

Circulation Draft 5

14. Grading: Letter grade only/No Audit
Licensure requirement

Explain, if not Standard grading:

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15. Repeatable for credit: no yes; maximum is _____ credit or unlimited.
(Most courses are not repeatable for additional credit; exceptions are courses such as internships and co-op courses.)
16. Special fees required: no yes; explain:
17. Proposed term of first offering: Summer semester of 2011 year.
18. List catalog used and then degrees, certificates, prerequisites, and catalog sections **and their page numbers** affected by this proposal: 2008 p. 31, 126
19. Maximum enrollment: 40 Rationale, if less than 35:
20. Special resources (*personnel, supplies, etc.*) required: no yes; explain: Clinical instruction 1:10 faculty/student ratio
21. Course is restricted to particular room type: no yes; explain: Clinical facilities
22. Special scheduling considerations: no yes; explain: Clinical facilities
23. Method(s) of delivery appropriate for this course: (*check all that apply*)
 Traditional HITS/Interactive TV Cable TV Online Hybrid
 Other, explain:
24. Mark all college-wide general education SLOs this course supports.
- | | |
|--|--|
| <input checked="" type="checkbox"/> Std 1 - Written Communications | <input checked="" type="checkbox"/> Std 2 - Quantitative Reasoning |
| <input checked="" type="checkbox"/> Std 3 - Information Retrieval and Technology | <input checked="" type="checkbox"/> Std 4 - Oral Communication |
| <input checked="" type="checkbox"/> Std 5 - Critical Reasoning | <input type="checkbox"/> Std 6 - Creativity |
- Other General Education SLOs, such as Ethics, Scientific Inquiry, or Service Learning.
Explain:
25. List all program SLOs this course supports? (*Explain, if necessary*)
- Program SLO 1: Explain: See #32 below.
Program SLO 2: Explain:
Program SLO 3: Explain:
Program SLO 4: Explain:
Program SLO 5: Explain:
26. Course fulfils a requirement for the BAS ABIT degree:
 Pre-ABIT (PA) Business Core (BC)
 Information Technology Core (IC) Capstone Course (CC) Other:
 Course is a specialization elective for the BAS ABIT degree (SE):
 Course fulfils the following general education elective for the BAS ABIT degree (GE):
 Quantitative (QR) English (EN) Humanities (HU)
 Social Science (SS) Other:

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Course fulfils the natural science requirement for the BAS ABIT degree (NS)

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27. Course is a requirement for this CTE (Career Technical Education) program AS/AAS degree or certificate (PR): CA, AS Nursing
- Course is a requirement for these additional CTE programs:
- Course is a program elective for this CTE program AS/AAS degree or certificate (PE):
- Course is a program elective for these additional CTE programs:
- Course fulfills the following general education elective for CTE (Career Technical Education) AS/AAS degrees:
- | | | |
|--|---|--|
| <input type="checkbox"/> Quantitative (QR) | <input type="checkbox"/> English (EN) | <input type="checkbox"/> Communication (CO) |
| <input type="checkbox"/> Humanities (HU) | <input type="checkbox"/> Natural Science (NS) | <input type="checkbox"/> Social Science (SS) |
| <input type="checkbox"/> Other: | | |

28. Course satisfies the following category for the AA degree*:
- Category I: Foundations/Skills: Foundations I
- Written Communication in English (FW)
 - Global and Multicultural Perspectives (FG)
 - Symbolic Reasoning (FS)
- Category I: Foundations/Skills: Foundations II
- Computer/Information Processing and Retrieval (FI)
 - Numeracy (FN)
 - Oral Communication in English (FO)
- Category II Breadth of Understanding and Experience
- Human Understanding
 - The Individual (IN)
 - The Community (CM)
 - Human Expression (HE)
 - Environmental Awareness (EA)
 - Asia/Pacific Perspective (AP)
- Category III Focus/Specialization/Area of Interest
- Area of Interest Requirement: Name/Alpha of Interest Area:
 - Elective (EL): Alpha of Elective
- Other Graduation Requirements
- Writing Intensive (is appropriate for WI)
 - Science Lab (SL)
 - Hawai'i Emphasis (HI)

* Submit the appropriate form(s) to have the course placed in the requested category (ies). Submit a course outline, CAR, and appropriate forms to both the Curriculum Committee and the Foundations Board, if the course satisfies Category I: Foundations/Skills: Foundations I or II.

