

foundational content for a baccalaureate nursing program as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- A. How frequently do you anticipate offering this course?
Annually in the spring
- B. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member.
- C. Estimate the cost of new equipment:
No new equipment needed
- D. Estimated cost of and description of additional library resources:
Standard library resources to support a nursing program.
- E. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No unique needs for computer support, hardware or software.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 1**

Introduction to Nursing and the Health Care System

Semester Offered: Spring

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course traces the origins and major milestones in the history of professional nursing and the US health care system. It explores the contributions of major historical figures in nursing and the social context that influenced their work. The course also provides an overview of how health care in the US is organized and financed, and the impact of legislative and regulatory processes on issues of affordability, equity and access to health care. Prerequisite: Admission into the Longwood University BSN program or permission of instructor. 3 credits.

Text:

Sultz H. and Young K. (2008). *Health Care USA: Understanding its Organization and Delivery* (ed. 6). Sudbury, MA: Jones and Bartlett.

Kalisch P. and Kalisch B. (2003). *American Nursing: A History* (ed. 4). Philadelphia, PA: JB Lippincott.

Course Objectives:

Upon completion of the course the student should be able to:

1. Identify the major social and economic forces that influenced the development of the US health care system.
2. Discuss the contributions of major historical figures in nursing to the development of the profession.
3. Explore the scope of contemporary nursing roles in health care.
4. Describe the structure and financing of the contemporary US health care system.
5. Explore global alternatives to the structuring and financing of health care services.
6. Discuss the issues of access, social justice, and reimbursement for health care services.

Course Requirements:

There will be two examinations including a comprehensive final exam. An oral presentation of at least ten minutes on a major historical figure and debates on health related social issues will be scheduled. Short reaction papers will be assigned.

The course will be structured to meet the requirements of a “speaking intensive” course.

Grading:

The final grade will be determined as follows:

Mid- Term Exam	20%
Final Exam	25%
Presentation	25%
Debate	20%
Reaction papers	10%

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

Week 1	Course introduction Contemporary nursing roles and opportunities
Week 2	Contemporary nursing challenges
Week 3	Origins of nursing as a profession
Week 4	Milestones in the development of American nursing Nursing in wartime
Week 5	Milestones cont'd: The rise of public health nursing
Week 6	Milestones cont'd: The struggle for professionalism
Week 7	Mid-Term Exam Milestones cont'd: Nursing and medicine
Week 8	Milestones cont'd: Education for practice
Week 9	Milestones in the development of the US health care system: The origins and organization of hospitals
Week 10	Milestones cont'd: The development of ambulatory care
Week 11	Milestones cont'd: The evolution of medical education The rise of allied health professionals
Week 12	Milestones cont'd: Paying for health care Public health and the role of government
Week 13	Milestones cont'd: The emergence of managed care Issues of cost, access, quality and social justice
Week 14	Global alternatives in health care delivery

Speaking Intensive Policy for Natural Sciences

Speaking modes and skills

The students will be able to

- Communicate effectively about scientific topics with colleagues in their own and related fields
- Construct logical scientific arguments
- Make effective formal presentations

Speaking Intensive Courses

Biology: Biology 300, Biology 304, Biology 430

Chemistry: Chemistry 491, Chemistry 496

Physics: Physics 400, Physics 496

Means of assessing the program's success

The students will be assessed on their oral communication skills in each speaking intensive course based on an oral presentation of at least 10 minutes. The department will report the number of students whose score was acceptable and the number of students whose score was unacceptable. The student's score will be based on the following criteria:

- Clear and distinct speech
- Appropriate use of audio/visual aids
- Ability to start promptly and end in a timely fashion and respond to questions appropriately
- Demonstrating a clear understanding of the subject matter and the ability to articulate concepts to the audience.

The student will receive a score of 1-8 for each category (8 being the highest) with a total score of 24 or above being acceptable. The number of students scoring at 24 or above will be reported.

NEW COURSE NON-GENERAL EDUCATION

Proposal for New Course

Department Nursing **Date** 4/07/08
Original Submission Resubmission Date of Original Submission 4/01/08
Date of Implementation Fall 2010

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS Course Number 2**
Course Title Health Assessment Across the Lifespan Credit Hours 3

Prerequisite Course BIOL 206 and BIOL 207: Anatomy and Physiology I&II

Speaking Intensive No Writing Intensive No

If Cross-Listed:

Secondary prefix N/A Course Number N/A

Course Description

This course introduces the student to the theoretical knowledge and skills necessary to perform a comprehensive health assessment on children, adults and the elderly. The nursing process is introduced as a tool to guide data collection through a comprehensive culturally sensitive history, physical examination, and documentation of findings. Prerequisites: Admission to the nursing program and BIOL 206 and BIOL 207. Two lecture and one two hour lab period. 3 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):
Required for the nursing major

III. Rationale for Course:

The course lays a foundation of both knowledge and skill in interviewing, history taking, and head to toe physical assessment for patients across the lifespan. This is essential foundational content for a baccalaureate nursing program as outlined in the *“Essentials of Baccalaureate Education for Professional Nursing Practice”* (AACN, 1998).

IV. Resource Assessment

- F. How frequently do you anticipate offering this course?
Annually in the fall
- G. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member.
- H. Estimate the cost of new equipment:
Space within the nursing simulation center for simulated experiences, plus otoscopes, ophthalmoscopes and simulation models as described in the plan for the simulation center.
- I. Estimated cost of and description of additional library resources:
Standard library resources to support a nursing program.
- J. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
Demonstration software for physical assessment is optional but desirable.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 2**

Health Assessment across the Lifespan

Semester Offered: Fall

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course introduces the student to the theoretical knowledge and skills necessary to perform a comprehensive health assessment on children, adults and the elderly. The nursing process is introduced as a tool to guide data collection through a comprehensive culturally sensitive history, physical examination, and documentation of findings. Prerequisites: Admission to the nursing program and BIOL 206 and BIOL 207. Two lecture and one two hour lab period. 3 credits.

Text:

Seidel HM, Ball JW, Bains JE & Benedict GW (2006). *Mosby's Guide to Physical Examination* (ed.6). St. Louis, MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Conduct a comprehensive health history that incorporates behavioral, psychological, spiritual and socioeconomic assessments of health and illness parameters.
2. Use developmentally and culturally appropriate approaches to communicate with patients and families.
3. Construct a family pedigree from health assessment data.
4. Conduct both comprehensive and focused physical assessments of patients of varying ages and health status.
5. Document health and physical assessment findings in a comprehensive but concise manner using appropriate terminology.

Course Requirements:

There will be two examinations including a comprehensive final exam. Each student will demonstrate a full head to toe physical assessment and write up the findings. Exercises that focus on nurse patient communication and using the nursing process to conduct a health history will also be assigned.

Grading:

The final grade will be determined as follows:

Mid-Term Exam	20%
Final Exam	30%
Head to Toe Demonstration	30%
Communication Exercises	10%
History taking Exercises	10%

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

In addition to the classtime each student will also participate in a two hour laboratory every hour week.

