

Academic Council Minutes for November 19, 2012

The Academic Council met Monday, November 19, 2012, in the Clark Student Center Kiowa Room. Voting members in attendance were:

Dr. Matthew Capps, Dean, West College of Education
 Dr. Ron Fischli, Dean, Lamar D. Fain College of Fine Arts
 Dr. James Johnston, Interim Dean, College of Health Sciences and Human Services
 Dr. Lynn Little, Dean, College of Science and Mathematics
 Dr. Terry Patton, Dean, Dillard College of Business Administration
 Dr. Jane Owen, Interim Dean, Graduate School
 Dr. Kathleen Roberts, Faculty Senate Vice President
 Dr. Sam Watson, Dean, Prothro-Yeager College of Humanities and Social Sciences

Voting members not in attendance:

Ms. Melody Coffee, Student Government Association Vice-President

Other attendees:

Ms. Naoma Clark, Director, Academic Success Center
 Ms. Darla English, Registrar
 Mr. Matthew Park, Associate Vice President of Student Affairs
 Dr. Pam Morgan, Associate Vice President of Outreach and Engagement
 Dr. Karen Polvado, Chair, Wilson School of Nursing
 Dr. Michael Vandehey, Director, Honors Program
 Dr. Larry Williams, Director, International Programs
 Ms. Jamie Wilson, Associate Registrar, Office of the Registrar

Dr. Betty Hill Stewart, Provost and Vice President for Academic Affairs, presided and the meeting began at 2:00 p.m.

Approval of Minutes

Dr. Stewart called for a motion to approve the minutes of the October 2012 Academic Council meeting. *Dr. Little made a motion that the minutes be adopted; Dr. Capps seconded and the motion was unanimously adopted. (closed)*

Old Business

There being no Old Business to discuss, the Council moved on to New Business.

New Business

1. Dr. Capps made a motion to adopt the following proposal for the Wilson School of Nursing; *Dr. Little seconded and the motion was adopted (closed).*

Accelerated Nursing Degree Program

The MSU Wilson School of Nursing proposes the development and implementation of an accelerated second-degree pre-licensure BSN program (ACCEL-RN).

Rationale:

An innovative approach to nursing education is the accelerated second-degree program for non-nursing graduates. These programs build on previous learning and work experiences and transitions individuals with non-nursing undergraduate degrees to the discipline of nursing. Often called second-degree programs, these degree plans accomplish programmatic objectives in a shorter timeframe than traditional four-year programs. Courses are offered full-time in the fall, spring, and summer semesters. Successful students in these programs are often described as “bright, inquisitive, and sophisticated consumers of higher education who are actively pursuing learning opportunities” (AACN, 2011).

The implementation of the ACCEL-RN Program will allow the WSON to increase enrollment by gaining access to needed clinical sites during the summer months, when clinical sites are available. In addition, ACCEL-RN students will be able to access the J.S. Bridwell Regional Simulation Center during the summer months when demand from other students and partners is lower.

Using the current MSU Core Curriculum, the proposed program will require the same number of semester credit hours for completion as our pre-licensure BSN program (128). With the implementation of the new 42-hour core, the ACCEL-RN program will require no more than 121 hours for completion.

The proposed time line for implementation of this program is as following:

1. Approval at all levels: (Nursing Faculty Organization, College Council, Academic Council, Board of Regents, Texas Board of Nursing, Texas Higher Education Coordinating Board) – Fall 2012
2. Recruitment of potential students – Spring 2013
3. Analysis of student need for prerequisite courses to prepare for the nursing program – Spring 2013
4. Enroll first cohort (30 students) – Summer 2013
5. Enrollment in necessary prerequisite courses by students in the pipeline – Summer 2013, Fall 2013, Spring 2014
6. Enrollment of second cohort in ACCEL-RN program (30 students) – Summer 2014
7. Graduation of first ACCEL-RN cohort – August 2014

