

ORIGINAL

Curriculum proposal number 2008.88

Maui Community College  
Curriculum Action Request (CAR) Form  
Course

For Bamer use:
<input type="checkbox"/> SCACRSE
<input type="checkbox"/> SCAPREQ
<input type="checkbox"/> CAPPs
<input type="checkbox"/> WebCT-Detl
<input type="checkbox"/> CoReq-Detl
<input type="checkbox"/> Equiv-Detl
<input type="checkbox"/> Old Inactivated
<input type="checkbox"/> Crosslist done
Another prereq

1. Author(s): Nancy Johnson
2. Department: Allied Health
3. Date submitted to Curriculum Committee: 4/27/09

4. Type of action:

- Addition:*
- regular  
 other; specify:

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

5. Existing course:  
Alpha: NURS Number:263 Title: Advanced Cardiopulmonary Theory Credits: 3

6. Proposed new/modified course:  
Alpha: NURS Number:366 Title: Advanced Cardiopulmonary Theory Credits: 3

7. Reason for this curriculum action:  
Statewide Curriculum. *Change of number to 300 level reflects statewide change in curriculum. Content is at 300 level according to PCC SE.*

8. New course description (or year of catalog and page number of current course description, if unchanged):  
p 126

9. Pre-requisite(s) – see Prerequisite Style Sheet for samples:  
**NURS 360** with grade of C or better (or concurrent), or licensedRN; 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: Letter grade only/Audit Program does not use cr/nc Explain, if not Standard grading: Nursing

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: fall semester of 2010 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 #33 Explain:

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 MCC: Elective for Statewide Nursing, prepares graduates to staff Critical Care units

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

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:

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*): Statewide Nursing SLO attached

Maui Community College  
Curriculum Action Request (CAR) Signature Page

  
Proposed by: Author or Program Coordinator Date 4/28/09

  
Checked by: Academic Subject Area Representative to Curriculum Committee Date 4/28/09

  
Requested by Department: Department Chair Date 4/28/09

  
Recommended by: Curriculum Chair Date 4/28/09

  
Approved by Academic Senate: Academic Senate Chair Date 5/5/09

  
Endorsed by: Chief Academic Officer Date 7/20/09

  
Approved by: Chancellor Date 7/20/09

Maui Community College  
Course Outline

ORIGINAL

1. Alpha NURS  
2.  
3. Number 366

Course Title Advanced Cardiopulmonary Theory

Credits 3

Department Allied Health Author Nancy Johnson

Date of Outline 4/24/09 Effective Date fall 2010 5-year Review Date 2015

2. Course Description: Develops advanced nursing theory related to the care of clients and the support of significant others for clients with cardiopulmonary dysfunction. Focuses on anatomy, physiology and physical assessment of the cardiac and respiratory system. Application of the nursing process to specific cardiac and respiratory disorders.

Cross-list

Contact Hours/Type 3 Lect

3. Pre-requisites NURS 360 with grade of C or better or concurrent; or licensed RN; or consent.

Pre-requisite may be waived by consent  yes  no

Co-requisites

Recommended Preparation

4. Function/Designation  AA Category Additional Category
- AS Program Other List Additional Programs and Category: elective
- AAS Program Category List Additional Programs and Category:
- BAS Program Category List Additional Programs and Category:

  
Chancellor

  
Approval Date

- Developmental/Remedial       Other/Additional: Explain: Elective

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

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 ethical and legal concerns that are experienced by clients, families, and nurses associated with acute client care including the dying process.
- II. Incorporate evidence based interventions in providing care to groups of clients. Propose adjustments to plan of care after reflecting on clients' level of comfort, and ability to manage symptoms .
- III. Incorporate knowledge of physiology and alterations in regulatory mechanisms to provide rationale for identification of risk factors and clinical manifestations of pathologic processes seen in the critical care environment.
- IV. Demonstrate clinical judgment in the delivery of safe care to clients in the critical care settings.