Topics

Week 1	Course introduction Nursing process and health assessment
Week 2	The complete health history
Week 3	Cultural sensitivity and developmental variations in history taking
Week 4	Physical examination techniques and equipment
Week 5	The general survey, mental status assessment
Week 6	Head and neck - eyes and ears; nose, mouth and throat
Week 7	Skin, hair and nails Mid-Term Exam
Week 8	Thorax and lungs
Week 9	Breasts and axilla Heart
Week 10	Heart and Vascular system
Week 11	Musculoskeletal system Gastrointestinal system
Week 12	Neurological system Genitourinary system
Week 13	Focused assessments: pain, nutrition
Week 14	Focused assessment: domestic violence -Functional assessment of the older adult

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing

Date 4/07/08

Original Submission Resubmission

Date of Original Submission 4/01/08

Date of Implementation Fall 2010

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS

Course Number 2**

Course Title Clinical Skills for Nursing Practice

Credit Hours 3

Prerequisite Course BIOL 206 and BIOL 207: Anatomy and Physiology I&II

Speaking Intensive No

Writing Intensive No

If Cross-Listed:

Secondary prefix N/A

Course Number N/A

Course Description

This course focuses on the acquisition of foundational clinical and communication skills needed to provide safe quality patient care. Emphasis is placed on the theoretical underpinnings of individual skills and the clinical reasoning necessary to properly select and use psychomotor skills and patient care technology. Principles of effective communication with patients of varying ages and cultures are also introduced. Students are encouraged to explore the research evidence available to support the use of various skills in patient care. Prerequisites: Admission to the nursing program and BIOL 206 and BIOL 207. One lecture and four laboratory hours. 3 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):

Required for the nursing major

III. Rationale for Course:

The course provides a safe simulated setting for students to acquire the psychomotor and communication skills needed to provide care to patients in a variety of

settings. This is essential foundational content for a baccalaureate nursing program as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- K. How frequently do you anticipate offering this course?
Annually in the fall
- L. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member.
- M. Estimate the cost of new equipment:
Included in the plan for the clinical simulation center. The space and equipment needed for the center will be extensively used in this course.
- N. Estimated cost of and description of additional library resources:
Standard library resources to support a nursing program.
- O. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
As outlined in the clinical simulation center proposal

V. Approvals

	Date Rec'd	Signature Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department _____		Date Notified _____	
Department _____		Date Notified _____	
Department _____		Date Notified _____	
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____
6. Date received by Registrar	_____		

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 2**

Clinical Skills for Nursing Practice

Semester Offered: Fall

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course focuses on the acquisition of foundational clinical and communication skills needed to provide safe quality patient care. Emphasis is placed on the theoretical underpinnings of individual skills and the clinical reasoning necessary to properly select and use psychomotor skills and patient care technology. Principles of effective communication with patients of varying ages and cultures are also introduced. Students are encouraged to explore the research evidence available to support the use of various skills in patient care. Prerequisites: Admission to the nursing program and BIOL 206 and BIOL 207. One lecture and four laboratory hours. 3 credits.

Text:

Elkin MK, Perry AG, Potter PA (2008). *Nursing Interventions and Clinical Skills* (ed. 4). St. Louis, MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Integrate appropriate professional communication skills into simulated patient experiences.
2. Adapt communication skills to reflect age variations, developmental challenges, and cultural differences.
3. Perform selected clinical skills safely and proficiently in simulated patient situations.
4. Discuss the theoretical rationale for the various clinical skills and their component steps.
5. Explore the available evidence base supporting the use and implementation of selected clinical skills.

Course Requirements:

There will be content quizzes, exercises for analyzing communication strategies and techniques, mid-term and final skill proficiency checkoffs, and an evidence based practice exercise.

Grading:

The final grade will be determined as follows:

Quizzes	20%
Communication exercises	10%
Evidence based practice exercise	10%
Mid-term skill demonstration	30%
Final skill demonstration	30%

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

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Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or The Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

The skills will be presented and practiced during 1 classroom and 4 laboratory hours each week.

Topics

- | | |
|---------|---|
| Week 1 | Course introduction
Maintaining a safe environment - Body mechanics and protecting yourself |
| Week 2 | Medical asepsis – handwashing, universal precautions
Promoting hygiene – oral, hair, foot and nail care |
| Week 3 | Promoting hygiene - bathing
Promoting activity and mobility - bedmaking |
| Week 4 | Promoting activity and mobility – moving and transferring patients, assistive devices, range of motion exercise, traction and immobilization devices |
| Week 5 | Principles of nurse patient communication - interviewing, therapeutic responses; responding to angry, depressed or anxious patients; communication blocks |
| Week 6 | Vital signs and laboratory test collection
Basic sterile technique |
| Week 7 | Medication administration – oral, topical, inhalers, SQ and IM injections, Intravenous infusions |
| Week 8 | Mid-term skill checkoff |
| Week 9 | Medication administration cont'd – infusion pumps, PCA's, blood transfusions, care of ports and central catheters |
| Week 10 | Promoting nutrition – Oral, enteral and parenteral nutrition
Promoting elimination – catheters, nasogastric tubes, stomas |
| Week 11 | Managing wounds and skin breakdown – dressings, drainage collection, heat and cold, pressure ulcer treatment, special mattresses |
| Week 12 | Promoting oxygenation – airway management, intubation, suctioning, chest drainage, supplemental oxygen delivery |

Week 13 Emergency management and life support

Week 14 Final skill demonstration checkoffs

NEW COURSE NON-GENERAL EDUCATION

Proposal for New Course

Department Nursing **Date** 4/07/08
Original Submission Resubmission Date of Original Submission 4/01/08
Date of Implementation Spring 2011

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS Course Number 2**
Course Title Foundations of Nursing Practice Credit Hours 4

Prerequisite Course NURS 2** Health Assessment Across the Lifespan
NURS 2** Clinical Skills for Nursing Practice

Speaking Intensive No Writing Intensive No

If Cross-Listed:

Secondary prefix N/A Course Number N/A

Course Description

This course examines selected nursing principles, concepts and skills that are central to patient care delivery. The nursing process is used as a framework for exploring the role of the professional nurse in patient care management. The emphasis is on the nurse's role as direct and indirect provider of safe patient centered care that incorporates health promotion, clinical prevention, and basic illness care with adult and elderly patients. Clinical and simulation experiences provide students with opportunities to apply theory, communication strategies, assessment and psychomotor skills in the care of patients in various settings. Prerequisites: NURS 2** Health Assessment Across the Lifespan, NURS 2** Clinical Skills for Nursing Practice. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):
Required for the nursing major

III. Rationale for Course:

The course begins the process of applying knowledge and skill in the care of adult patients in various settings. This is essential foundational content for a baccalaureate nursing program as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- P. How frequently do you anticipate offering this course?
Annually in the spring
- Q. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member plus clinical instructor(s).
- R. Estimate the cost of new equipment:
Resources of the simulation center will be used in the course.
- S. Estimated cost of and description of additional library resources:
Standard library resources to support a nursing program.
- T. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No new resources required.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 2**

Foundations of Nursing Practice

Semester Offered: Spring

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course examines selected nursing principles, concepts and skills that are central to patient care delivery. The nursing process is used as a framework for exploring the role of the professional nurse in patient care management. The emphasis is on the nurse's role as direct and indirect provider of safe patient centered care that incorporates health promotion, clinical prevention, and basic illness care with adult and elderly patients. Clinical and simulation experiences provide students with opportunities to apply theory, communication strategies, assessment and psychomotor skills in the care of patients in various settings. Prerequisites: NURS 2** Health Assessment Across the Lifespan, NURS 2** Clinical Skills for Nursing Practice. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

Text:

Taylor C, Lillis C, Lemone, P, & Layman P. (2006). *Fundamentals of Nursing – the art and science of nursing* (ed.6). Philadelphia, PA: JB Lippincott.

Course Objectives:

Upon completion of the course the student should be able to:

1. Explore the impact of personal beliefs and values on nurse patient interaction.
2. Recognize the effects of culture and spirituality on an individual's perception of health, illness and health practices.
3. Use the nursing process to design and provide safe, compassionate, high quality care in partnership with patients and families.
4. Deliver appropriate patient centered teaching that reflects the patient's age, developmental stage, culture and health literacy.
5. Develop a beginning knowledge base for managing common patient care problems e.g.: pain, immobility, and safety.
6. Develop an awareness of the appropriate use of complementary and alternatives therapies in patient care.
7. Describe the roles and perspectives of other professionals on the interprofessional health care team.

Course Requirements:

There will be three examinations including a comprehensive final exam. Clinical worksheets, care planning tools, and other clinical focus activities will be assigned.

Grading:

The final grade will be determined as follows:

Exam #1	20%
Exam #2	20%
Final Exam	30%
Clinical Worksheets	20%
Nursing Process Paper	10%

The clinical portion of the course will be evaluated as satisfactory/unsatisfactory, but students must achieve a clinical grade of satisfactory to pass the course, regardless of their other course grades.