MIDWESTERN STATE UNIVERSITY – WILSON SCHOOL OF NURSING
BACHELOR OF SCIENCE IN NURSING
ACCEL-RN Degree Plan

NON-NURSING COURSE REQUIREMENTS	COMP/ GRADE	COLLEGE/ UNIVERSITY TRANSFER	SEM. HRS.
BIOL 1134 Anatomy & Physiology I			4
BIOL 1234 Anatomy & Physiology II			4
BIOL 2144 Microbiology			4
CHEMISTRY (no lab required)			3
MATH			3
ENGL 1113 Rhetoric & Composition I			3
ENGL 1123 Rhetoric & Composition II			3
PSYC 1103 General Psychology			3
SOCL 1133 Intro to Sociology			3
PSYC 3233 Developmental Psychology			3
PE Activity course			1
PE Activity course			1
Intro to Computers/Microcomputer			3
Humanities			6
ECON 1333 or 2333			3
HIST 1133 American History to 1865			3
HIST 1233 American History since 1865			3
Fine Arts			3
POLS 1333 American Government I			3
POLS 1433 American Government II			3
SPCH 1133 or 1233			3
		Total for Non-Nsg	65
DISCIPLINE SPECIFIC COURSE REQUIREMENTS			
NURS 3203 Pathophysiology			3
NURS 3803 Theories and Concepts Introduction to Health Care Systems			3
NURS 3811 Health Assessment Competencies Clinical			1
NURS 3812 Health Assessment Competencies			2
NURS 3813 Concepts of Pharmacology in Nursing Practice			3
NURS 3821 Medical Terminology			1
NURS 3833 Foundations in Clinical Concepts & Competencies			3
NURS 3843 Foundations in Clinical Concepts & Competencies Clinical			3
NURS 3853 Concepts in Caring for the Adult Client			3
NURS 3863 Concepts in Caring for the Pediatric Client			3
NURS 3873 Concepts in Mental Health Care			3
NURS 4123 Data Analysis			3
NURS 3503 Nursing Research			3
NURS 3882 Service Learning 1			2
NURS 4803 Concepts in Caring for the Acutely Ill Client			3
NURS 4813 Concepts in Leadership in Nursing			3
NURS 4823 Concepts in Community Health			3
NURS 4833 Concepts in Caring for the Childbearing Family			3
NURS 4842 Concepts in Clinical Reasoning and Judgment			2
NURS 4852 Service Learning 2			2
NURS 4861 Critical Competency Integration			1
NURS 4910 Critical Competency Integration Clinical			10
		Total for Discipline	63
		TOTAL	128

New undergraduate course additions, effective Summer 2013

NURS 3803. Theories and Concepts: Introduction to Health Care Systems

Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program

Co-requisites: NURS 3811, 3812, 3813, 3821, 3833, 3843

Description: This course is an introduction to major concepts of concern in the discipline of nursing: person, environment, nursing, and health. Nursing theories and ethical – legal principles related to professional nursing practice are studied. Also addressed are the concepts of critical thinking, communication, and cultural awareness in the context of the nursing process.

Lecture 3(3-0)

Course Objectives:

1. Describe key "benchmarks" in the historical development of the discipline of nursing.
2. Describe the ethical-legal and professional parameters for nursing practice.
3. Discuss concepts such as communication, health promotion, role relationships, and life principles as they relate to the practice of professional nursing.
4. Explain the interrelationships among nursing theory, nursing process, and nursing practice.
5. Explore current issues facing nurses in practice.

NURS 3811. Health Assessment Competencies Clinical

Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program

Co-requisites: NURS 3803, 3812, 3813, 3821, 3833, 3843

Description: The focus of this course is on the assessment of the holistic person as an individual and encompasses families, groups, and society. The role of the nurse in health promotion throughout the life cycle is explored by identifying normal and abnormal findings. Emphasis will be placed on acquiring skills to record client histories, to perform physical assessments, and to communicate specific findings. This is the clinical portion of NURS 3812 and must be taken concurrently.