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 anatomic structures and function of the cardiac and respiratory systems and common pathological changes leading to critical care admission.
- b. Analyze arterial blood gas values, hemodynamic monitoring, SVO2 serial data and determine client progress, including the physiologic abnormalities that lead to abnormal results.
- c. Demonstrate a systematic process for assessment of the cardiac and pulmonary systems. Interpret physical assessment data.
- d. Describe the physiologic concepts of hemodynamic monitoring and the techniques utilized in the care of the critically ill client.
- e. Describe the physiologic and psychologic consequences of ventilator therapy in terms of etiology, probable complications and preventive measures.
- f. Utilize the nursing process to develop an evidenced based intervention plan for critically ill clients with selected cardiac and respiratory disorders
- g. Utilize on-line computer technology to access information, collaborate with colleagues, and complete evaluation procedures.
- h. Describe the key ethical and psychosocial issues for caregiver, client, and significant others in the critical care environment..
- i. Demonstrate clinical judgment in simulated critical care situations.

7. Suggested Course Content and Approximate Time Spent on Each Topic  
*Linked to #5. Student Learning Outcomes and # 6 Competencies/Skills/Issues*

Week 1 Introduction, Course Requirements Ethics in Critical Care & Emergency Room  
Basic concepts in critical care, ABGs, Electrolytes, Enzymes I g, h

Week 2 Functional cardiac anatomy Dissection of cow heart & cannulation of coronary arteries. I, II, III a,b,c, IV i

- Week 3 Cardiac Physiology. pathophysiology, and implications in critical care IIIa, b, c, i, IV b, i  
 Week 4 Cardiac physical assessment, and diagnostic tests utilized in critical care.III b, c, d, i  
 Week 5 Analysis of hemodynamic monitoring and procedures with hemodynamic monitoring.II & IIIa-f, IV b-i.,  
 Week 6 Cardiac Case Study 1 Aortic Stenosis, cardiac catheterization, valve replacement II b-i, IV i  
 Cardiac Case Study 2 Cardiomyopathy, medical surgical treatments.II b-i, IV i  
 Week 7 Cardiac Case Study 3 MI, Thrombolytic therapy, pacemakers. II b-i, IV i  
 Cardiac Case Study 4 Cardiogenic Shock, Intraaortic balloon pump, left ventricular assist devices.II b-i, IV i  
 Week 8 Functional Respiratory anatomy, complications of Artificial airways and intubation. IIIa, b, c, i, IV b, i  
 Week 9 Respiratory physiology, pathophysiology and implications in critical care.III a,b, c, i, IV b, i  
 Week 10 Pulmonary physical assessment and diagnostic tests used in the critical care setting.III a,b, c, i, IV b, i  
 Week 11 Therapeutic Management, bi-pap, mechanical ventilation and related therapies.II & IIIb-f, IV b-i.,  
 Week 12 Respiratory Case Study 1 COPD, Pneumonia, Intubation & mechanical ventilation. II b-i, IV i  
 Respiratory Case Study 2 Lung Cancer, penumonectomy, and pulmonary rehabilitation.II b-i, IV i  
 Week 13 Respiratory Case Study 3 Adult Respiratory Distress Syndrome & PEEP. II b-i, IV i  
 Respiratory Case Study 4-Asthma Cardiac & Respiratory Emergencies  
 Week 14 Review for Final Exam  
 Week 15 Final Exam

#### 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:

Urden, L., Stacy, K. & Lough, M. (2009) *Thelan's Critical Care Nursing w/CD*. 6<sup>th</sup> ed. Elsevier ISBN-13:978-0-323-04634-3 ISBN-10: 0-3230-3248-3

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Appropriate on-line resources and critical care advanced cardiac life support simulations.

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Journals in critical care nursing and medicine

#### 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:

Weekly On-line quizzes	40%	I-IV a-i
Journal Article Review	10 %	I-IV a-i
Case Presentation/simulation	20%	II, IV a-i
Final Examination	20%	I-IV a-i
On-line discussion & postings	10%	I-IV 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:

Weekly Quizzes

Cardiac or Pulmonary Case Study Presentation and simulation

Journal Article Reviews of evidenced based critical care interventions.

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

#### 12. Additional Information:

## 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
  - 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
  
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

**Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for NURS 366**

**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 366
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	1
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	3
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	3
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	3
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	3
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	
Program graduates are able to express originality through a variety of forms	0