Course Grading will be as follows:

90 -100 = A
80 - 89 = B
70 -79 = C
60-69 = D
59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If

the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topic

Week 1	Course introduction A framework for nursing practice
Week 2	Clinical reasoning and the nursing process
Week 3	Health beliefs and practices, health promotion, and clinical prevention
Week 4	The ethic of “caring” and clinical judgement
Week 5	The cultural context of practice
Week 6	Exam #1 Promoting physiologic health – Environmental safety
Week 7	Promoting physiologic health cont’d: mobility and immobility
Week 8	Promoting physiologic health cont’d: Acute and chronic pain management
Week 9	Promoting physiologic health cont’d: Fluid and electrolyte balance
Week 10	Promoting physiologic health cont’d: Perioperative care
Week 11	Promoting physiologic health cont’d: Skin integrity and wound healing Exam #2
Week 12	Promoting physiologic health cont’d: Exploring complementary and alternative therapies
Week 13	Interpersonal interventions – Patient education and adherence
Week 14	Interpersonal interventions – Sensory alterations – Spirituality, loss and grief

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing

Date 4/07/08

Original Submission Resubmission

Date of Original Submission 4/01/08

Date of Implementation Fall 2011

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS

Course Number 3**

Course Title Principles of Pathophysiology

Credit Hours 4

Prerequisite Course All required second year courses in the nursing major

Speaking Intensive No

Writing Intensive No

If Cross-Listed:

Secondary prefix N/A

Course Number N/A

Course Description

This course examines the pathophysiologic factors that contribute to common disease processes affecting individuals across the lifespan. The influences of environment, genetics, and lifestyle choices that lead to increased disease susceptibility, morbidity and mortality are discussed along with the cultural differences that influence an individual's understanding of disease and response to it. Prerequisites: All required second year courses in the nursing major. Four lecture periods. 4 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):

Required for the nursing major

III. Rationale for Course:

The course provides a theoretical knowledge base of the mechanisms of disease and common disease processes that affect individuals across the lifespan. This is essential foundational content for a baccalaureate nursing program as outlined in the *“Essentials of Baccalaureate Education for Professional Nursing Practice”* (AACN, 1998).

IV. Resource Assessment

- U. How frequently do you anticipate offering this course?
Annually in the fall
- V. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member possibly augmented by community based physicians or advanced practice nurses.
- W. Estimate the cost of new equipment:
No new equipment required to implement the course.
- X. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- Y. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No additional hardware or software required.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 3** Principles of Pathophysiology

Semester Offered: Fall

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course examines the pathophysiologic factors that contribute to common disease processes affecting individuals across the lifespan. The influences of environment, genetics, and lifestyle choices that lead to increased disease susceptibility, morbidity and mortality are discussed along with the cultural differences that influence an individual's understanding of disease and response to it. Prerequisite: All required second year courses in the nursing major. Four lecture periods. 4 credits.

Text:

McCance KL & Huether SE. (2008). *Understanding Pathophysiology* (ed. 4). St. Louis, MO: Mosby/Elsevier

Course Objectives:

Upon completion of the course the student should be able to:

1. Discuss the interrelationships of genetics, environment, and lifestyle in the development of disease.
2. Compare the physiologic responses of infection, inflammation and immunity.
3. Describe the failure of primary physiologic control mechanisms that results in cellular proliferation and cancer.
4. Discuss selected pathophysiologic conditions affecting major body systems in adults and children.
5. Identify major risk factors associated with common disease processes.
6. Correlate the pathophysiologic response of selected diseases and conditions with their clinical presentation.

Course Requirements:

There will be three examinations including a comprehensive final exam. Case studies and worksheets will be assigned.

Grading:

The final grade will be determined as follows:

Exam #1	25%
Exam #2	30%
Final Exam	35%
Case studies/worksheets	10%

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

Week 1	Course introduction Mechanisms of self defense - Inflammation
Week 2	Mechanisms of self defense - infection - immunity
Week 3	Mechanisms of cellular proliferation - cancer
Week 4	Diseases affecting major body systems - Hematologic - Vascular
Week 5	Diseases affecting major body systems cont'd - Vascular Exam #1
Week 6	Diseases affecting major body systems cont'd - Heart
Week 7	Diseases affecting major body systems cont'd - Heart - Respiratory system
Week 8	Diseases affecting major body systems cont'd - Respiratory system
Week 9	Diseases affecting major body systems cont'd - Gastrointestinal system
Week 10	Diseases affecting major body systems cont'd - Gastrointestinal system - Exam #2
Week 11	Diseases affecting major body systems cont'd - Neurologic system
Week 12	Diseases affecting major body systems cont'd - Neurologic system - Endocrine system

Week 13 Diseases affecting major body systems cont'd
- Endocrine system
- Renal/urologic system

Week 14 Diseases affecting major body systems cont'd
- Reproductive system
- Musculoskeletal system

NEW COURSE NON-GENERAL EDUCATION

Proposal for New Course

Department Nursing **Date** 4/07/08
Original Submission Resubmission Date of Original Submission 4/01/08
Date of Implementation Fall 2011

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS Course Number 3**

Course Title Principles of Pharmacology Credit Hours 3

Prerequisite Course All required second year courses in the nursing major

Speaking Intensive No Writing Intensive No

If Cross-Listed:

Secondary prefix N/A Course Number N/A

Course Description

The course establishes a foundation about pharmacology and the use of drugs to manage common diseases and conditions. It focuses on the pharmacokinetics and pharmacodynamics of common drugs and how they are used to modify body systems. Lifespan variations are discussed as well as the implications for patient teaching and monitoring. Economic, political and ethical issues related to drug development and marketing are explored. Prerequisites: All required second year courses in the nursing major. Three lecture periods. 3 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):
Required for the nursing major

III. Rationale for Course:

The course provides a theoretical foundation for understanding the pharmacologic management of common disease processes. This is essential foundational content for a baccalaureate nursing program as outlined in the *“Essentials of Baccalaureate Education for Professional Nursing Practice”* (AACN, 1998).

IV. Resource Assessment

- Z. How frequently do you anticipate offering this course?
Annually in the fall
- AA. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- BB. Estimate the cost of new equipment:
No new equipment required to implement the course.
- CC. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- DD. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No additional hardware or software required.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 3*** Principles of Pharmacology

Semester Offered: Fall

Instructor:

Phone:

Office:

Office Hours:

Course Description:

The course establishes a foundation about pharmacology and the use of drugs to manage common diseases and conditions. It focuses on the pharmacokinetics and pharmacodynamics of common drugs and how they are used to modify body systems. Lifespan variations are discussed as well as the implications for patient teaching and monitoring. Economic, political and ethical issues related to drug development and marketing are explored. Prerequisites: All required second year courses in the nursing major. Three lecture periods. 3 credits.

Text:

Lehne RA.(2007). *Pharmacology for Nursing Care* (ed.6). St. Louis, MO: WB Saunders/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Describe the strengths and weaknesses of the drug development process in the United States.
2. Discuss the pharmacokinetics and dynamics of drug action in the body.
3. Discuss the mechanism of action, primary indications for use and common adverse effects of prototypical drugs.
4. Outline the patient teaching and monitoring necessary to monitor for and manage common drug adverse effects.
5. Explore the economic and political aspects of drug development, marketing and use in the United States.

Course Requirements:

There will be three examinations including a comprehensive final exam. Worksheets will be assigned to assist students in preparing for class and organizing material. Short economic impact assignments will be required.