Clinical 1(0-3)

Course Objectives:

1. Use the assessment phase of health of persons and families throughout the life cycle.
2. Identify factors and research related to health promotion and screening for persons throughout the life cycle.
3. Identify norms and deviations in health status.
4. Use verbal, non-verbal and written communication skills for obtaining and documenting assessment data.
5. Develop a personal strategy for performing a head-to-toe physical assessment.

NURS 3812. Health Assessment Competencies

Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program

Co-requisites: NURS 3803, 3811, 3813, 3821, 3833, 3843

Description: The focus of this course is on the assessment of the holistic person as an individual and encompasses families, groups, and society. The role of the nurse in health promotion throughout the life cycle is explored by identifying normal and abnormal findings. Emphasis will

be placed on acquiring skills to record client histories, to perform physical assessments, and to communicate specific findings.

Lecture 2(2-0)

Course Objectives:

1. Use the assessment phase of health of persons and families throughout the life cycle.
2. Identify factors and research related to health promotion and screening for persons throughout the life cycle.
3. Identify norms and deviations in health status.
4. Use verbal, non-verbal and written communication skills for obtaining and documenting assessment data.
5. Develop a personal strategy for performing a head-to-toe physical assessment.

NURS 3813. Concepts of Pharmacology in Nursing Practice

Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program

Co-requisites: NURS 3803, 3811, 3812, 3821, 3833, 3843

Description: Explore the nurse's role in relationship to the principles of pharmacology and drug prototypes used to treat alterations or promote health in individuals, families, groups, communities or society (IFGCS) across the lifespan.

Lecture 3(3-0)

Course Objectives:

1. Discuss the historic development, terminology and ethical/legal implications associated with pharmacology.
2. Relate the pharmaceutic, pharmacokinetic and pharmacodynamic phases of pharmacotherapeutics for IFGCS across the life span.
3. Describe predictable and unpredictable responses of individuals to drug therapy.
4. Explore cultural and psychosocial factors influencing and the use of drug and complementary therapies.
5. Discuss the use of the nursing process as the framework used by the nurse when administering drugs.

NURS 3821. Medical Terminology

Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program

Co-requisites: NURS 3803, 3811, 3812, 3813, 3833, 3843

Description: This course focuses on the development of a working knowledge and understanding of medical terms. It includes the skills to recognize, comprehend, and utilize language used by members of the allied health professions.

Lecture 1(1-0)

Course Objectives:

1. Discuss the historic development, terminology and ethical/legal implications associated with pharmacology.
2. Relate the pharmaceutic, pharmacokinetic and pharmacodynamic phases of pharmacotherapeutics for IFGCS across the life span.
3. Describe predictable and unpredictable responses of individuals to drug therapy.
4. Explore cultural and psychosocial factors influencing and the use of drug and complementary therapies.

5. Discuss the use of the nursing process as the framework used by the nurse when administering drugs.

NURS 3833. Foundations in Clinical Concepts & Competencies

Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program

Co-requisites: NURS 3803, 3811, 3812, 3813, 3821, 3843

Description: The course emphasizes the application of the NANDA taxonomy ii concepts of health promotion, nutrition, elimination/exchange, activity/rest, perception/cognition, self-perception, role relationships, sexuality, coping/stress tolerance, life principles, safety/protection, comfort, and growth and development fundamental to patient care through the life cycle. In both the simulation laboratory and clinical experiences, the student acquires basic cognitive and psychomotor skills. Students are introduced to the impact cultural diversity has on the outcome of patient care. The nursing process is used to apply knowledge and critical thinking through demonstration of concept-based patient care.

Lecture 3(3-0)

Course Objectives:

1. Apply the nursing process in the care of individuals.
2. Demonstrate competence in performing basic nursing skills throughout the life span.
3. Integrate concepts of the NANDA taxonomy ii when planning nursing care for individuals from diverse cultures.
4. Integrate teaching-learning concepts when planning nursing care for individuals from diverse cultures.
5. Apply verbal, non-verbal and written communication skills when providing nursing care for individuals from diverse cultures.