29. Course increases decreases makes no change to number of credits required for program(s) affected by this action. Explain, if necessary:

30. Course is taught at another UH campus (*see Sections 5 and 6 above*):
- no Explain why this course is proposed for MCC:
- yes Specify college(s), course, alpha, and number where same or similar course is taught: Same at Kauai CC

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31. Course is:

- Not appropriate for articulation.
- Appropriate* for articulation as a general education course at:
- UHCC UH Manoa UH Hilo UHWO
- Previously articulated* as a general education course at:
- UHCC UH Manoa UH Hilo UHWO

**Note: Submit Course Articulation Form if course is already articulated, or is appropriate for articulation, as a general education (100-, 200-level) course.*

- Standardized and/or appropriate for articulation by PCC or other UH system agreement at:
- UHCC UH Manoa UH Hilo UHWO Explain:
- Appropriate for articulation or has previously been articulated to a specific department or institution:
- UHCC UH Manoa UH Hilo UHWO Outside UH system Explain:

32. Additional Information *(add additional pages if needed)*:

Hawai'i Statewide Nursing Student Learning Outcomes

Courses address these competencies at different levels:

- 1. A competent nurse's professional actions are based on core nursing values, professional standards of practice, and the law.**
 - 1.1 Core nursing values include social justice (from the ANA statement), caring, advocacy, respect for self and others, collegiality, and ethical behavior
 - 1.2 Ethical dilemmas are embedded in clinical practice; an obligation of nurses is to notice, interpret respond and reflect on these dilemmas using ethical principles and frameworks as a guideline
 - 1.3 It is essential for nurses to participate in discussions of ethical issues in health care as they affect communities, society, and health professions
 - 1.4 Professional nursing functions within legally defined standards of practice and state specific regulations
- 2. A competent nurse develops insight through reflective practice, self-analysis, and self care through the understanding that:**
 - 2.1 Ongoing reflection, critical examination and evaluation of one's professional and personal life improves nursing practice
 - 2.2 Reflection and self-analysis encourage self-awareness and self-care
 - 2.3 Pursuing and advocating healthy behaviors enhance nurses' ability to care for client
- 3. A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research with the understanding that:**
 - 3.1 Knowledge and skills are dynamic and evolving, in order to maintain competency one must continuously update their knowledge using reliable, current sources of information from the biological, social, medical, public health, and nursing sciences
 - 3.2 The nurse uses legitimate sources of evidence for decision-making such as research evidence, standards of care, community perspectives and practical wisdom gained from experience
 - 3.3 As "best practices" are continuously modified and new interventions are constant, the nurse incorporates changes into practice
- 4. A competent nurse demonstrates leadership in nursing and health care through the understanding that:**
 - 4.1 An effective nurse is able to take a leadership role to meet client needs, improve the health care system and facilitate community problem solving
 - 4.2 A competent nurse effectively uses management principles, strategies, and tools
 - 4.3 An effective nurse works with the health care team including the delegation of responsibilities and supervision

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- 5. A competent nurse collaborates as part of a health care team.**
 - 5.1 The client is an essential member of the healthcare team
 - 5.2 A collegial team is essential for success in serving clients
 - 5.3 Effective team members must be able to give and receive constructive feedback
 - 5.4 Colleagues create a positive environment for each other that values holistic client care

- 6. A competent nurse practices within, utilizes, and contributes to the broader health care system.**
 - 6.1 All components of the healthcare system must be incorporated when providing interdisciplinary care
 - 6.2 The effective nurse contributes to improvements of the health care system through involvement in policy, decision-making processes and political activities

- 7. A competent nurse practices client-centered care.**
 - 7.1 Effective care is centered around a respectful relationship with the client that is based on empathy, caring, mutual trust, and advocacy
 - 7.2 Nursing practice should reflect the attitudes, beliefs and values of clients
 - 7.3 An understanding of the culture and history of the community is fundamental in the practice of nursing

- 8. A competent nurse communicates effectively through the understanding that:**
 - 8.1 Effective use of communication is an essential part of all interventions to establish caring and therapeutic relationships to educate and advocate for clients
 - 8.2 When working with colleagues or clients, it is important to insure that accurate, timely and complete communication has occurred
 - 8.3 Successful communication requires attention to elements of cultural influences, variations in the use of language and a participatory approach

- 9. A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety through:**
 - 9.1 Analysis and integration of available data
 - 9.2 Implementation of prioritized care based on evaluation of data
 - 9.3 Evaluation and analysis of the nurses' personal clinical performance
 - 9.4 A competent nurse engages in risk reduction activities, recognize, communicate and intervene to promote client safety

**Maui Community College
Curriculum Action Request (CAR) Signature Page**

Proposed by: Author or Program Coordinator *Date*

Checked by: Academic Subject Area Representative to Curriculum Committee *Date*

Requested by Department: Department Chair *Date*

Recommended by: Curriculum Chair *Date*

Approved by Academic Senate: Academic Senate Chair *Date*

Endorsed by: Chief Academic Officer *Date*

Approved by: Chancellor *Date*

program SLOS this course supports.