Grading:

The final grade will be determined as follows:

Exam #1	25%
Exam #2	30%
Final Exam	35%
Worksheets/ assignments	10%

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

Week 1	Course introduction Drug development process
Week 2	Pharmacokinetics
Week 3	Pharmacodynamics Lifespan considerations in drug administration
Week 4	Drugs for pain - Opioids – Aspirin, NSAID's and Acetaminophen
Week 5	Psychotherapeutic drugs - Antidepressants – Antipsychotics
Week 6	Psychotherapeutic drugs – Antianxiety agents and hypnotics Exam #1
Week 7	Drugs affecting the gastrointestinal tract – Acid controllers - Antiemetics, laxatives and antidiarrheal agents
Week 8	Antimicrobial drug therapy Beta lactam antibiotics
Week 9	Other drugs affecting the bacterial cell wall Drugs affecting bacterial protein synthesis
Week 10	Exam #2 Drugs affecting the respiratory system
Week 11	Drugs affecting the kidney and bladder Drugs affecting the heart
Week 12	Drugs affecting the blood vessels
Week 13	Anticoagulants Drugs affecting cholesterol levels
Week 14	Drugs affecting blood glucose levels Drugs affecting the immune response - Corticosteroids

NEW COURSE NON-GENERAL EDUCATION

Proposal for New Course

Department Nursing **Date** 4/07/08
Original Submission Resubmission Date of Original Submission 4/01/08
Date of Implementation Spring 2012

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS Course Number 3**

Course Title Nursing Care of Adults and Families Credit Hours 4

Prerequisite Course NURS 3** Principles of Pathophysiology
NURS 3** Principles of Pharmacology

Speaking Intensive No Writing Intensive No

If Cross-Listed:

Secondary prefix N/A Course Number N/A

Course Description

This course focuses on the knowledge base necessary to provide safe, high quality care to adults experiencing common acute and chronic health problems. The course blends knowledge from pathophysiology, pharmacology and disease management into a comprehensive plan for culturally sensitive care that integrates current evidence for best practices management. The impact of major diseases on patients and families is explored with an emphasis on the nurse's role in health promotion, symptom management and beginning interprofessional collaboration for effective care management. Prerequisites: NURS 3** Principles of Pathophysiology and NURS 3** Principles of Pharmacology. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):
Required for the nursing major

III. Rationale for Course:

The course provides a theoretical foundation for delivering quality care to adults experiencing common acute and chronic illnesses. This is essential foundational content for a baccalaureate nursing program as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- EE. How frequently do you anticipate offering this course?
Annually in the spring
- FF. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- GG. Estimate the cost of new equipment:
No new equipment required to implement the course. Occasional use of the equipment in the simulation center is planned.
- HH. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- II. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No additional hardware or software required.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department	_____	Date Notified	_____	
Department	_____	Date Notified	_____	
Department	_____	Date Notified	_____	
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 3**

Nursing Care of Adults and Families

Semester Offered: Spring

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course focuses on the knowledge base necessary to provide safe, high quality care to adults experiencing common acute and chronic health problems. The course blends knowledge from pathophysiology, pharmacology and disease management into a comprehensive plan for culturally sensitive care that integrates current evidence for best practices management. The impact of major diseases on patients and families is explored with an emphasis on the nurse's role in health promotion, symptom management and beginning interprofessional collaboration for effective care management. Simulated and actual clinical experiences take place in a variety of settings. Prerequisites: NURS 3** Principles of Pathophysiology and NURS 3** Principles of Pharmacology. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

Text:

Monahan FD, Sands JK, Neighbors M, Marek JF & Green, CJ. (2007). *Phipp's Medical Surgical Nursing: Health and Illness Perspectives* (ed. 8). St. Louis, MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Identify major trends in the incidence and management of common adult acute and chronic illness in the United States.
2. Apply the nursing process and effective communication strategies to deliver safe, culturally appropriate, family centered care to adult patients.
3. Collaborate effectively with other professionals on the interprofessional care team to provide evidence based, high quality, patient centered care.
4. Utilize an understanding of the pathophysiologic basis of common acute and chronic health problems to develop health promotion, risk reduction and symptom management nursing interventions.
5. Develop appropriate patient education materials and approaches to empower patients and families for effective self care.
6. Explore the integration of both conventional and complementary therapies into the plans for symptom management of common acute and chronic illnesses.
7. Use information and patient care technology effectively in the planning and implementation of adult patient care.

Course Requirements:

There will be three examinations including a comprehensive final exam. Other assignments will include case study analysis, clinical worksheets, care planning exercises, and development of patient education materials.

Grading:

The final grade will be determined as follows:

Exam #1	20%
Exam #2	20%
Final exam	30%
Clinical worksheets	15%
Care planning/patient education assignments	15%

The clinical portion of the course will be evaluated as satisfactory/unsatisfactory, but students must achieve a clinical grade of satisfactory to pass the course, regardless of their other course grades.

Course Grading will be as follows:

90 -100 = A
80 - 89 = B
70 -79 = C
60-69 = D
59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

Week 1	Course introduction Patterns of adult acute and chronic illness in the US
Week 2	The challenges of chronic illness and regimen adherence Nursing management of common problems affecting the cardiovascular system: hypertension
Week 3	Cardiovascular problems cont'd: <ul style="list-style-type: none">- Peripheral vascular disease- Coronary artery disease and MI
Week 4	Nursing management of the patient with cancer
Week 5	Nursing management of the patient with cancer cont'd Exam #1
Week 6	Nursing management of the patient with diabetes
Week 7	Nursing management of the patient with diabetes cont'd Nursing management of common problems affecting the neurologic system: cerebrovascular accident
Week 8	Neurologic problems cont'd: cerebrovascular accident degenerative disorders – Parkinson's disease, multiple sclerosis
Week 9	Neurologic problems cont'd: CNS tumors, seizures Nursing management of common problems affecting the respiratory system: pneumonia, tuberculosis, cancer
Week 10	Respiratory system problems cont'd: COPD Exam #2
Week 11	Nursing management of common problems affecting the gastrointestinal system: GERD and peptic ulcer disease, IBD
Week 12	Gastrointestinal system cont'd: cancer, inflammatory disorders of the liver, gallbladder and pancreas
Week 13	Nursing management of common problems affecting the renal/urologic system: stones, infections, BPH, cancer

Week 14

Nursing management of common problems affecting the female reproductive tract

Nursing management of common problems affecting the musculoskeletal system: trauma, arthritis

essential foundational content for a baccalaureate nursing program as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- JJ. How frequently do you anticipate offering this course?
Annually in the fall
- KK. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- LL. Estimate the cost of new equipment:
No new equipment required to implement the course. Course will utilize the simulation equipment of the clinical simulation center.
- MM. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- NN. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
Simulation equipment outlined in the proposal for the clinical simulation center.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 3***
Nursing Care of Children and Their Families

Semester Offered: Fall

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course focuses on the nursing care of infants, children, adolescents and their families as they face normal developmental challenges and common diseases and conditions. Emphasis is placed on the use of the nursing process to assess physical and developmental needs; promote health and prevent illness and injury; and assist patients and families to adapt to acute and chronic illness challenges. Actual and simulated clinical experiences take place in various settings and support the continued development of cognitive, psychomotor and interpersonal skills necessary to provide safe, high quality care. Prerequisites: All required second year courses in the nursing major. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

Text:

Wong DL, Perry SE, Hockenberry MJ, Lowdermilk DL & Wilson D. *Maternal Child Nursing Care* (ed.3). St. Louis MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Discuss the effects of acute and chronic illness and hospitalization on children and families from varying cultural backgrounds.
2. Explore strategies for promoting health and reducing the incidence of childhood illness and injury in the community.
3. Use the nursing process to deliver family centered care that incorporates best practices for children and families.
4. Utilize standardized tools to effectively assess the health and developmental status of children of various ages.
5. Utilize teaching/learning principles to create and implement accessible teaching approaches for children.
6. Explore issues of access, availability and reimbursement for child health services.

Course Requirements:

There will be three examinations including a comprehensive final exam. Clinical worksheets, care planning tools, and other clinical focus activities will be assigned.

Grading:

The final grade will be determined as follows:

Exam #1	20%
Exam #2	20%
Final Exam	30%
Clinical Worksheets	15%
Teaching Project	15%

The clinical portion of the course will be evaluated as satisfactory/unsatisfactory, but students must achieve a clinical grade of satisfactory to pass the course, regardless of their other course grades.