NURS 3843. Foundations in Clinical Concepts & Competencies Clinical

Prerequisites: Baccalaureate Degree or higher in another major field of study and admission into the ACCEL-RN Program

Co-requisites: NURS 3803, 3811, 3812, 3813, 3821, 3833

Description: The course emphasizes the application of the NANDA taxonomy ii concepts of health promotion, nutrition, elimination/exchange, activity/rest, perception/cognition, self-perception, role relationships, sexuality, coping/stress tolerance, life principles, safety/protection, comfort, and growth and development fundamental to patient care through the life cycle. In both the simulation laboratory and clinical experiences, the student acquires basic cognitive and psychomotor skills. Students are introduced to the impact cultural diversity has on the outcome of patient care. The nursing process is used to apply knowledge and critical thinking through demonstration of concept-based patient care. This is the clinical portion of NURS 3833 and must be taken concurrently.

Clinical 3(0-9)

Course Objectives:

1. Apply the nursing process in the care of individuals.
2. Demonstrate competence in performing basic nursing skills throughout the life span.
3. Integrate concepts of the NANDA taxonomy ii when planning nursing care for individuals from diverse cultures.
4. Integrate teaching-learning concepts when planning nursing care for individuals from diverse cultures.

5. Apply verbal, non-verbal and written communication skills when providing nursing care for individuals from diverse cultures.

New undergraduate course additions, effective Fall 2013

NURS 3853. Concepts in Caring for the Adult Client

Prerequisites: NURS 3803, 3811, 3812, 3813, 3821, 3833, 3843

Co-requisites: NURS 3503, 3863, 3873, 4123

Description: This course is a study of concepts across the span of adult life specific to the care of the adult with an acute or chronic illness and the impact that illness has on the adult's family. Previously learned concepts addressing health promotion, nutrition, elimination and exchange, activity and rest, perception and cognition, self-perception, role relationships, sexuality, coping and stress tolerance, life principles, safety and protection, comfort, and growth and development are integrated throughout the course using the nursing process to plan and evaluate nursing care of the adult individual with an acute or chronic illness.

Lecture 3(3-0)

Course Objectives:

1. Apply professional knowledge to the nursing care of adult individuals experiencing an acute or chronic illness.
2. Integrate effective communication, research and teaching-learning principles in providing care to adult individuals experiencing an acute or chronic illness.
3. Use the nursing process to plan, implement and evaluate nursing care of adult individuals experiencing an acute or chronic illness.
4. Examine legal and ethical issues related to the care of adult individuals.
5. Examine social, cultural and economic issues related to the care of adult individuals.
6. Examine the impact an acute or chronic illness of an adult has on the individual's family.
7. Evaluate professional accountability in the care of adults with acute and chronic illnesses and the impact these illnesses have on the individuals' families.

NURS 3863. Concepts in Caring for the Pediatric Client

Prerequisites: NURS 3803, 3811, 3812, 3813, 3821, 3833, 3843

Co-requisites: NURS 3503, 3853, 3873, 4123

Description: The focus of this course is on the application of holistic nursing principles and concepts used to assist families to achieve their maximum potential. Emphasis is on interrelationships and intra-relationships of children and their families as well as appreciation of cultural diversity. Nursing process will be pediatric specific, with special consideration to developmentally appropriate nursing care and ethical decision-making.

Lecture 3(3-0)

Course Objectives:

1. Integrate developmental concepts in providing holistic care to children and child-rearing families.
2. Use the nursing process to plan for the care of children and child-rearing families to achieve optimal health and wellness.
3. Integrate trans-cultural nursing concepts and principles in the plan of care for children and child-rearing families.
4. Apply current research findings in planning the care for children and child-rearing families.