- This course outline is standardized and/or a result of a system-wide agreement.
Responsible committee: UH Statewide Nursing Consortium

5. Student Learning Outcomes (SLOs): List one to four inclusive SLOs.

For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use roman numerals (I, II, III.) to designate SLOs

On successful completion of this course, students will be able to:

- I. Specify potential legal and ethical issues in delivery of health care settings
- II. Reflect on personal nursing practice within the legal and ethical framework of nursing.
- III. Choose reliable sources of information to support nursing care decisions and accepts responsibility for maintaining current evidenced based practice, ongoing professional growth, and life-long learning.
- IV. Develop own leadership abilities and acknowledges delegation as needed modality to improve client care.
- V. Collaborate as a member of the multidisciplinary health care team.
- VI. Identifies the need for initiation of referrals and explores community resources.
- VII. Demonstrate therapeutic communication skills in the development of relationships with clients and families in specific populations.
- VIII. Develop a plan of care for clients using clinical judgments
- IX. based on assessment data, and understanding of clients perspective and illness experience in specific

6. Competencies/Concepts/Issues/Skills

For assessment, link these to #7. Recommended Course Content, and #9. Recommended Course Requirements & Evaluation. Use lower case letters (a, b, c...n.) to designate competencies/skills/issues

On successful completion of this course, students will be able to:

- I. Identifies potential legal and ethical issues in delivery of health care settings
 - a. Role of HIPAA, health care directives, DNR, DNH and end of life comfort care designations for residents in LTC settings.
 - b. Legal and ethical responsibilities of nurse in LTC
 - c. Verbalize a beginning understanding of the payer sources for LTC, the cost of LTC and the CQI components mandated by federal and state regulation
- II. Reflect on personal nursing practice within the legal and ethical framework of nursing.
- III. Utilize reliable sources of information to support nursing care decisions and accepts responsibility for maintaining current evidenced based practice, ongoing professional growth, and life-long learning
 - a. Maternal care
 - 1.1 Review terms used in maternity care, gravidity, parity, EDC,
 - 1.2 Describe the anatomic structure of the bony pelvis
 - 1.3 Explain the significance of the size and position of the
 - 1.4 Review the factors included in the initial assessment of the woman in labor
 - 1.5 Describe the ongoing assessment of maternal progress during each stage of labor
 - 1.6 Describe the fetal assessment during labor
 - 1.7 Identify nonpharmacologic strategies to enhance relaxation and decrease discomfort during labor.
 - 1.8 Discuss types of analgesia and anesthesia used during labor
 - 1.9 Describe the indications for cesarean birth.
 - 1.10 Describe the anatomic and physical changes that occur during the postpartum period.
 - 1.11 Describe characteristics of uterine involution and lochial flow Discuss ways to facilitate
 - 1.12 Identify behaviors of the three phases of maternal adjustment.

parent-infant adjustment.

1.13 Describe emotional, behavioral, cognitive, and physical responses commonly experienced during the grieving process associated with perinatal loss. identify specific nursing interventions to meet the special needs of patients and their families related to perinatal loss and grief.

b. Neonate care

1.1 Describe the changes in the biologic system of the neonate during the transition to extrauterine life.

1.2 Identify the purpose and components of the Apgar score.

1.3 Discuss hototherapy and the guidelines for teaching parents about this treatment.

1.4 Describe current recommendations for feeding infants.

1.5 Discuss patient teaching for the family using formula-feeding.

c. Geriatric/long term care

1.1 Describe common issues and responses in elderly with move to assisted living or LTC

1.2 Describe emotional, behavioral, cognitive, and physical responses commonly experienced during the grieving process associated with end of life interventions to meet the special needs of patients and their families related to loss, grief, and end of life.

