

**University of Hawaii Maui College  
Curriculum Action Request (CAR) Form  
Course**

For Banner use:

SCACRSE  
 SCAPREQ  
 CAPPs  
 WebCT-Detl  
 CoReq-Detl  
 Equiv-Detl  
 Old Inactivated  
 Crosslist done  
 Another prereq

1. Author(s): Nancy Johnson

2. Department: Allied Health

3. Date submitted to Curriculum Committee: 4/4/2011

4. Type of action:

*Addition:*

- regular  
 other; specify:

*Modification:*

- alpha/number       pre-requisite  
 title                       co-requisite  
 credits                       recommended prep  
 description                 other; specify:

5. Existing course:

Alpha:                  Number:                  Title:

Credits: credits

6. Proposed new/modified course:

Alpha: NURS Number:301 Title: Introduction to Evidence- Based Practice and Health Promotion  
Credits: 3

7. Reason for this curriculum action:

Transition course for returning Registered Nurses entering UH Manoa BSN Program

8. New course description (*or year of catalog and page number of current course description, if unchanged*):

Introduces the Hawaii Statewide Nursing Consortium (HSNC) competencies and spiraling of concepts and is based on the assumption of student responsibility for learning. Places emphasis on research evidence to support nursing care.

9. Pre-requisite(s) – *see Prerequisite Style Sheet for samples:*Registered Nurse Licensure ; or consent.  no  yes

10. Co-requisite(s):

11. Recommended preparation:

12. Cross listed:  no  yes; cite course alpha & number:

13. Student contact hours per week:

3 hr. lecture      \_\_\_\_\_ hr. lab      \_\_\_\_\_ hr. lecture/lab      \_\_\_\_\_ hr. other; explain:

14. Grading: Standard (Letter, Cr/NCr, Audit)

Explain, if not Standard grading:

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: Spring semester of 2012 year.

18. List catalog used and then degrees, certificates, prerequisites, and catalog sections **and their page numbers** affected by this proposal:

19. Maximum enrollment: 35 Rationale, if less than 35:

20. Special resources (personnel, supplies, etc.) required:  no  yes; explain:

21. Course is restricted to particular room type:  no  yes; explain:

22. Special scheduling considerations:  no  yes; explain:

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.

Std 1 - Written Communications

Std 2 - Quantitative Reasoning

Std 3 - Information Retrieval and Technology

Std 4 - Oral Communication

Std 5 - Critical Reasoning

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: see attached Explain: Nursing Program Goals Grid

Program SLO 2: Explain:

Program SLO 3: Explain:

Program SLO 4: Explain:

Program SLO 5: Explain:

26.  Course fulfills the following general education elective (GE) for CTE (Career Technical Education) AS/AAS degrees (GE):

English (EN)/Communication (CM)  Quantitative Reasoning (QR)

Humanities (HU)  Natural Science (NS)  Social Science (SS)

Other:

Course is a requirement for the \_\_\_\_\_ program(s) AS/AAS degree or certificate

Course is a program elective for the \_\_\_\_\_ program(s) AS/AAS degree or certificate

27.  Course fulfills the following general education elective (GE) for the ABIT BAS degree:
- English (EN)/Communication (CM)     Quantitative Reasoning (QR)
  - Humanities (HU)     Natural Science (NS)     Social Science (SS)
  - Other:
- Course is a requirement for the ABIT BAS degree
- Course is a program elective for the ABIT BAS degree
28.  Course fulfills a requirement for a proposed BAS degree:
- Pre-requisite course     Core
  - Capstone Course (CC)     Other:
- Course is a program elective for a proposed BAS degree
- Course fulfills the following general education elective (GE) for the proposed BAS degree:
- English (EN)/Communication (CM)     Quantitative Reasoning (QR)
  - Humanities (HU)     Natural Science (NS)     Social Science (SS)
  - Other:
- Course is applicable to the following additional BAS degrees:
29.  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)
      - Group A (before 1500 CE)
      - Group B (since 1500 CE)
      - Group C (pre-history to present)
    - Symbolic Reasoning (FS)
  - Category I: Foundations/Skills: Foundations II
    - Numeracy (FN)
    - Oral Communication in English (FO)
    - Computer/Information Processing and Retrieval (FI)
  - Category II: Breadth of Understanding and Experience
    - Human Understanding
      - The Individual (IN)
      - The Community (CO)
        - The Community – Global Perspective (CG)
    - Human Expression (HE)
    - Environmental Awareness (EA)
      - Environmental Awareness – Global Perspective (EG)
    - Asia/Pacific Perspective (AP)
  - Category III Focus/Specialization/Area of Interest
    - Interest Area Discipline/Alpha:
      - Elective (LE)
  - Other Graduation Requirements
    - Writing Intensive (is appropriate for WI)
    - Environmental Awareness Lab/course with lab (EL)
    - Hawaii 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.