5. Apply teaching-learning principles in the plans of care to optimize the child and child-rearing family's potential for wellness.
6. Examine the role of the nurse specific to the child and child-rearing family.
7. Evaluate professional accountability in light of trends in pediatric nursing.

NURS 3873. Concepts in Mental Health Care

Prerequisites: NURS 3803, 3811, 3812, 3813, 3821, 3833, 3843

Co-requisites: NURS 3503, 3853, 3863, 4123

Description: Individuals with psychosocial and/or psychiatric needs are considered a vulnerable population in today's health care settings. Concepts and principles emphasized in this course pertain to communication, inner personal relationships, and utilization of the nursing process in planning the nursing care for clients manifesting psychosocial and or psychiatric needs. Individualized and supplemental materials as well as class room discussions provides students with opportunities to develop a greater understanding of self and to increase their ability in relating to individuals, families, group and communities (IFGC) along the mental health continuum in structured and non-structured settings.

Lecture 3(3-0)

Course Objectives:

1. Utilize the nursing process to plan nursing care for individuals and families with psychosocial and/or mental health needs within the context of IFGC.
2. Differentiate between therapeutic and non-therapeutic communication techniques as well as cultural differences that exist among patients and their families from various ethno cultural backgrounds.
3. Demonstrate accountability for legal/ethical aspects in planning nursing care for clients with psychosocial and/or mental health needs
4. Demonstrate knowledge of growth and development in planning nursing care.
5. Be able to identify relevant evidence based research findings related to mental health nursing.
6. Be able to differentiate among a group of specific psychopathology as referenced in the DSM-IV.

NURS 3882. Service Learning I

Prerequisites: NURS 3803, 3811, 3812, 3813, 3821, 3833, 3843

Description: Service Learning I is a self-paced community service course for nursing students enrolled the second semester of the Accelerated Second Career Program. Focus is on participating in experiences that reinforce concepts taught in nursing courses. Emphasis is on using the nursing process as a framework for assessment of individual client needs within the community service organization setting; and developing, implementing, and evaluating appropriate plans of care.

Clinical 2(0-6)

Course Objectives:

1. Describe the skills necessary for identifying and addressing health needs of the client in a community service organization.
2. Demonstrate therapeutic communication techniques when interacting with clients and other members of the health care team/community service organization.
3. Utilize the nursing process to establish nursing diagnoses relevant to the physical, cultural, and social needs of the client in a community service organization.
4. Develop, implement, and evaluate appropriate plans of care.

5. Demonstrate patient teaching for health promotion and disease prevention in a community service setting.
6. Utilize legal and ethical concepts to provide safe and effective care of the client in community service setting.
7. Describe the role of nurse as patient and community advocate.

New undergraduate course additions, effective Spring 2014

NURS 4803. Concepts in Caring for the Acutely Ill Client

Prerequisites: NURS 3503, 3853, 3863, 3873, 4123

Co-requisites: NURS 4813, 4823, 4833, 4842

Description: This course is a study of concepts across the span of life specific to the care of the individual who is acutely or critically ill and the impact that illness has on the individual's family. Previously learned concepts addressing health promotion, nutrition, elimination and exchange, activity and rest, perception and cognition, self-perception, role relationships, sexuality, coping and stress tolerance, life principles, safety and protection, comfort, and growth and development are integrated throughout the course using the nursing process to plan and evaluate nursing care of the acutely or critically ill individual.

Lecture 3(3-0)

Course Objectives:

1. Describe the skills necessary for identifying and addressing health needs of the client in a community service organization.
2. Demonstrate therapeutic communication techniques when interacting with clients and other members of the health care team/community service organization.
3. Utilize the nursing process to establish nursing diagnoses relevant to the physical, cultural, and social needs of the client in a community service organization.
4. Develop, implement, and evaluate appropriate plans of care.
5. Demonstrate patient teaching for health promotion and disease prevention in a community service setting.
6. Utilize legal and ethical concepts to provide safe and effective care of the client in community service setting.
7. Describe the role of nurse as patient and community advocate.