IV. Develops own leadership abilities and acknowledges delegation as needed modality to improve client care.

a. Demonstrate a beginning understanding of how to manage a team of professional and para-professional personnel in the provision of comprehensive nursing care in the LTC setting

b. Verbalize the use of critical thinking and nursing process in assessing changes in resident acuity and planning appropriate nursing interventions.

c. Demonstrate a beginning understanding and use of the caring behaviors, cultural sensitivity and therapeutic communication skills necessary in dealing with residents, their families, team members, unit/facility personnel, physicians and the broader medical community.

d. Describe examples of appropriate delegation activities

V. Collaborates as a member of the multidisciplinary health care team.

a. Demonstrate a beginning understanding of effective giving/receiving of feedback which is required in the team leading role

b. Describe use of SBAR process for communication with physician and others

VI. Identifies the need for initiation of referrals and explores community resources.

VII. Uses therapeutic communication skills in the development of relationships with clients and families in specific populations.

a. Demonstrate a beginning understanding and use of the caring behaviors, cultural sensitivity and therapeutic communication skills necessary in dealing with residents, their families in LTC

b. Demonstrate a beginning understanding and use of the caring behaviors, cultural sensitivity and therapeutic communication skills necessary in dealing the child bearing family at the time of labor and delivery.

VIII Practice effective oral and written communication with clients, peers and faculty

IX. Develop a plan of care for clients using clinical judgments based on based on assessment data, and understanding of clients perspective and illness experience in specific settings.

The student will be able to perform:

a. Assessment

1.1 Prenatal assessment

1.2 Assessment of maternal progress and fetal assessment in simulation situations

1.3 Assessment of residents in LTC

b. Clinical Skills in maternal care

c. Clinical Skills used in long term care

- d. Beginning leadership in LTC simulation
 - e. Implement beginning nursing management of intravenous therapy.
 - 1.1 IV fluids
 - 1.2 Infusion Equipment
 - 1.3 Calculation of flow rates
 - 1.4 Maintaining IV site
 - 1.5 Documentation of IV
 - 1.6 Complications of IV therapy
7. Suggested Course Content and Approximate Time Spent on Each Topic
Link to #5. Student Learning Outcomes and # 6 Competencies/Skills/Issues

Week 1 Intravenous Therapy, Introduction to Leadership II, IV a-d, IX d, e

Week 2 Long Term Care, Quality assurance, safety, communication, SBAR I a-c, Va-b

Week 3 Transition to LTC for client and family IIIc, V a, b, VI, VII a,b, IX c, d,

Week 4 Midterm assessments

Week 5 Normal Labor, Delivery, postpartum III a, IX a, b,

Week 6 Care of neonate IIIb

Week 7 End of life, neonatal death, grief III a 1.13, III c 1.2

Week 8 Final exam and clinical evaluations

8. Text and Materials, Reference Materials, and Auxiliary Materials

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include:

Anderson, M.A. (2007). *Caring for older adults holistically*. 4th ed. F.A.Davis.

ISBN-13: 978-0-8036-1679-0

ISBN-10: 0-8036-1679-1

Curren, A. M. (2005). *Math for meds*. 9th ed. Delmar-Thomson.

ISBN: 1401831222

Deglin & Vallerand (2007). *Davis's drug guide for nurses with CD*. 11th ed..

F.A.Davis.

ISBN: 0-8036-1911-1

May purchase PDA form of this text.

Karch, A M. (2007). *Focus on nursing pharmacology*. 4th ed. Lippincott

Williams & Wilkins.

ISBN: 0-7817-9047-6

Netinna.(2006). *Lippincott manual of nursing practice handbook*.3rd ed.

Lippincott Williams & Wilkins.

ISBN-10: 1-58255-631-8

ISBN-13: 978-1-58255-631-4

Venes, et al. (2005). *Taber's cyclopedic medical dictionary* 20th ed. F.A. Davis.