Course Grading will be as follows:

90 -100 = A
80 - 89 = B
70 -79 = C
60-69 = D
59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

- Week 1 Course introduction
Developmental assessment of the child
- Week 2 Child Health Promotion
- social, cultural and religious influences on health promotion
- common health problems of infancy
- Week 3 Child Health Promotion cont'd
- common health problems in toddlers and preschoolers
- common health problems of the school aged child
- Week 4 Child Health Promotion cont'd
- common health problems in adolescents
Caring for Children with Special Needs
- the hospitalized child
- Week 5 Caring for Children with Special Needs cont'd
- the chronically ill or disabled child
- the child in pain
- Week 6 Exam #1
Caring for Children with Special Needs cont'd
- the child with an infectious disease
- Week 7 Caring for Children with Special Needs
- the child with a cognitive or sensory impairment
- the abused or neglected child
- Week 8 Nursing Care of the Ill or Hospitalized Child
- gastrointestinal system disorders
- Week 9 Nursing Care of the Ill or Hospitalized Child cont'd
- respiratory system disorders
- Week 10 Nursing Care of the Ill or Hospitalized Child cont'd
- cardiovascular system disorders
- Week 11 Exam #2
Nursing Care of the Ill or Hospitalized Child cont's
- musculoskeletal system disorders

- Week 12 Nursing Care of the Ill or Hospitalized Child cont'd
 - the child with renal system disorders
 - the child with endocrine system disorders
- Week 13 Nursing Care of the Ill or Hospitalized Child cont'd
 - the child with cancer
- Week 14 Nursing Care of the Ill or Hospitalized Child cont'd
 - the child experiencing trauma or a life threatening condition

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing

Date 4/07/08

Original Submission Resubmission

Date of Original Submission 4/01/08
Date of Implementation Spring 2012

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS

Course Number 3**

Course Title Maternal and Newborn Nursing

Credit Hours 4

Prerequisite Course All required second year courses in the nursing major

Speaking Intensive No

Writing Intensive No

If Cross-Listed:

Secondary prefix N/A

Course Number N/A

Course Description

This course focuses on the nursing management of normal and high risk pregnancies from the period of preconception through infancy, with an emphasis on health promotion and risk reduction. The nursing process is used to appropriately assess childbearing women and their families and select appropriate interventions to meet their physical and emotional needs. Particular attention is given to identifying evidence based interventions to support quality care. The actual and simulated clinical experiences assist students to develop increasing skill in providing high quality, compassionate care to patients from a wide range of cultures and traditions about childbearing. Prerequisites: All required second year courses in the nursing major. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):

Required for the nursing major

III. Rationale for Course:

The course provides a theoretical knowledge base for caring for women during pregnancy, labor and the postpartum period and provides opportunities for care experiences with this population. This is essential foundational content for a baccalaureate nursing program as outlined in the *“Essentials of Baccalaureate Education for Professional Nursing Practice”* (AACN, 1998).

IV. Resource Assessment

- OO. How frequently do you anticipate offering this course?
Annually in the spring
- PP. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- QQ. Estimate the cost of new equipment:
No new equipment required to implement the course. Course will utilize the simulation equipment of the clinical simulation laboratory.
- RR. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- SS. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
Simulation equipment outlined in the proposal for the clinical simulation center.

V. Approvals

	Date Rec'd	Signature Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department _____		Date Notified _____	
Department _____		Date Notified _____	
Department _____		Date Notified _____	
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____

6. Date received by Registrar _____

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 3**

Maternal and Newborn Nursing

Semester Offered: Spring

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course focuses on the nursing management of normal and high risk pregnancies from the period of preconception through infancy, with an emphasis on health promotion and risk reduction. The nursing process is used to appropriately assess childbearing women and their families and select appropriate interventions to meet their physical and emotional needs. Particular attention is given to identifying evidence based interventions to support quality care. The actual and simulated clinical experiences assist students to develop increasing skill in providing high quality, compassionate care to patients from a wide range of cultures and traditions about childbearing. Prerequisites: All required second year courses in the nursing major. Three lecture periods weekly and a total of 56 clinical hours. 4 credits.

Text:

Wong DL, Perry SE, Hockenberry MJ, Lowdermilk DL, & Wilson, D. (2006). *Maternal Child Nursing Care* (ed.3). St. Louis, MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Develop culturally appropriate health promotion strategies to address common concerns of pregnancy, labor, delivery and the postpartum period.
2. Use the nursing process to provide quality care that reflects best practices to low and high risk childbearing women and their families.
3. Identify community resources that serve women and childbearing families.
4. Discuss the impact of common chronic illnesses on the childbearing process.
5. Use an ethical framework to discuss the implications of genetics/genomics screening and research on the care of childbearing women and families.
6. Discuss current social, economic, and political issues that affect childbearing e.g.: violence, substance abuse and access to care.

Course Requirements:

There will be three examinations including a comprehensive final exam. Case study analysis, clinical worksheets, care planning tools, evidence based practice exercises, and issues debates will also be assigned.

Grading:

The final grade will be determined as follows:

Exam #1	20%
Exam #2	20%
Final Exam	30%
Clinical Worksheets	10%
Other Assignments	20%

The clinical portion of the course will be evaluated as satisfactory/unsatisfactory, but students must achieve a clinical grade of satisfactory to pass the course, regardless of their other course grades.

Course Grading will be as follows:

90 -100 = A
80 - 89 = B
70 -79 = C
60-69 = D
59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being

held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

- Week 1 Course introduction
Challenges for childbearing in the 21st century
- infertility
- Week 2 Review of reproductive anatomy and physiology
Genetics, conception and fetal development
- Week 3 Pregnancy and the family
Cultural responses to pregnancy
- Week 4 Physical and psychological changes of pregnancy
Maternal nutrition and activity
- Week 5 Antepartum health promotion
Exam #1
- Week 6 Pregnancy challenges: - adolescent pregnancy and older mothers
- chronic illness and pregnancy
- Week 7 Complications of pregnancy
- Week 8 Nursing care during labor and delivery
- Assessment, monitoring and comfort care
- Obstetrical anesthesia
- Week 9 Nursing care during labor and delivery cont'd
- Complications of labor
- Induced labor, assisted and surgical delivery
- Week 10 Exam #2
Nursing care during the postpartum period
- Assessment and intervention during the early postpartum period
- Week 11 Nursing care during the postpartum period
- Managing common complications
- Perinatal loss and grief
- Week 12 Newborn assessment and care
Infant nutrition and feeding
- Week 13 Essential self and infant care teaching

Managing the transition to home

Week 14

Issues of sleep, rest and self care
Contraception

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing **Date** 4/07/08
Original Submission Resubmission Date of Original Submission 4/01/08
Date of Implementation Spring 2012

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS **Course Number** 3**
Course Title Nursing Care of the Older Adult **Credit Hours** 1
Prerequisite Course NURS 3** Nursing Care of Adults and Families (Corequisite)
SOCL 331 – Social Gerontology (Corequisite)

Speaking Intensive No **Writing Intensive** No

If Cross-Listed:

Secondary prefix N/A **Course Number** N/A

Course Description

This course supplements the content presented in SOC 331 – Social Gerontology by adding a nursing care management perspective to the discussion of the issues of aging in American society and culture. The course focuses on assessment and intervention with older adults experiencing normal aging or common aging related health problems and the role of the nurse in health promotion, risk reduction, and disease management for this population. Prerequisites: NURS 3** Nursing Care of Adults and Families (Corequisite) and SOCL 331 (Corequisite), or permission of instructor. Two lecture periods every other week. 1 credit.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):
Required for the nursing major

III. Rationale for Course:

The course provides a theoretical foundation for delivering optimal care to older adults, the most common population encountered in acute and chronic care settings. This is essential foundational content for a baccalaureate nursing program as outlined in the

“Essentials of Baccalaureate Education for Professional Nursing Practice” (AACN, 1998).

IV. Resource Assessment

- TT. How frequently do you anticipate offering this course?
Annually in the spring
- UU. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- VV. Estimate the cost of new equipment:
No new equipment required to implement the course.
- WW. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- XX. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No additional hardware or software required.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 3** Nursing Care of the Older Adult

Semester Offered: Spring

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course supplements the content presented in SOC 331 – Social Gerontology by adding a nursing care management perspective to the discussion of the issues of aging in American society and culture. The course focuses on assessment and intervention with older adults experiencing normal aging or common aging related health problems and the role of the nurse in health promotion, risk reduction, and disease management for this population. Prerequisites: NURS 3** Nursing Care of Adults and Families (Corequisite) and SOCL 331 (Corequisite), or permission of instructor. Two lecture periods every other week. 1 credit.

Text:

Mauk KL. (2006). *Gerontological Nursing*, Sudbury, MA: Jones and Bartlett.

Course Objectives:

Upon completion of the course the student should be able to:

1. Perform a focused physiological and functional assessment on an older adult.
2. Identify common health and safety risk for older adults and strategies for preventing injury and illness.
3. Develop health promotion strategies for supporting optimal functioning and a preferred lifestyle for older adults.
4. Discuss the care modifications necessary for providing safe, quality care to hospitalized older adults.
5. Discuss the evidence based management of common geriatric syndromes.

Course Requirements:

There will be a comprehensive final exam, case study analysis, and “best practices” project.

Grading:

The final grade will be determined as follows:

Comprehensive exam	35%
Case studies	40%
Project	25%

Course Grading will be as follows:

90 -100 = A
80 - 89 = B
70 -79 = C
60-69 = D
59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

- Week 1 Course introduction
Focused physiologic assessment of the aging adult – normal variations
- Week 2 Functional assessment of the older adult
Reducing common aging risk factors for injury and illness
- Week 3 Nursing management of the hospitalized older adult
- polypharmacy, continuity of care
- Week 4 Managing common geriatric syndromes:
Cognitive decline – delirium and dementia
- Week 5 Geriatric syndromes cont'd:
Incontinence
- Week 6 Geriatric syndromes cont'd:
Dizziness, risk of falls and skin breakdown
- Week 7 Geriatric syndromes cont'd:
Sensory impairment, social isolation and depression
Compassionate end of life care

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing **Date** 4/07/08
Original Submission Resubmission Date of Original Submission 4/01/08
Date of Implementation Spring 2012

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS Course Number 3**

Course Title Introduction to Research and Evidence Based Practice Credit Hours 3

Prerequisite Course Third year status in the nursing program
MATH 171 or MATH 270

Speaking Intensive No Writing Intensive Yes

If Cross-Listed:

Secondary prefix N/A Course Number N/A

Course Description

This course provides an overview of nursing and health care related research and evidence based practice. It introduces the basic skills and knowledge necessary to critically read research studies and conduct systematic literature reviews using established data bases. Basic principles of study design are presented and ethical issues in the conduct of research with patients and families are emphasized. The challenges of translating research evidence into practice are explored. Prerequisites: Third year status in the nursing program and MATH 171 or MATH 270. Three lecture periods. 3 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):
Required for the nursing major

III. Rationale for Course:

The course provides a knowledge base in accessing research data bases, reading research articles, and evaluating findings. This is essential foundational content for a

baccalaureate nursing program as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- YY. How frequently do you anticipate offering this course?
Annually in the spring
- ZZ. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- AAA. Estimate the cost of new equipment:
No new equipment required to implement the course.
- BBB. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program with an emphasis on online data bases of research for evidence based practice.
- CCC. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No additional hardware or software required.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 3**
Introduction to Research and Evidence Based Practice

Semester Offered: Spring

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course provides an overview of nursing and health care related research and evidence based practice. It introduces the basic skills and knowledge necessary to critically read research studies and conduct systematic literature reviews using established data bases. Basic principles of study design are presented and ethical issues in the conduct of research with patients and families are emphasized. The challenges of translating research evidence into practice are explored. Prerequisites: Third year status in the nursing program and MATH 171 or MATH 270. Three lecture periods. 3 credits.

Text:

Melnyk B & Fineout-Overholt E. (2004). *Evidence based practice in nursing and health care*. Philadelphia, PA: JB Lippincott.

Course Objectives:

Upon completion of the course the student should be able to:

1. Explain the relationships between theory, practice and research.
2. Demonstrate an understanding of the basic components of the research process and how evidence is developed.
3. Critically read published research studies in the nursing literature.
4. Evaluate the validity of research methods and the quality of the evidence.
5. Identify clinical nursing problems appropriate for research investigation.
6. Conduct a systematic literature review on a focused nursing problem using established evidence data bases.

Course Requirements:

There will be two examinations including a comprehensive final exam, 3 page critiques (3) of published nursing research studies, a 1-2 page case study analysis of ethical issues in research, database searching and identification of researchable questions. The writing assignments in the course are structured to meet the requirements of a “writing intensive” course.

Grading:

The final grade will be determined as follows:

Exam #1	25%
Exam #2	25%

Research critiques (3)	30%
Case study analysis	10%
Database search	10%

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

Week 1	Course introduction Nursing practice, theory and research – forging the links
Week 2	Research and evidence based practice – how are they different
Week 3	Obstacles to evidence based practice Creating a culture for evidence based practice
Week 4	Finding relevant evidence <ul style="list-style-type: none">- data bases and how to access them- levels of power in evidence- conducting a literature review
Week 5	An introduction to quantitative research methods <ul style="list-style-type: none">- advantages and limitations- using quantitative methods appropriately
Week 6	An introduction to qualitative research methods <ul style="list-style-type: none">- advantages and limitations- using qualitative methods appropriately
Week 7	Exam 1
Week 8	Critically appraising quantitative and qualitative evidence
Week 9	Populations and samples
Week 10	Understanding basic statistical applications
Week 11	Participating in evidence generation <ul style="list-style-type: none">- asking good clinical nursing questions- descriptive research techniques
Week 12	Research ethics and protection of patient's rights
Week 13	Generating evidence from outcomes data
Week 14	Dissemination of research findings Using evidence based guidelines

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing

Date 4/07/08

Original Submission Resubmission

Date of Original Submission 4/01/08

Date of Implementation Fall 2012

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS

Course Number 4**

Course Title Nursing Care of Patients with Complex Health Problems

Credit Hours 3

Prerequisite Course All required third year courses in the nursing major

Speaking Intensive No

Writing Intensive No

If Cross-Listed:

Secondary prefix N/A

Course Number N/A

Course Description

This course focuses on the care of patients who are experiencing complex health problems. Case studies are used to integrate prior learning about the pathophysiologic basis of disease and its medical and pharmacologic management, and to discuss care challenges in depth. The course emphasizes the nursing roles of direct and indirect care provider but also expands the student's focus to include issues related to coordination of care, interprofessional collaboration, quality and safety. Clinical experiences take place with an assigned preceptor or as part of a precepted summer externship. Prerequisite: All required third year courses in the nursing major. Six lecture periods for five weeks and 56 clinical hours. 3 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):

Required for the nursing major

III. Rationale for Course:

The course explores the care of patients with complex illnesses using a case study approach. This is essential foundational content for a baccalaureate nursing program as

outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- DDD. How frequently do you anticipate offering this course?
Annually in the summer
- EEE. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- FFF. Estimate the cost of new equipment:
No new equipment required to implement the course.
- GGG. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- HHH. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No new software needs anticipated.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 4**

Nursing Care of Patients with Complex Health Problems

Semester Offered: Summer

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course focuses on the care of patients who are experiencing complex health problems. Case studies are used to integrate prior learning about the pathophysiologic basis of disease and its medical and pharmacologic management, and to discuss care challenges in depth. The course emphasizes the role of direct and indirect care provider but also expands the student's focus to include issues related to coordination of care, interprofessional collaboration, quality and safety. Clinical experiences take place with an assigned preceptor or as part of a precepted summer externship. Prerequisite: All required third year courses in the nursing major. Six lecture periods for five weeks and 56 clinical hours. 3 credits.

Text:

Monahan FD, Sands JK, Neighbors M, Marek JF, & Green CJ. (2007). *Phipp's Medical Surgical Nursing: health and illness perspectives* (ed.8). St.Louis, MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Implement compassionate patient centered care that reflects a solid understanding of the pathophysiology, pharmacologic management, and contributions of both medical and nursing management of patients experiencing complex health problems.
2. Design nursing care that is based on current evidence and contributes to high quality outcomes.
3. Skillfully employ a range of patient care technologies in patient monitoring and care.
4. Advocate for high quality, safe patient care as a member of the interprofessional care team.
5. Use an ethical framework to advocate for patient and family choices in care management.
6. Analyze the legal, societal and economic factors which influence the management of complex health problems.
7. Deliver patient centered palliative and end of life care that respects patient and family wishes and preferences.