NURS 4813. Concepts in Leadership in Nursing

Prerequisites: NURS 3503, 3853, 3863, 3873, 4123

Co-requisites: NURS 4803, 4823, 4833, 4842

Description: Emphasis is on leadership as a BSN graduate as well as the management of nursing care and personnel in various healthcare settings. Theories of leadership, management, economics, and change are explored including the varying patterns of healthcare delivery. Strategies for implementing change are discussed. Patient safety as well as the assessment and evaluation of quality within an organization are explored.

Lecture 3(3-0)

Course Objectives:

1. Analyze theories of management and leadership in professional nursing practice.
2. Utilize the components of the problem-solving and decision-making processes.
3. Examine principles of change theory, motivation, and creativity in relation to organization and management in nursing.
4. Implement concepts of group theory and dynamics.

5. Demonstrate responsibility in self-direction.
6. Describe cost containment methods and the budgeting role of the manager.
7. Analyze select situations and select performance evaluation procedures.
8. Examine legal, social, and ethical trends which impact on the organization and the delivery of health care.
9. Identify research findings applicable to leadership and management situations.

NURS 4823. Concepts in Community Health

Prerequisites: NURS 3503, 3853, 3863, 3873, 4123

Co-requisites: NURS 4803, 4813, 4833, 4842

Description: The focus is on application of holistic nursing principles in the community. The focus is on the nurse in the community, putting prevention into practice and the promotion of wellness. Assessment and planning care to families, groups, and communities and application of the nursing process will be explored. Utilization of epidemiological data, local, state and national resources for community health, health promotion, disease prevention, health planning/teaching, cultural awareness and issues of diversity will be emphasized at the local, state, national, and global levels.

Lecture 3(3-0)

Course Objectives:

1. Discuss the development of community health practice and community health nursing from a conceptual and historical perspective.
2. Discuss the concept of wellness in communities and quality of care.
3. Apply the concepts of health promotion and disease prevention in the planning of care for individuals and families in the global community.
4. Synthesize knowledge to plan sustainable wellness programs.
5. Examine the impact of cultural diversity on health promotion and disease prevention within the global community.
6. Analyze the impact of vulnerable populations on health promotion and disease prevention within the global community.
7. Analyze community needs based on research findings to identify interventions for wellness programs.
8. Identify community resources for health promotion and disease prevention based on current research.
9. Analyze the role of programs such as coordinated school health in the wellness of a community.
10. Identify community health resources to meet the needs of individuals and families within the community.
11. Describe the nurse's role in community preparedness global health and bioterrorism.
12. Demonstrate understanding of epidemiological principles in health promotion and disease prevention.

NURS 4833. Concepts in Caring for the Childbearing Family

Prerequisites: NURS 3503, 3853, 3863, 3873, 4123

Co-requisites: NURS 4803, 4813, 4823, 4842

Description: This course applies concepts used by the nurse to assist childbearing families achieve their maximum potential. A focus on patient/family education is integrated throughout the course. Lifestyle and cultural diversity within individual, families, and communities is emphasized. Reliable information drawn from a variety of sources including nursing research

assists the student to develop plans for evidence-based practice. Reproductive processes and women's health issues within the context of a variety of healthcare settings are explored through use of the nursing process, critical thinking and problem solving.

Lecture 3(3-0)

Course Objectives:

1. Explore selected nursing roles relevant to the care of childbearing families.
2. Integrate patient and family education into the plan of care.
3. Apply findings from current professional literature in planning nursing care for childbearing families.
4. Integrate understanding of variations in lifestyle and culture in planning health care to members of childbearing families.
5. Plan nursing care that assists childbearing families to achieve optimal health.
6. Practice critical thinking and problem-solving skill in planning care for childbearing families

NURS 4842. Concepts in Clinical Reasoning and Judgment

Prerequisites: NURS 3503, 3853, 3863, 3873, 4123

Co-requisites: NURS 4803, 4813, 4823, 4833

Description: This course is a development of clinical judgment skills. Emphasis is placed on integrating previously learned concepts with a focus on clinical problem-solving. Critical thinking is applied in resolving actual clinical problems.

