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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: Nursing Professional Fee
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: 2008 p. 31, 126
19. Maximum enrollment: 40 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: Videostream
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:
- | | |
|---|---|
| <input type="checkbox"/> Pre-ABIT (PA) | <input type="checkbox"/> Business Core (BC) |
| <input type="checkbox"/> Information Technology Core (IC) | <input type="checkbox"/> Capstone Course (CC) <input type="checkbox"/> 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):
- | | | |
|--|---------------------------------------|--|
| <input type="checkbox"/> Quantitative (QR) | <input type="checkbox"/> English (EN) | <input type="checkbox"/> Humanities (HU) |
| <input type="checkbox"/> Social Science (SS) | <input type="checkbox"/> Other: | |
- 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 on Kauai CC, UHM

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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. Apply the ANA Code of Ethics to care of families including client rights, dilemmas between individual rights and the common good, identification of choices and possible consequences.
- II. Reflect on nursing practice in managing care for groups of patients.
- III. Seek information to develop plans of nursing care that are family-centered, age- and culturally-appropriate using evidenced-based clinical guidelines.
- IV. Apply basic leadership skills in the care of families.
- V. Practice as a member of a multi-disciplinary health care team.
- VI. Recognize benefits and limitations of community and governmental support for family units and individual members with illness.
- VII. Deliver family-centered care.
- VIII. Demonstrate therapeutic communication skills in interactions and relationships with families, individuals, and other members of the health care team with attention to the identification and correction non-therapeutic communication techniques
- IX. Work with the client to implement plans of care that are based on culturally and age appropriate assessments and best available evidence.

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:

- a. Recognize ethical and legal concerns associated with clients experiencing selected disease states.
- b. Utilize multiple, current, reliable information sources to support an understanding of selected pathophysiologic processes.
- c. Incorporate knowledge of physiology and alterations in regulatory mechanisms to provide rationale for the identification of risk factors and clinical manifestations of selected pathophysiologic processes.
- d. Use the understanding of risk factors, pathophysiologic mechanisms, and clinical manifestations of selected pathophysiologic processes to effectively select focused assessments, interpret the findings and identify additional assessments for potential complications.
- e. Communicate pertinent patient information regarding selected pathophysiologic processes with other health professionals.

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

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

Week 1 Introduction, overview of theories in pathophysiology a-e

Week 2 Review of Human Anatomy & Physiology a-e

- A. Body Regions
- B. Directional Terms
- C. Organ Systems
- D. Tissues

Week 3. Neurological system a,b,c,d,e

- A. Brain

1. Cerebrovascular accident
 2. Seizures
 3. Increased intracranial pressure
- B. Spinal cord injury
- Week 3 Cardiovascular system a,b,c,d,e
- A. Arteries
1. Arteriosclerosis/atherosclerosis
 2. Hypertension
 3. Aneurysm
 4. Arterial insufficiency
- B. Veins
1. Deep Vein Thrombosis
 2. Chronic venous insufficiency
 3. Varicose veins
- Week 4 C. Heart a,b,c,d,e
1. Myocardial ischemia
 2. Heart failure (congestive heart failure)
 3. Valvular disorders
 4. Dysrhythmias
- Week 5 Respiratory system a,b,c,d,e
- A. Reactive
1. Asthma
 2. Pneumonia
- Week 6 B. Obstructive a,b,c,d,e
1. Emphysema
 2. Respiratory failure
 3. Pulmonary edema
- Week 7 Midterm Exam, Group Projects
- Week 8 Gastrointestinal system a,b,c,d,e
- A. Stomach
1. Excess acid production
- B. Small intestines
1. Malabsorption
- C. Large intestines
1. Diarrhea
 2. Constipation
- Week 9 Endocrine System a,b,c,d,e
- A. Adrenal gland
1. Addison's disease
 2. Cushing's syndrome
- B. Thyroid gland
1. Hyperthyroidism
 2. Hypothyroidism
- C. Pancreas
1. Hypoglycemia
 2. Hyperglycemia
- Week 10 Group Project Presentation
- Week 11 Renal system a,b,c,d,e
- A. Renal failure

B. Fluid volume

1. Excess
2. Deficit

C. Electrolyte

1. Sodium
2. Potassium
3. Calcium
4. Magnesium

Week 12 Immune/Inflammatory response a,b,c,d,e

A. Anaphylaxis

B. Allergies

Week 13 C. Inflammation a,b,c,d,e

1. Local
2. Systemic

Week 14 Group Projects

Week 15 Comprehensive 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:

Textbooks: Copstead, L., & Banasik, J. Pathophysiology 3rd edition, by Elsevier isbn 0-7216-0338-6

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

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 prepared 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:

Evaluation methods may include but not limited to weekly quizzes, concept mapping, group work, and projects. Written exams will be given over the course of the semester with a comprehensive, cumulative final exam at the end of the semester

Concept mapping b,c,d

Group Work a, b, c, d, e

Projects b, c, e, d

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 encourage active student participation. Students are expected to come prepared to participate in learning activities such as case study discussion, role playing and simulation scenarios. To be prepared, students must research the assigned module topic, begin to synthesize the information and then

apply the information garnered to the learning activity. Written exams and a comprehensive cumulative final exam will be given over the course of the semester.

Metacases:

1. Circulation: MI and shock, anemia
2. Respiration: Ssthma
3. Elimination: Renal failure (acute and chronic)
 - a. Fluid and Electrolytes: edema
4. Food : Peptic ulcer disease, cirrhosis of the liver
 - a. Endocrine: Diabetes Mellitus Type 1 and 2
5. Neurological: Cerebrovascular Accident
6. Safety (growth promoting environment): Anaphylaxis, HIV, Breast Cancer

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					