

**Maui Community College  
Curriculum Action Request (CAR) Form  
Course**

*For Banner use:*  
 \_\_\_\_\_ SCACRSE  
 \_\_\_\_\_ SCAPREQ  
 \_\_\_\_\_ CAPPs  
 \_\_\_\_\_ WebCT-Devl  
 \_\_\_\_\_ CoReq-Devl  
 \_\_\_\_\_ Equiv-Devl  
 \_\_\_\_\_ Old Inactivated  
 \_\_\_\_\_ Crosslist done  
 \_\_\_\_\_ Another prereq

1. Author(s): Maggie Ward
2. Department: Allied Health
3. Date submitted to Curriculum Committee: 10/6/08

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: 220    Title: Health & Illness I    Credits: 10

7. Reason for this curriculum action:

Statewide curriculum change

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

Introduces assessment and common interventions (including technical skills) for clients with illnesses common across the life span, as well as those prevalent in Hawaii. The client and family's understanding and acceptance of their illnesses, coupled with clinical practice guidelines and evidenced based research are used to guide clinical judgments in nursing care. Roles of the interdisciplinary team, legal aspects of delegation, cultural issues, ethical issues, health policy, and health care delivery systems are explored in the context of nursing care.

9. Pre-requisite(s) – *see Prerequisite Style Sheet for samples*:

Completion of NURS 210, NURS 211, & NURS 212 with C or better; 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:

4 hr. lecture    18 hr. lab    \_\_\_\_\_ hr. lecture/lab    \_\_\_\_\_ hr. other; explain:

## **Circulation Draft 5**

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

Explain, if not Standard grading:

## Circulation Draft 5

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: Spring 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                        |
| <input type="checkbox"/> Other General Education SLOs, such as Ethics, Scientific Inquiry, or Service Learning.<br>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:       |  |

**Circulation Draft 5**

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

**Circulation Draft 5**

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

## Circulation Draft 5

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

## Circulation Draft 5

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**

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*Proposed by: Author or Program Coordinator*

*Date*

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

*Date*

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*Requested by Department: Department Chair*

*Date*

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*Recommended by: Curriculum Chair*

*Date*

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*Approved by Academic Senate: Academic Senate Chair*

*Date*

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*Endorsed by: Chief Academic Officer*

*Date*

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*Approved by: Chancellor*

*Date*



# Maui Community College

## Course Outline

1. Alpha NURS Number 220

Course Title                      Health & Illness I

Credits 10

Department Allied Health Author Maggie Ward

Date of Outline 8-23-08 Effective Date Spring 2011 5-year Review Date: Spring 2016

2. Course Description: Introduces assessment and common interventions (including technical skills) for clients with illnesses common across the life span, as well as those prevalent in Hawaii. The client and family's understanding and acceptance of their illnesses, coupled with clinical practice guidelines and evidenced based research are used to guide clinical judgments in nursing care. Roles of the interdisciplinary team, legal aspects of delegation, cultural issues, ethical issues, health policy, and health care delivery systems are explored in the context of nursing care.

## Cross-list

Contact Hours/Type 4 Lec/18 Lab

3. Pre-requisites	Completion of NURS 210, 211, & 212 with a C or better
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Pre-requisite may be waived by consent ☐ yes ☒ no

Co-requisites

### Recommended Preparation

4. Function/Designation ☐ AA Category Additional Category

☐ AS Allied Health - Registered Nurse      PR - Program Requirement      List Additional Programs  
and Category:

☐ AAS Program      Category      List Additional Programs and Category:

Chancellor

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

☐ BAS Category

☐ Developmental/Remedial

☐ Other: Explain:

See Curriculum Action Request (CAR) form for the college-wide general education and/or 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. Utilize ANA Standards of Practice and Code of Ethics to identify potential legal and ethical issues in the delivery of nursing care.
- II. Develop a structured plan to reflect on personal nursing practice.
- III. Choose reliable sources of information to support nursing care decisions to individuals.
- IV. Specify nursing care situations requiring the need for delegation and leadership.
- V. Practice in the role of professional nurse as part of the health care team
- VI. Identify factors that influence access and continuity of health care
- VII. Deliver client centered care.
- VIII. Use therapeutic communication skills in the development of relationships with clients and families.
- IX. Develop a plan of care for clients that incorporates evidence based strategies, clinical judgments based on assessment data, and an understanding of the clients perspective and illness experience.

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. Utilize ANA Standards of Practice and Code of Ethics to identify potential legal and ethical issues in the delivery of nursing care.
  - a. Demonstrates professional behavior
  - b. Develops professional relationships
  - c. Provides culturally appropriate care
  - d. Uses ethical principles in providing nursing care
  - e. Follows standards of nursing practice in providing nursing care
  - f. Demonstrates awareness of legal issues in healthcare
- II. Develop a structured plan to reflect on personal nursing practice.
  - a. Demonstrate an awareness of own nursing practice
  - b. Compose, at a minimum, a weekly written journal of personal nursing practice experiences
  - c. Reflect on strengths, challenges, and goals for personal nursing practice
  - d. Share care issues and concerns about nursing practice experiences with others
- III. Choose reliable sources of information to support nursing care decisions to individuals.

Uses credible Internet sources, peer reviewed journal articles, and evidenced-based practices to inform nursing assessment, pathology, pharmacology, diagnostic test interpretation, care planning, and evaluation of the following:

- a. Circulatory system

- 1.1 peripheral vascular structure, function, and blood flow
- 1.2 cardiac structure, function, and perfusion
- 1.3 brain structure, function, and perfusion
- b. Respiratory system
  - 1.1 structure and function of the chest wall, upper respiratory tract, and lower respiratory tract
  - 1.2 gas diffusion and control mechanisms
- c. Neurosensory system
  - 1.1 structure and function of the peripheral, central, sympathetic, and parasympathetic nervous systems
- d. Elimination system
  - 1.1 structure and function of the renal, urinary, and bowel elimination systems
- e. Food and Digestion
  - 1.1 structure and function of the organs of the gastrointestinal tract, liver, gallbladder, biliary tract, and pancreas
- f. Pain and discomfort
  - 1.1 management of acute and chronic pain
  - 1.2 alternative health care practices
- g. Hygiene
  - 1.1 self care with deficits and modifications
- h. Activity and rest
  - 1.1 appropriate activity levels
  - 1.2 sleep and rest requirements to maintain optimal health
- i. Safety
  - 1.1 medication safety
  - 1.2 postoperative monitoring
  - 1.3 alcohol and/or substance abuse withdrawal
  - 1.4 risk for suicide
- j. Ego Integrity
  - 1.1 developmental stages
  - 1.2 acute and chronic mood disorders and anxiety
  - 1.3 identification of depression and dementia
- k. Sexuality
  - 1.1 developmental stages
  - 1.2 vascular impairment
- l. Medication administration
  - 1.1 oral, subcutaneous, intramuscular, intradermal, enteral
  - 1.2 intravenous
- m. Social interaction
  - 1.1 therapeutic communication
  - 1.2 psychosocial support
  - 1.3 caregiver support/respite care
- n. Teaching/Learning
  - 1.1 client education
  - 1.2 disease prevention screening
  - 1.3 health maintenance
- o. Therapeutic Communication
  - 1.1 Recognizes need for therapeutic communication
  - 1.2 Initiates therapeutic communication appropriately
  - 1.3 Maintains therapeutic communication appropriately
  - 1.4 Terminates therapeutic communication appropriately

IV. Specify nursing care situations requiring the need for delegation and leadership.

- a. Demonstrates leadership skills at beginning level of nursing practice
- b. Verbalizes appropriate tasks for delegation
- c. Verbalizes appropriate documentation of task delegation

V. Practice in the role of professional nurse as part of the health care team

- a. Demonstrates ability to communicate effectively with all members of the interdisciplinary health care team
- b. Identifies appropriate referral sources for specific client problems

- c. Uses appropriate clinical judgment and critical thinking skills in providing nursing care

VI. Identify factors that influence access and continuity of health care

Identifies factors that affect access and continuity of health care:

- a. cultural factors
- b. economic status
- c. literacy

VII. Deliver client centered care.

- a. Plans, implements, and evaluates an appropriate plan of care for each client
- b. Communicates effectively
- c. Evaluates need for client education and provides appropriate teaching
- d. Demonstrates respect, caring, and privacy when providing nursing care
- e. Advocates for client needs

VIII. Use therapeutic communication skills in the development of relationships with clients and families.

- a. Establishes, maintains, and terminates therapeutic, professional relationship and communication
- b. Practices motivational interviewing
- c. Considers psychosocial concepts and client and family ego integrity when communicating
- d. Demonstrates cultural awareness when communicating with clients and families

IX. Develop a plan of care for clients that incorporates evidence based strategies, clinical judgments based on assessment data, and an understanding of the client's perspective and illness experience.

With instructor guidance, the student will be able to perform the following skills after receiving consent from the client or family:

- a. head to toe assessment
- b. systems assessment
- c. history of current illness
- d. past health history
- e. family history
- f. decision-making and self-care ability
- g. psychosocial history
- h. spiritual assessment
- i. assessment of ego integrity
- j. development of an appropriate nursing diagnosis
- k. development of an appropriate plan of care
- l. implementation of the plan of care
- m. evaluation of the plan of care
- n. revision of the plan of care
- o. client teaching
- p. therapeutic communication
- q. oral, subcutaneous, intradermal, intramuscular injections
- r. indwelling urinary catheter insertion, care, and maintenance
- s. nasogastric tube insertion, care, and maintenance
- t. oropharyngeal, nasopharyngeal, and tracheal suctioning
- u. tracheostomy care and maintenance
- v. irrigation of a peripheral venous catheter
- w. simple and complex wound care
- x. care and maintenance of a wound vac
- y. assessment of diagnostic tests (lab, x-rays, Cat Scans, MRI)
- z. assessment of fluid & electrolyte balance
- aa. intravenous site care
- bb. administration of intravenous fluids

- cc. administration of intravenous medications via drip
- dd. use of an intravenous infusion pump
- ee. application of compression wraps

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

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

- Week 1    Nursing role & ethics (I a-f)  
             Introduction to competencies (adult & pediatric) (IXa-ee)  
             Skills lab: injections and indwelling urinary catheters (review) (VII a-f)  
             Primary, secondary, and tertiary prevention review (VII a-f)  
             Safety (III i)  
             Hygiene (III g)
- Week 2    Client-centered care (VII a-e)  
             Clinical evaluation tool (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)  
             Skills lab: medication administration (L1.1, IX q)  
             Circulation (III a)
- Week 3    Critical thinking and clinical judgment (Vc)  
             Respiration (III b)  
             Simulation lab (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)  
             Skills lab: tracheostomy care, nasogastric tube insertion and care (IX-u)
- Week 4    Elimination (III-d)  
             Skills lab: Introduction to intravenous therapy (i-1.1, L-1.2, IX-z, aa, bb, cc, dd)  
             Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)  
             Simulation lab
- Week 5    Neurosensory (III-c)  
             Simulation (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)  
             Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-d, VII a-e, VIII a-d, IX a-ee)
- Week 6    Food and Digestion (III-e)  
             Skills lab: nasogastric tube insertion (IX-s)  
             Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)
- Week 7    Activity and rest (III-h)  
             Therapeutic communication (III-n 1.1-1.4)  
             Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)
- Week 8    Pain and discomfort (III-f 1.1,1.2)  
             Simulation (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)  
             Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-d, VII a-e, VIII a-d, IX a-ee)  
             Mid-term evaluation (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-d, VII a-e, VIII a-d, IX a-ee)
- Week 9    Ego integrity (III j 1.1-1.3))  
             Self-directed learning (II-a-d)  
             Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)
- Week 10    Cultural awareness and cultural competency (VI-a)  
             Reflective practice (II-a-d)  
             Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)
- Week 11    Legal and ethical issues in health (I-a-f)  
             Teaching and learning (III-n)  
             Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)
- Week 12    Sexuality (III-k)

- Clinical (I a-f, II a-d, III a-o, IV a-c, V a-c, VI a-c, VII a-e, VIII a-d, IX a-ee)
- Week 13 Social interaction (III-m)  
Interdisciplinary collaboration (V-a-c)
- Week 14 Community health (V-a-d)
- Week 15 Health care system (VI, a-c)
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  
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

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\*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: Peer-reviewed and evidence-based journal articles, videos, documentaries

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, Evolve (Elsevier) online resources

#### 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:

Multiple choice exams with NCLEX style questions

Nursing math exams IX

Nursing care plans II, III, IV, V, VI, VII, VIII

Case studies II, II,IV,V,VII

Concept mapping III, IV,IX

APA style written papers I, IX

Self-critique of therapeutic communication VIII

Skills demonstration II, III, IV, V, IX

Development of client teaching plans III, VI

#### 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:

Lecture



Large group discussion

Small group activities

Demonstration

Role play

Simulation

Problem-based learning

Student presentations

Guest speakers

Case studies

Concept mapping

Games

META CASES: Congestive Heart Failure

Unstable angina

Congenital heart defects

Respiratory Syncytial Virus

Respiratory distress

Stroke

Subdural hematoma

Chronic Obstructive Pulmonary Disease

Pneumonia

Asthma

Depression/suicide risk

Myasthenia Gravis

Total hip replacement

Post-op transeurethral resection of the prostate

Diabetes

Renal failure

11. Assessment of Intended Student Learning Outcomes Standards Grid attached

[illegible]

<b>Standard 4 - Oral Communication</b>	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					
<b>Outcome 4.1</b> - Identify and analyze the audience and purpose of any intended communication	3	3	3	3	3	3	3	3					
<b>Outcome 4.2</b> - Gather, evaluate, select, and organize information for the communication	3	3	3	3	3	3	3	3					
<b>Outcome 4.3</b> - Use language, techniques, and strategies appropriate to the audience and occasion	3	3	3	3	3	3	3	3					
<b>Outcome 4.4</b> - 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					
<b>Outcome 4.5</b> - Summarize, analyze, and evaluate oral communications and ask coherent	3	3	3	3	3	3	3	3					
<b>Outcome 4.6</b> - Use competent oral expression to initiate and sustain discussions	3	3	3	3	3	3	3	3					
<b>Standard 5 - Critical Thinking</b>													
Apply critical thinking skills to effectively address the challenges and solve problems	3	3	3	3	3	3	3	3					
<b>Outcome 5.1</b> - Identify and state problems, issues, arguments, and questions contained in a body of information	3	3	3	3	3	3	3	3					
<b>Outcome 5.2</b> - Identify and analyze assumptions and underlying points of view relating to an issue or problem	3	3	3	3	3	3	3	3					
<b>Outcome 5.3</b> - Formulate research questions that require descriptive and explanatory analyses	3	3	3	3	3	3	3	3					
<b>Outcome 5.4</b> - Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis	3	3	3	3	3	3	3	3					
<b>Outcome 5.5</b> - 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					
<b>Outcome 5.6</b> - Apply problem-solving techniques and skills, including the rules of logic and logical sequence	3	3	3	3	3	3	3	3					
<b>Outcome 5.7</b> - Synthesize information from various sources, drawing appropriate conclusions	3	3	3	3	3	3	3	3					
<b>Outcome 5.8</b> - Communicate clearly and concisely the methods and results of logical reasoning	3	3	3	3	3	3	3	3					
<b>Outcome 5.9</b> - 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					
<b>Standard 6 - Creativity</b>													
Program graduates are able to express originality through a variety of forms	0	1	0	0	0	0	0	1					