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

31. Course is taught at another UH campus (*see Sections 5 and 6 above*):

no Explain why this course is proposed for UHMC:

yes Specify college(s), course, alpha, and number where same or similar course is taught: Kauai

32. 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: Hawaii Statewide Nursing Consortium (HSNC)


Appropriate for articulation or has previously been articulated to a specific department or institution:

UHCC  UH Manoa  UH Hilo  UHWO  Outside UH system Explain:


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

University of Hawaii Maui College  
Curriculum Action Request (CAR) Signature Page

  
Proposed by: Author or Program Coordinator Date 4/4/11

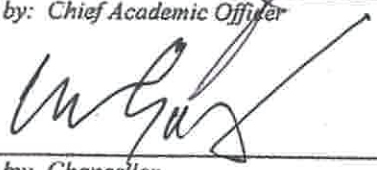
  
Checked by: Academic Subject Area Representative to Curriculum Committee Date 4-12-11

  
Requested by Department: Department Chair Date 4/4/11

  
Recommended by: Curriculum Chair Date 5/2/11

  
Approved by Academic Senate: Academic Senate Chair Date 5-10-11

  
Endorsed by: Chief Academic Officer Date 7-15-11

  
Approved by: Chancellor Date 8/2/11

## University of Hawaii Maui College Course Outline

1. Alpha NURS Number 301

Course Title Introduction to Evidence- Based Practice and Health Promotion

Credits 3

Department Allied Health Author Nancy Johnson

Date of Outline 4/4/2011 Effective Date Spring 2012 5-year Review Date 2018

2. Course Description: Introduces the Hawaii Statewide Nursing Consortium (HSNC) competencies and spiraling of concepts and is based on the assumption of student responsibility for learning. Places emphasis on research evidence to support nursing care.

Cross-list

Contact Hours/Type 3 lect

3. Pre-requisites Registered Nurse Licensure

Pre-requisite may be waived by consent  yes  no

Co-requisites

Recommended Preparation

4. Function/Designation  AA Category Additional Category

AS Program Category List Additional Programs and Category:

AAS Program Category List Additional Programs and Category:

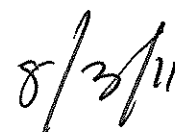
BAS Program Category List Additional Programs and Category:

Developmental/Remedial  Other/Additional: Explain: Transition course for UHM  
BSN Program

See Curriculum Action Request (CAR) form for the college-wide general education student learning



\_\_\_\_\_  
Chancellor



\_\_\_\_\_  
Approval Date

outcomes (SLOs) and/or the program learning outcomes (PLOs) this course supports.

- This course outline is standardized and/or the result of a community college or system-wide agreement.  
Responsible committee: Hawaii Statewide Nursing Program

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. Analyze current professional standards and ethical concepts from the perspective of a professional nurse engaged in role change.
- II. Identify the benefits and opportunities for reflective practice in a performance based curriculum.
- III. Engage in accessing and critiquing research evidence to support practice.
- IV. Contribute clinical exemplars from personal practice that have required delegation and leadership decisions.
- V. Identify opportunities for collaboration that have arisen in personal practice.
- VI. Describe health care system issues that have impacted personal practice.
- VII. Provide examples of the importance and effect of client- centered care.
- VIII. Develop a primer for professional communication.
- IX. Critique examples of clinical decision making, demonstrating a deep understanding of essential assessments.

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....zz. )to designate competencies/skills/issues*

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

- a. Describe the legal and professional standards and ethical concepts while delivering nursing care in a variety of settings across the life span.
- b. Identify own responsibility for reflective practice in a performance based curriculum.
- c. Seek out and evaluate information to gain the nursing knowledge and skills necessary to promote health across the life span.
- d. Differentiate and compare nursing leadership, delegation, and supervision in nursing
- e. Analyze quality in health care.
- f. Describe the process for creating a culture of excellence.
- g. Evaluate clinical decision making using quality measures.

7. Suggested Course Content and Approximate Time Spent on Each Topic

*Linked to #5. Student Learning Outcomes and # 6 Competencies/Skills/Issues*

Week 1-2 Introductions/ Syllabus “Does this mean I’m not a real nurse?” (I, II a, b, c)

Week 3-4 Learning How to Learn in the Hawaii Statewide Nursing Consortium (HSNC) Curriculum.  
(Library Orientation included) (III b,c,g)

Week 5-6 Introduction to Reflection as a Professional Tool (II, IV, a, c, d, e, f, g)

Week 7-8 Exam and Meta Case Presentations (1-IX, a-g)

Weeks 9-10 Emerging Professional Roles and Responsibilities for Nursing in the Healthcare System (I-IX, a-g)

Week 11-12 Health Promotion: Teaching/learning theories and application of health promotion theory in community settings (I-IX, a-g)

Week 13-14 Tools to Support Clinical Decision Making (III-IX, a-g)

Week 15 Exam and Case presentations (I-IX, a-g)

#### 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:

##### Required Textbooks:

American Psychological Association. (2009). Publication manual of the American Psychological Association. (6th ed.). APA: Washington, DC.

Curren, A (2008). Math for meds: Dosages and solutions (10th ed.). Delmar Cengage Learning.