ISBN: 0-8036-1207-9

*Gulanick/Meyers (2007) *Nursing Care Plans: Nursing Diagnosis &*

Intervention, 6th ed,Elsevier/Mosby

ISBN:978-0-323-03954-3

*HESI (2009) *Evolve Reach Comprehensive Review for rhe,*

- NCLEX-PN Examination, 2nd ed Elsevier/Mosby
ISBN: 978-1-4160-4774-2
- *HESI Case Studies
ISBN# and price to be announced
- *Lewis, et al. (2007) Medical-surgical nursing. 7th ed. Evolve/Elsevier.
ISBN: 978-0-323-03690-0
- *Mosby's (2007) Nursing Skills Quick Cards
ISBN: 978-0-323-04615-2
- *Pagana & Pagana (2007). Mosby's diagnostic and laboratory test reference.
8th ed. Mosby Elsevier.
ISBN-13: 978-0-323-04634-3
ISBN-10: 0-323-04634-7
- *Potter & Perry. (2008). Fundamentals of Nursing. 7th ed. Elsevier Mosby.
ISBN-13: 978-0-323-02586-7
ISBN-10:0-323-02586-2
- *Vacarolis. (2006). Foundations of psych-mental health nursing with CD.
5th ed. Elsevier Saunders.
ISBN: 1-4160-0008-7
- *Vacarolis (2005) Manual of Psychiatric Nursing Care Plans 3rd ed
ISBN: 978-1-4160-2916-8
- *Wong, et al (2007) Wong's Essentials of Pediatric Nursing - Text and Mosby's Care of Infants and Children
Nursing Video Skills Package, 7th ed
ISBN: 978-0-323-05389-1
- *Zerwekh/Claborn (2006) Nursing Today: Transitions and Trends 5th ed
ISBN: 13: 978-1-4160-2313-
ISBN:: 1-4160-2313-5
- Test Success: Test-Taking Techniques for Beginning Nursing Students by Patricia Nugent and Barbara Vitale published by F. A. Davis.

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Journals and on-line materials

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: HESI Case Studies, Instructor generated materials

9. Suggested Course Requirements and Evaluation

Link to #5. Student Learning Outcomes (SLOs) and #6 Competencies/Skills/Issues

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

Quizzes, unit exams, HESI exam, and final exam. Clinical self-evaluation tool that includes IV therapy.

Develop plans of care that are family centered, and developmentally and culturally appropriate I, II, III, IV, VII, VIII, IX

Design and evaluate a health behavior change for self and for a selected client utilizing relevant

evidence and family/cultural data I-IX.

Perform a self assessment of ability to interact professionally as a member of the health care team. I, II, IV, V

Leadership reflection paper based on Leadership Simulation activity. I, II, IV, V

10. Methods of Instruction

Instructional methods will vary considerably by instructor. Specific methods are at the discretion of the instructor teaching the course and might include, but are not limited to:

The approach to teaching/learning for this class is based on collaborative learning with active student, as well as faculty, involvement. Assignments will be faculty-led and student-directed with an emphasis on personal educational development by the student. Techniques for teaching/learning may include but are not limited to lecture, various media, simulation exercises, group discussion, student presentation, participation in clinical practice, and journaling (self-reflection and asking of questions). This course is designed to facilitate the learner to understand and implement culturally sensitive health promotion of the child bearing family and residents in long term care settings.

A variety of teaching methods are used including but not limited to: lecture, discussion, demonstration, simulation, problem-based learning, role playing, small group activities, student presentations, guest speakers, case studies (META Cases), writing assignments, and a variety of multimedia presentations

META Cases

Normal prenatal care

Resident in LTC

Long Term Care Leadership Simulation

11. Assessment of Intended Student Learning Outcomes Standards Grid attached

| Standard 4 - Oral Communication | 210 | 211 | 212 | 220 | 230 | 320 | 360 | 362 | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|--|--|--|--|--|
| Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 4.1 - Identify and analyze the audience and purpose of any intended communication | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 4.2 - Gather, evaluate, select, and organize information for the communication | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 4.3 - Use language, techniques, and strategies appropriate to the audience and occasion. | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 4.4 - Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 4.5 - Summarize, analyze, and evaluate oral communications and ask coherent | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 4.6 - Use competent oral expression to initiate and sustain discussions | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Standard 5 - Critical Thinking | | | | | | | | | | | | | |
| Apply critical thinking skills to effectively address the challenges and solve problems | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.1 - Identify and state problems, issues, arguments, and questions contained in a body of information | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.2 - Identify and analyze assumptions and underlying points of view relating to an issue or problem. | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.3 - Formulate research questions that require descriptive and explanatory analyses. | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.4 - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis. | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.5 - Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.6 - Apply problem-solving techniques and skills, including the rules of logic and logical sequence | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.7 - Synthesize information from various sources, drawing appropriate conclusions | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.8 - Communicate clearly and concisely the methods and results of logical reasoning | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Outcome 5.9 - Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | | | | | |
| Standard 6 - Creativity | | | | | | | | | | | | | |
| Program graduates are able to express originality through a variety of forms | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | | | | | |