

University of Hawaii Maui College  
Health and Illness I A

1. Course Alpha. See HELP for information.

NURS

2. Course Number. See HELP for information.

220a

3. Course Title/Catalog Title. See HELP for information.

Health and Illness I A

4. Number of Credits. See HELP for information.

5

5. Contact Hours/Type. See HELP for information.

2 hr lecture, 1 hr lab

6. Course Description. See HELP for information.

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. Nursing Profesional Fee required.

7. Pre-Requisites. Please click on HELP icon for style sheet.

NURS 210, 211, and 212 <sup>all</sup> with grade C or better, or consent.

8. Co-requisites

9. Recommended Preparation.

10. Is this a cross-listed course? See help for information.

NO

11. Reason for Proposal. Why is this course being proposed or modified? See help for information, as this question requires specific information as part of the explanation.

Hour lab

Current NURS 220 is being split into two courses to allow delivery over the summer session.

12. Effective Semester and Year. For new or modified courses, the effective year is one year from the semester proposed. For example, if proposed in Spring 2012, the effective semester is Spring 2013. See help for more information.

Summer 2012

13. Grading Method. What grading methods may be used for this course? See help for information.

- Letter grade only/No Audit (0)

14. Is this course repeatable for credit? How often can this course be counted toward a degree or certificate? See help for information.

NO

15. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE LEARNING OUTCOMES" and enter in that screen. Course Student Learning Outcomes (Course SLOs). These need to be added before the connections are made in question 20. See help for information.

- 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 process.
- 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 client's perspective and illness experience.

Course SLO/Competency	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	Develop a structured plan to reflect on personal nursing process. a. Demonstrates an awareness of own nursing practice b. Composes, at a minimum, a weekly written journal of personal nursing care experiences c. Reflects on strengths, challenges, and goals for personal nursing practice d. Shares care issues and concerns about nursing practice experiences with others	Choose reliable sources of information to support nursing care decisions to individuals. Uses credible internet sources, peer-reviewed journal articles, and evidence-based practices to inform nursing assessment, pathology, pharmacology, diagnostic test interpretation, care planning, and evaluation of the following: a. Circulatory system b. Respiratory system c. Neurosensory system d. Elimination system e. Food & digestion f. Pain & discomfort g. Hygiene h. Activity & rest i. Safety j. Ego Integrity k. Medication administration l. Social interaction m. Teaching/learning n. Therapeutic communication	Specify nursing 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	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	Identify factors that influence access and continuity of health care: a. Cultural factors b. Economic status c. Literacy	Deliver client-centered care. a. Plans, implements, and evaluates 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	Use therapeutic communication skills in the development of relationships with clients and families. a. Establishes, maintains, and terminates therapeutic, professional relationships 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	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 clinical skills after receiving consent from the client or family.
Utilize ANA Standards of Practice and Code of Ethics to	<input checked="" type="checkbox"/>								

Identify potential legal and ethical issues in the delivery of nursing care.									
Develop a structured plan to reflect on personal nursing process		x							
Choose reliable sources of information to support nursing care decisions to individuals.			x						
Specify nursing care situations requiring the need for delegation and leadership.				x					
Practice in the role of professional nurse as part of the health care team.					x				
Identify factors that influence access and continuity of health care.						x			
Deliver client-centered care.							x		
Use therapeutic communication skills in the development of relationships with clients and families.								x	
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.									x

Course SLO/GESLO	Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.	Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.	Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.	Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.	Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.
Utilize ANA Standards of Practice and Code of Ethics to identify potential legal and ethical issues in the delivery of nursing care.	x				
Develop a structured plan to reflect on personal nursing process					

Choose reliable sources of information to support nursing care decisions to individuals.		<input checked="" type="checkbox"/>			
Specify nursing care situations requiring the need for delegation and leadership.			<input checked="" type="checkbox"/>		
Practice in the role of professional nurse as part of the health care team.			<input checked="" type="checkbox"/>		
Identify factors that influence access and continuity of health care.	<input checked="" type="checkbox"/>				
Deliver client-centered care.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Use therapeutic communication skills in the development of relationships with clients and families.			<input checked="" type="checkbox"/>		
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.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>

Course SLO/PSLO	A competent nurses's professional actions are based on core nursing values, professional standards of practice, and the law.	A competent nurse develops insight through reflective practice, self-analysis, and self-care	A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research	A competent nurse demonstrates leadership in nursing and health care	A competent nurse collaborates as part of a health care team	A competent nurse practices within, utilizes, and contributes to the broader health care system	A competent nurse practices client-centered care	A competent nurse communicates effectively	A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety
Utilize ANA Standards of Practice and Code of Ethics to identify potential legal and ethical issues in the delivery of nursing care.	<input checked="" type="checkbox"/>								
Develop a structured plan to reflect on personal nursing process		<input checked="" type="checkbox"/>							
Choose reliable sources of information to support nursing care decisions to individuals.			<input checked="" type="checkbox"/>						
Specify nursing care situations requiring the need for delegation and leadership.				<input checked="" type="checkbox"/>					
Practice in the role of professional nurse as part of the health care team.					<input checked="" type="checkbox"/>				
Identify factors that influence access and continuity of health care.						<input checked="" type="checkbox"/>			
Deliver client-centered care.							<input checked="" type="checkbox"/>		
Use therapeutic communication skills in the development of relationships with clients and families.								<input checked="" type="checkbox"/>	
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.									<input checked="" type="checkbox"/>

16. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "COURSE COMPETENCIES/ISSUES/SKILLS" and enter text in that screen. Competencies/Concepts/Issues/Skills

Competency/Content	Week 1 Safety & Hygiene, Social	Week 2 Nursing	Week 3-5 Circulation	Week 6-7 Neurosensory,	Week 8 Skills
--------------------	---------------------------------	----------------	----------------------	------------------------	---------------

	Interaction, Teaching/Learning, Therapeutic Communication	Role & Ethics	& Respiration	Pain/Discomfort & Activity/Rest	Testing
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Develop a structured plan to reflect on personal nursing process. a. Demonstrates an awareness of own nursing practice b. Composes, at a minimum, a weekly written journal of personal nursing care experiences c. Reflects on strengths, challenges, and goals for personal nursing practice d. Shares care issues and concerns about nursing practice experiences with others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Choose reliable sources of information to support nursing care decisions to individuals. Uses credible internet sources, peer-reviewed journal articles, and evidence-based practices to inform nursing assessment, pathology, pharmacology, diagnostic test interpretation, care planning, and evaluation of the following: a. Circulatory system b. Respiratory system c. Neurosensory system d. Elimination system e. Food & digestion f. Pain & discomfort g. Hygiene h. Activity & rest i. Safety j. Ego Integrity k. Medication administration l. Social interaction m. Teaching/learning n. Therapeutic communication	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify nursing 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Identify factors that influence access and continuity of health care: a. Cultural factors b. Economic status c. Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Deliver client-centered care. a. Plans, implements, and evaluates 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Use therapeutic communication skills in the development of relationships with clients and families. a. Establishes, maintains, and terminates therapeutic, professional relationships 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
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 clinical skills after receiving consent from the client or family.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

17. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "RECOMMENDED COURSE CONTENT..." and enter text in that screen. Recommended Course Content and Timeline. See HELP for information.

#### Circulatory system

- i. Peripheral vascular structure, function, and blood flow
- ii. Cardiac structure, function, and perfusion
- iii. Brain structure, function, and perfusion

#### Respiratory system

- i. Structure and function of the chest wall, upper respiratory tract, and lower respiratory tract
- ii. Gas diffusion and control mechanisms

#### Neurosensory system

- i. Structure and function of the peripheral, central, sympathetic, and parasympathetic nervous systems

#### Elimination system

- i. Structure and function of the renal, urinary, and bowel elimination systems

#### Food & digestion

	i. Structure and function of the organs of the gastrointestinal tract and liver
Pain & discomfort	i. Management of acute and chronic pain
	ii. Alternative health care practices
Hygiene	i. Self care with deficits and modification
Activity & rest	i. Appropriate activity levels
	ii. Sleep and rest requirements to maintain optimal health

Content
Week 1 Safety & Hygiene, Social Interaction, Teaching/Learning, Therapeutic Communication
Week 2 Nursing Role & Ethics
Week 3-5 Circulation & Respiration
Week 6-7 Neurosensory, Pain/Discomfort, & Activity/Rest
Week 8 Skills Testing

18. Recommended Evaluation and Assessment Methods. See help for information.

- Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics. (0)
- Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics. (0)
- Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics. (0)
- Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics. (0)
- Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics. (0)
- Other, not included in above (0)
- Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics. (0)
- Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics. (0)

Method of Evaluation	Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.	Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.	Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.	Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.	Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics.	Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics.	Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.	Other, not included in above
Course SLOs								
Utilize ANA Standards of Practice and Code of Ethics to identify potential legal and ethical issues in the delivery of nursing care.								
Develop a structured plan to reflect on personal nursing process								



appropriate teaching d. Demonstrates respect, caring, and privacy when providing nursing care e. Advocates for client needs									
Use therapeutic communication skills in the development of relationships with clients and families. a. Establishes, maintains, and terminates therapeutic, professional relationships 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									
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 clinical skills after receiving consent from the client or family.									

#### Method of Evaluation

Includes, but is not limited to: assignments done outside of class in any discipline, such as math problems, reading and questions, chapter questions, critical thinking questions, class preparation; appropriate rubrics.

Includes, but is not limited to: attendance, participation, readings, art projects, media reviews, reactions to speakers, critical thinking exercises, or reflective exercises; appropriate rubrics.

Includes, but is not limited to: essay tests, objective tests, mid-term and final exams, unit exams, quizzes of all types, tests may be written, oral, computerized, in-class, take-home, at testing sites; appropriate rubrics.

Includes, but is not limited to: group discussions, group projects, group presentations, group exercises, group/team work in- and out-side of the classroom; appropriate rubrics.

Includes, but is not limited to: lab assignments, lab projects, field assignments, field projects, student teaching, skill-building work, or hands-on projects; appropriate rubrics.

Includes, but is not limited to: reading logs, reflective journals, mentoring logs, tutoring logs, personal growth journals, professional logs, service learning logs; appropriate rubrics.

Includes, but is not limited to: term papers, essays, creative writings, reports, or reaction papers; appropriate rubrics.

Other, not included in above

19. DO NOT ENTER TEXT IN THE TEXT BOX BELOW. Click on the yellow button "PLOs" and enter text in that screen. Program Student Learning Outcomes (PLOs) supported by this course. If you are not a "program" use the Liberal Arts PLOs, view them by clicking on the HELP icon.

#### Program SLO

A competent nurses's professional actions are based on core nursing values, professional standards of practice, and the law.

A competent nurse develops insight through reflective practice, self-analysis, and self care

A competent nurse engages in ongoing self-directed learning and provides care based on evidence supported by research

A competent nurse demonstrates leadership in nursing and health care

A competent nurse collaborates as part of a health care team

A competent nurse practices within, utilizes, and contributes to the broader health care system

A competent nurse practices client-centered care

A competent nurse communicates effectively

A competent nurse demonstrates clinical judgment/critical thinking in the delivery of care of clients while maintaining safety

20. College-wide Academic Student Learning Outcomes (CASLOs). FIRST, fill out the CASLO grid located in the UHMC tab above. Click on the HELP icon for tips on determining support for the CASLOs and indicate your choices below by clicking on the box in front of each supported CASLO. NOTE: Our campus does not use the Preparatory Level, Level 1 and Level 2 designations in the chart below.

	<b>Creativity</b> - Able to express originality through a variety of forms.
<input checked="" type="checkbox"/>	<b>Critical Thinking</b> - Apply critical thinking skills to effectively address the challenges and solve problems.  <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	<b>Information Retrieval and Technology</b> - Access, evaluate, and utilize information effectively, ethically, and responsibly.



<input checked="" type="checkbox"/>	responsibly. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	<b>Oral Communication</b> - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	<b>Quantitative Reasoning</b> - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately. <input checked="" type="checkbox"/> Level 2
<input checked="" type="checkbox"/>	<b>Written Communication</b> - Write effectively to convey ideas that meet the needs of specific audiences and purposes. <input checked="" type="checkbox"/> Level 2

#### GenED SLO

Critical Thinking - Apply critical thinking skills to effectively address the challenges and solve problems.

Information Retrieval and Technology - Access, evaluate, and utilize information effectively, ethically, and responsibly.

Oral Communication - Practice ethical and responsible oral communications appropriately to a variety of audiences and purposes.

Quantitative Reasoning - Synthesize and articulate information using appropriate mathematical methods to solve problems of quantitative reasoning accurately and appropriately.

Written Communication - Write effectively to convey ideas that meet the needs of specific audiences and purposes.

21. Linking. CLICK ON CHAIN LINK ICON IN UPPER RIGHT HAND CORNER TO BEGIN LINKING. See HELP for more information.

22. Method(s) of delivery appropriate for this course. See HELP for more information.

- Classroom/Lab (0)
- Hybrid (0)
- Other, explain (0)

Clinical experience in a variety of health care settings.

23. Text and Materials, Reference Materials, and Auxiliary Materials. See HELP for more information.

#### **REQUIRED TEXTBOOKS**

##### **From NURS 210**

Anderson, M.A. (2007). *Caring for Older Adults Holistically* (4<sup>th</sup> Ed.).

Curren, A.M. (2009). *Math for Meds: Dosages and Solutions* (10<sup>th</sup> Ed.).

Deglin, J.H. & Vallerand, A.H. (2009). *Davis's Drug Guide for Nurses* - with CD (11<sup>th</sup> Ed.).

Doenges, et al. (2010). *Nurse's Pocket Guide: Diagnoses, Prioritized Interventions, and Rationales* (12<sup>th</sup> Ed.).

Edelman, C.L. & Mandle, C.L. (2010). *Health Promotion: Throughout the Life Span* (7<sup>th</sup> Ed.).

HESI (2007). *Evolve Case Studies: Complete RN Collection*.

HESI (2009). *Evolve Reach Comprehensive Review for the NCLEX-PN Examination* (2<sup>nd</sup> Ed.)

Hockenberry, M.J. & Wilson, D. (2009). *Wong's Essentials of Pediatric Nursing*.

Hood, L.J. (2010). *Leddy & Pepper's Conceptual Bases of Professional Nursing* (7<sup>th</sup> Ed.).

Philadelphia, PA: Lippincott Williams & Wilkins

Perry, A.G. (2007). *Mosby's Nursing Skills Quick Cards*.

Perry, A.G. & Potter, P.A. (2009). *Fundamentals of Nursing* (7<sup>th</sup> Ed.) and *Mosby's Nursing Video Skills*.

Vaccarois, E. (2005). *Manual of Psychiatric Nursing Care Plans* (3<sup>rd</sup> Ed.).

Vaccarois, E. (2010). *Foundations of Psych-Mental Health Nursing* (6<sup>th</sup> Ed.)

Venes, et al. (2009). *Taber's Cyclopedic Medical Dictionary* (Thumb indexed version + Taber's Plus DVD (21<sup>st</sup> Ed.).

##### **From NURS 211**

Hood, J. (2010). *Leddy & Pepper's Conceptual Bases of Professional Nursing* (7<sup>th</sup> Ed.).

Philadelphia, PA: LWW.

##### **From NURS 212**

Copstead, L. & Banasik, J. (2010). *Pathophysiology* (4<sup>th</sup> ed.). St. Louis: Saunders Elsevier

##### **New for NURS 220**

Bickley. *Bates Guide to Physical Examination and History Taking* (10<sup>th</sup> Ed.)

Lewis, Heitkemper, & Dirksen. (2011). *Medical Surgical Nursing* (8<sup>th</sup> Ed.)

Mosby's Diagnostic & Laboratory Test Reference (9<sup>th</sup> Ed.) 2007.

**Optional**

Gahart, et al. 2011 *Intravenous Medications: A Handbook for Nurses and Health Professionals*. Mosby 2011.

24. Maximum enrollment. See HELP for more information.

40

25. Particular room type requirement. Is this course restricted to particular room type? See HELP for more information.

NO

Classroom, campus clinical lab, community clinical health settings.

26. Special scheduling considerations. Are there special scheduling considerations for this course? See HELP for more information.

NO

27. Are special or additional resources needed for this course? See HELP for more information.

Clinical laboratory supplies

28. Does this course require special fees to be paid for by students? See HELP for more information.

YES

\$500/semester Nursing Professional fee

29. Does this course change the number of required credit hours in a degree or certificate? See HELP for more information.

no

30. Course designation(s) for the Liberal Arts A.A. degree and/or for the college's other associate degrees. See HELP for more information.

Degree	Program	Category
AA Liberal Arts:		
AS:	Allied Health - Registered Nurse	PR - Program Requirement
AAS:		
BAS:		
Developmental/Remedial:		

31. Course designation(s) for other colleges in the UH system.

AS Nursing, Hawaii Statewide Nursing Consortium (HSNC) BSN

32. Indicate the year and page # of UHMC catalog referred to. For new or modified courses, please indicate the catalog pages that need to be modified and provide a sheet outlining those changes.

2011-2012

33. College-wide Academic Student Learner Outcomes (CASLOs). Please click on the HELP icon for more information.

Standard 1 - Written Communication	
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
Outcome 1.1 - Use writing to discover and articulate ideas.	
Outcome 1.2 - Identify and analyze the audience and purpose for any intended communication.	