Deglin & Vallerand. (2010). Davis's drug guide for nurses with CD. (12th ed.). F.A.Davis.

Edelman, C. (2010). Health promotion throughout the life span (7th ed). Elsevier/Mosby.

Jarvis, C. (2007). Pocket companion for physical examination & health assessment (5th ed). Elsevier/Mosby.

Mosby. (2009). Mosby's nursing video skills- Student version DVD 3.0 (3rd ed). Elsevier/Mosby.

Pagana & Pagana. (2009). Mosby's diagnostic and laboratory test reference. 8th ed. Elsevier/Mosby.

Potter, P., & Perry, A. (2009). Study guide and skills performance checklists for fundamentals of nursing (7th ed.). Elsevier/Mosby.

Potter, P., & Perry, A. (2009). Fundamentals of nursing (7th ed). Elsevier/Mosby.

Swearington, P. (2006). Manual of medical-surgical nursing care: Nursing interventions and collaborative management. Elsevier/Mosby.

Required culture text, may choose one of the following:

Lipson, J., & Dibble, S. (2005). Culture & clinical care. USCF Nursing Press.

Purnell, L. (2008). Guide to culturally competent health care. FA Davis Co.

##### Recommended:

Hockenberry, M., & Wilson, D. (2006). Wong's nursing care of infants and children (8th ed). Elsevier/Mosby.

Lewis, S., Heitkemper, M., Dirksen, S., O'Brien, P., Bucher, L. (new edition in fall) Medical surgical nursing assessment and management of clinical problems. Mosby Elsevier. St Louis.

Wilson, D., & Hockenberry, M. (2007). Wong's clinical manual of pediatric nursing. Elsevier/ Mosby.

Stanhope, M., & Lancaster, J. (2008). Public health nursing (7th ed). Elsevier/Mosby.

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Instructor preference

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Instructor preference

#### 9. Suggested Course Requirements and Evaluation

*Linked 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:



- Develop a plan of care that is family- centered, and developmentally and culturally appropriate (I, II, III, IV, VII, VIII, IX, a, b, c, e, f, g)
  - Design and evaluate a health behavior change for self and for a selected client utilizing relevant evidence and family/cultural data. (I-XI , a-g)
  - Demonstrate communication skills via a student interactive taped interview. (VIII b, d)
  - Perform a self assessment of ability to interact professionally as a member of the health care team. (I, II, IV, V, b, d, e)
- Research paper on a health care issue (I-IX, a-g)

#### 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:

This course is designed to facilitate the learner's understanding and implementation of culturally sensitive health promotion and wellness strategies across the life span. 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, writing assignments, and a variety of multimedia presentations.

#### Meta Cases/ Simulation

- Obesity
- Smoking Cessation
- Immunization
- Normal child development
- Psych –

Assess individuals and families about sensitive topics/issues including substance abuse, child and elder abuse, sexuality, suicide thoughts, other safety issues, domestic violence, eating habits/obesity requiring application of helping skills, including helper intentions and therapeutic use of self

#### 11. Assessment of Intended Student Learning Outcomes Standards Grid attached

#### 12. Additional Information:

**Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for NURS 301**

**Key:**

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

Standard 1: Written Communication	NURS 301
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	3
1.2 Identify and analyze the audience and purpose for any intended communication	3
1.3 Choose language, style and organization appropriate to particular purposes and audiences	3
1.4 Gather information and document sources appropriately	3
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	3
1.6 Develop a main idea clearly and concisely with appropriate content	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	3
1.8 Demonstrate proficiency in revision and editing	3
1.9 Develop a personal voice in written communication	3
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	1
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	2
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	1
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	1
2.6 Assess the validity of statistical conclusions	0
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	3
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	2
3.3 Recognize, identify, and define an information need	3
3.4 Access & retrieve information through print & electronic media, evaluating the accuracy & authenticity of that information	3
3.5 Create, manage, organize, and communicate information through electronic media	1
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	1
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	3
4.1 Identify and analyze the audience and purpose of any intended communication.	3
4.0 Gather, evaluate, select, and organize information for the communication.	3
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	3
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	3
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	3
4.6 Use competent oral expression to initiate and sustain discussion.	3
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	3
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.0 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
5.3 Formulate research questions that require descriptive and explanatory analyses.	3
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	3
5.7 Synthesize information from various sources, drawing appropriate conclusions.	3
5.8 Communicate clearly and concisely the methods and results of logical reasoning.	3
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	3
Standard 6: Creativity	
Able to express originality through a variety of forms.	0
6.1 Generates responses to problems and challenges through intuition and non-linear thinking.	1
6.0 Explores diverse approaches to solving a problem or addressing a challenge.	1
6.3 Sustains engagement in activities without a preconceived purpose.	0
6.4 Demonstrates the ability to trust and follow one's instincts in the absence of external direction.	1
6.5 Applies creative principles to discover and express new ideas.	0
6.6 Builds upon or adapts the ideas of others to create novel expressions or new solutions.	0