

Paste bulletin pages here...