Lecture 2(2-0)

Course Objectives:

1. Apply concepts learned throughout the program to clinical situations.
2. Use problem-solving approaches in recognizing and meeting client care needs.
3. Use the nursing process to plan, implement and evaluate nursing care.
4. Apply clinical judgment skills in the planning, implementation and evaluation of nursing care.
5. Implement effective communication, research and teaching-learning principles in providing nursing care.
6. Evaluate effective and non-effective nursing interventions in providing nursing care.
7. Examine the legal, ethical, cultural, economic, and spiritual issues related to the care of clients.

NURS 4852. Service Learning II

Prerequisite: NURS 3882

Description: Service Learning II is a self-paced community service course for nursing students enrolled in the third semester of the ACCEL-RN Program. Service Learning II is the second of a two-course series designed to reinforce concepts taught in nursing courses. Emphasis is on using the nursing process as a framework for assessment of families, groups, and communities as clients; and developing, implementing, and evaluating appropriate plans of care.

Clinical 2(0-6)

Course Objectives:

1. Describe the skills necessary for identifying and addressing health needs of the client in a community service organization.
2. Demonstrate therapeutic communication techniques when interacting with clients and other members of the health care team/community service organization.

3. Utilize the nursing process to establish nursing diagnoses relevant to the physical, cultural, and social needs of the client in a community service organization.
4. Develop, implement, and evaluate appropriate plans of care.
5. Demonstrate patient teaching for health promotion and disease prevention in a community service setting.
6. Utilize legal and ethical concepts to provide safe and effective care of the client in community service setting.
7. Describe the role of nurse as patient and community advocate.

New undergraduate course additions, effective Summer 2014

NURS 4861. Critical Competency Integration

Prerequisites: NURS 4803, 4813, 4823, 4833, 4842

Co-requisite: NURS 4910

Description: This course is the application of the concepts learned throughout the program. Previously learned concepts addressing health promotion, nutrition, elimination and exchange, activity and rest, perception and cognition, self-perception, role relationships, sexuality, coping and stress tolerance, life principles, safety and protection, comfort, and growth and development are integrated throughout the course using the nursing process to plan, implement and evaluate nursing care of individuals, families, groups, and communities.

Lecture 1(1-0)

Course Objectives:

1. Apply concepts learned throughout the program during the completion of clinical rotations.
2. Apply clinical judgment skills in providing care to individuals, families, groups and communities.
3. Use the nursing process to plan, implement and evaluate nursing care.
4. Implement effective communication, research and teaching-learning principles in providing nursing care.

NURS 4910. Critical Competency Integration Clinical

Prerequisites: NURS 4803, 4813, 4823, 4833, 4842

Co-requisite: NURS 4861

Description: This course is the application of the concepts learned throughout the program. Previously learned concepts addressing health promotion, nutrition, elimination and exchange, activity and rest, perception and cognition, self-perception, role relationships, sexuality, coping and stress tolerance, life principles, safety and protection, comfort, and growth and development are integrated throughout the course using the nursing process to plan, implement and evaluate nursing care of individuals, families, groups, and communities. This is the clinical portion of NURS 4861 and must be taken concurrently.

Clinical 10(0-30)

Course Objectives:

1. Apply concepts learned throughout the program during the completion of clinical rotations.
2. Apply clinical judgment skills in providing care to individuals, families, groups and communities.
3. Use the nursing process to plan, implement and evaluate nursing care.

4. Implement effective communication, research and teaching-learning principles in providing nursing care.

Adjournment

There being no other business, the meeting was adjourned at 2:28 p.m.

Respectfully submitted,

Deb Schulte, Assistant to the Provost