Course Requirements:

There will be two examinations including a comprehensive final exam, a case study analysis, reflective logs, and written clinical exemplars.

Grading:

The final grade will be determined as follows:

Exam #1	25 %
Final Exam	30%
Case study	20 %
Clinical exemplars	10%
Clinical logs	15%

The clinical portion of the course will be evaluated as satisfactory/unsatisfactory, but students must achieve a clinical grade of satisfactory to pass the course, regardless of their other course grades.

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If

the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

The course is designed to be offered in a summer session in two hour blocks three times a week. It will use a case study format and may be taken online by students who accept externships at distance sites. Fifty six hours of clinical experience are required in addition to the class time.

Topics

- | | |
|--------|--|
| Week 1 | Course introduction
The patient in shock
The patient with heart failure |
| Week 2 | The patient with chest trauma or surgery
The patient in respiratory failure or ARDS
Nursing care of the ventilated patient |
| Week 3 | The patient with head trauma
The patient with spinal cord injury
Exam #1 |
| Week 4 | The patient with acute or chronic renal failure
Nursing care of the dialysis patient
The patient with liver failure |
| Week 5 | The patient with burns
The patient with AIDS
Organ donation and transplant |

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing **Date** 4/07/08
Original Submission Resubmission Date of Original Submission 4/01/08
Date of Implementation Fall 2012

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS Course Number 4**

Course Title Community Health Nursing Credit Hours 4

Prerequisite Course NURS 4** Nursing Care of Patients with Complex Health Problems

Speaking Intensive No Writing Intensive Yes

If Cross-Listed:

Secondary prefix N/A Course Number N/A

Course Description

This course focuses on the application of epidemiologic and public health principles to work with individuals, families, groups and other aggregates in a community setting. The nursing process is used as a framework for assessing community needs and providing interventions and services targeted at disease prevention, health promotion and protection. The influence of political, socioeconomic, cultural and environmental issues on the health of populations is examined. Prerequisite: NURS 4** Nursing Care of Patients with Complex Health Problems. Three lecture periods and 56 clinical hours. 4 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):

Required for the nursing major

III. Rationale for Course:

The course provides a theoretical knowledge base about providing health services to aggregate groups in community settings. This is essential foundational content for a

baccalaureate nursing program as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

III. How frequently do you anticipate offering this course?

Annually in the fall

JJJ. Describe anticipated staffing for the course, including any changes in existing faculty assignments:

To be taught by a nursing faculty member

KKK. Estimate the cost of new equipment:

No new equipment required to implement the course.

LLL. Estimated cost of and description of additional library resources

Standard library resources to support a nursing program.

MMM. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:

No new software needs anticipated.

V. Approvals

	Date Rec'd	Signature Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department _____		Date Notified _____	
Department _____		Date Notified _____	
Department _____		Date Notified _____	
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____
6. Date received by Registrar	_____		

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 4**

Community Health Nursing

Semester Offered: Fall

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course focuses on the application of epidemiologic and public health principles to work with individuals, families, groups and other aggregates in a community setting. The nursing process is used as a framework for assessing community needs and providing interventions and services targeted at disease prevention, health promotion and protection. The influence of political, socioeconomic, cultural and environmental issues on the health of populations is examined. Prerequisite: NURS 4** Nursing Care of Patients with Complex Health Problems. Three lecture periods and 56 clinical hours. 4 credits.

Text:

Stanhope M & Lancaster J. (2006). *Foundations of Nursing in the Community* (ed. 2). St. Louis, MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Conduct a community assessment that incorporates the environmental, health, resource and preparedness needs of a defined population.
2. Integrate knowledge from nursing, epidemiology, and public health theory to address the needs of a designated community.
3. Develop population based interventions for addressing identified community health needs.
4. Use evidence based practices to guide health screening, counseling, program planning and follow up activities in the community.
5. Collaborate with the interprofessional care team to provide culturally appropriate programs for individuals and communities.
6. Support community partnerships aimed at advocating resource allocation that reduces health disparities in the community.

Course Requirements:

There will be two examinations including a comprehensive final exam. Students will complete a 5-7 page community assessment for a designated population, engage in program design and evaluation (2-3 pages each), and develop culturally appropriate health education materials (1-2 pages each). The writing assignments will be structured to meet the requirements of a “writing intensive” course.

Grading:

The final grade will be determined as follows:

Exam #1	20%
Final Exam	30%
Community Assessment	25%
Program planning/evaluation	15%
Health education materials	10%

The clinical portion of the course will be evaluated as satisfactory/unsatisfactory, but students must achieve a clinical grade of satisfactory to pass the course, regardless of their other course grades.

Course Grading will be as follows:

90 -100 = A
80 - 89 = B
70 -79 = C
60-69 = D
59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

- Week 1 Course introduction
Population focused health care
- Week 2 The history and evolution of public health and community health nursing
- Week 3 Principles of epidemiology
- Week 4 The community assessment – the foundation for intervention
- environmental assessment
- Week 5 Community assessment cont'd:
- public health surveillance
- resource assessment
- Week 6 Health promotion in the community
- program planning for targeted populations
- Week 7 Nursing care of vulnerable populations in the community
- the homeless
- migrants/immigrants
- Week 8 Exam #1
Vulnerable populations cont'd:
- substance abusers
- Week 9 Vulnerable populations cont'd:
- the chronically mentally ill
- impoverished elderly
- Week 10 Vulnerable populations cont'd:
- care of children, family violence and neglect
- pregnant teens
- Week 11 Vulnerable populations cont'd:
- case management for multiproblem families
Nursing roles in selected community health settings
- school health
- Week 12 Community health settings cont'd
- occupational health
- corrections nursing

as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- NNN. How frequently do you anticipate offering this course?
Annually in the fall
- OOO. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- PPP. Estimate the cost of new equipment:
No new equipment required to implement the course. Resources of the clinical simulation center will be utilized.
- QQQ. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- RRR. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No new software needs anticipated.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department	_____	Date Notified	_____	
Department	_____	Date Notified	_____	
Department	_____	Date Notified	_____	
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 4**

Nursing Care of Patients with Psychiatric/Mental Health Problems

Semester Offered: Fall

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course focuses on the nursing care of persons with acute and chronic mental health and psychiatric disorders. The nursing process is used as a tool for assessing, planning, and implementing care and evaluating outcomes. Emphasis is placed on the biopsychosocial origins of mental illness, the available research evidence to support current practice, and the importance of an effective interprofessional team. Clinical experiences take place in a variety of settings. Prerequisite: NURS 4** Nursing Care of Patients with Complex Health Problems. Three lecture periods and 56 clinical hours. 4 credits.

Text:

Stuart GS & Laraia MT. (2005). *Principles and Practice of Psychiatric Nursing* (ed. 8). St. Louis, MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Explore the multiple factors that contribute to the development of mental illness with particular attention to contemporary research regarding its biologic basis.
2. Trace the history and development of care for the mentally ill and its social, economic and legal context.
3. Explore the cultural variations in the presentation of and response to mental illness and approaches to care and treatment.
4. Adapt therapeutic communication strategies to effectively assess and interact with persons with mental illness.
5. Integrate evidence based best practices into the care of the mentally ill.
6. Discuss the benefits and limitations of specific pharmacologic and behavioral interventions for the mentally ill.
7. Incorporate ethical and legal principles into care that respects patient rights yet insures the safety of both the patient and others.

Course Requirements:

There will be three examinations including a comprehensive final exam. Communication process recordings, case studies, and issues papers will also be assigned.

Grading:

The final grade will be determined as follows:

Exam #1	20%
Exam #2	20%
Final Exam	30%
Process recordings	10%
Case studies	10%
Issues analysis	10%

The clinical portion of the course will be evaluated as satisfactory/unsatisfactory, but students must achieve a clinical grade of satisfactory to pass the course, regardless of their other course grades.

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

Week 1	Course introduction Mental health and illness
Week 2	The biologic basis of mental illness – state of the science
Week 3	Cultural variations in mental illness presentation and response Economic and policy issues in mental illness treatment
Week 4	Legal and ethical principles for safe practice Setting and maintaining appropriate boundaries
Week 5	Establishing a therapeutic relationship with a mentally ill patient Exam #1
Week 6	Promoting a positive care milieu The nurse's role on the interprofessional care team
Week 7	Nursing management of anxiety disorders - Pharmacologic options for treatment
Week 8	Nursing management of mood disorders - Pharmacologic options for treatment
Week 9	Nursing management of schizophrenic/psychotic disorders - Pharmacologic options for treatment
Week 10	The chronically mentally ill Exam #2
Week 11	Nursing management of the substance abusing patient
Week 12	Nursing management of the patient with an eating disorder
Week 13	Nursing management of the acutely ill patient with mental health needs Nursing management of psychiatric emergencies - The violent or aggressive patient
Week 14	Psychiatric emergencies cont'd: - The suicidal patient - The victim of family violence or sexual assault

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing

Date 4/07/08

Original Submission Resubmission

Date of Original Submission 4/01/08

Date of Implementation Spring 2013

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS

Course Number 4**

Course Title Managing for Safety and Quality
Outcomes

Credit Hours 3

Prerequisite Course All required third year courses in the nursing major

Speaking Intensive No

Writing Intensive No

If Cross-Listed:

Secondary prefix N/A

Course Number N/A

Course Description

This course focuses on the knowledge and skills needed by the entry level nurse for the safe and effective management of patient care. The course considers nursing practice from the staff nurse and middle management perspective with an emphasis on creating a culture of quality, safety and ongoing improvement. Theories of change, complexity, organizational design, horizontal leadership, coalition building and conflict management are introduced. The use and analysis of outcome data as evidence for practice change is stressed. Simulated scenarios are used to apply course content. Prerequisites: All required third year courses in the nursing major. Three lecture periods. 3 credits

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):

Required for the nursing major

III. Rationale for Course:

The course provides a theoretical knowledge base in basic management principles and skills with a focus on continuous quality improvement in health care. This is essential foundational content for a baccalaureate nursing program as outlined in the *“Essentials of Baccalaureate Education for Professional Nursing Practice”* (AACN,

IV. Resource Assessment

- SSS. How frequently do you anticipate offering this course?
Annually in the spring
- TTT. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- UUU. Estimate the cost of new equipment:
No new equipment required to implement the course.
- VVV. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- WWW. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No new software needs anticipated.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 4**

Managing for Safety and Quality Outcomes

Semester Offered: Fall

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course focuses on the knowledge and skills needed by the entry level nurse for the safe and effective management of patient care. The course considers nursing practice from the staff nurse and middle management perspective with an emphasis on creating a culture of quality, safety and ongoing improvement. Theories of change, complexity, organizational design, horizontal leadership, coalition building and conflict management are introduced. The use and analysis of outcome data as evidence for practice change is stressed. Simulated scenarios are used to apply course content. .

Prerequisites: All required third year courses in the nursing major. Three lecture periods. 3 credits

Text:

Yoder-Wise PS: (2007). *Leading and managing in Nursing* (ed.4). St. Louis, MO: Mosby/Elsevier.

Course Objectives:

Upon completion of the course the student should be able to:

1. Identify the characteristics of a positive and quality driven work environment.
2. Develop insight into the strengths and limitations of their personal leadership style.
3. Acquire basic skills in human and material resource management.
4. Outline strategies for team building and interprofessional collaboration in nursing and health care.
5. Identify strategies for effectively managing interpersonal and intraprofessional conflict.
6. Apply change theory to common safety and quality challenges.
7. Demonstrate beginning competence with the information technology and data collection tools used in coordinating microsystem patient services.

Course Requirements:

There will be two examinations including a comprehensive final exam. Group projects, presentations, role playing and case studies will be a major focus of the course.

Grading:

The final grade will be determined as follows:

Exam #1	20%
Final Exam	30%
Group projects	20%
Presentation	20%
Case studies	10%

Course Grading will be as follows:

90 -100 = A
80 - 89 = B
70 -79 = C
60-69 = D
59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

- Week 1 Course introduction
Introduction to managing, leading and following
- Week 2 Your personal leadership style – strengths and limitations
Developing yourself as a leader
- Week 3 Developing yourself as a manager
The art of delegation
- Week 4 Understanding organizational structures in health care
Health care organizations as complex system
- Week 5 Quality professional environments – Magnet recognition program
Building teams and coalitions
- Week 6 Workplace culture – committing to a culture of quality and safety
The organized workforce – collective bargaining
- Week 7 Patient safety principles and national initiatives
Change theory and the healthcare organization
- Week 8 Exam #1
Strategies for leading successful change
- Week 9 Managing human resources
- Finding and retaining quality staff
- Staff development, coaching and mentoring
- Week 10 Managing human resources cont'd
- Evaluating performance – peer review
Managing interpersonal conflict
- Week 11 Managing intraprofessional conflict
Principles of budgeting – Showcasing nursing as more than a cost center
- Week 12 Managing resources
Staffing and scheduling
- Week 13 Patient Care Quality
- Continuous quality improvement models
- Nursing sensitive indicators

Week 14

Quality improvement techniques and action plans

- Outcomes monitoring
- Root cause analyses

**NEW COURSE
NON-GENERAL EDUCATION**

Proposal for New Course

Department Nursing

Date 4/07/08

Original Submission Resubmission

Date of Original Submission 4/01/08

Date of Implementation Spring 2013

Retroactive? (If yes, please specify) NO

I. New Proposed Course Information

Discipline Prefix NURS

Course Number 4**

Course Title Health Care Policy and Regulation

Credit Hours 3

Prerequisite Course All required third year courses in the nursing major

Speaking Intensive Yes

Writing Intensive No

If Cross-Listed:

Secondary prefix N/A

Course Number N/A

Course Description

This course presents the broad context of health policy and law and the way policy is formulated. It emphasizes the social, ethical and political issues that affect the delivery of health services, particularly the impact of policy decisions on professional nursing practice. It also provides an overview of the maze of regulatory agencies that influence and control practice, particularly as they relate to issues of quality and safety. Prerequisites: All required third year courses in the nursing major, or permission of instructor. Three lecture periods. 3 credits.

Please attach a proposed syllabus in SACS format

II. Required for a Major, Minor, Concentration (please specify):

Required for the nursing major

III. Rationale for Course:

The course provides a theoretical knowledge base about health policy and regulation, particularly as they impact professional nursing practice and issues of quality and safety in health care. This is essential foundational content for a baccalaureate

nursing program as outlined in the “*Essentials of Baccalaureate Education for Professional Nursing Practice*” (AACN, 1998).

IV. Resource Assessment

- XXX. How frequently do you anticipate offering this course?
Annually in the spring
- YYY. Describe anticipated staffing for the course, including any changes in existing faculty assignments:
To be taught by a nursing faculty member
- ZZZ. Estimate the cost of new equipment:
No new equipment required to implement the course.
- AAAA. Estimated cost of and description of additional library resources
Standard library resources to support a nursing program.
- BBBB. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:
No new software needs anticipated.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 4** Health Care Policy and Regulation

Semester Offered: Spring

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course presents the broad context of health policy and law and the way policy is formulated. It emphasizes the social, ethical and political issues that affect the delivery of health services, particularly the impact of policy decisions on professional nursing practice. It also provides an overview of the maze of regulatory agencies that influence and control practice, particularly as they relate to issues of quality and safety. Prerequisites: All required third year courses in the nursing major, or permission of instructor. Three lecture periods. 3 credits.

Texts:

Mason DJ & Leavitt JK. (2007). *Policy and Politics in Nursing and Health Care* (ed. 5). St. Louis, MO: Mosby/Elsevier.

Field RI. (2007). *Health Care Regulation in America: complexity, confrontation and compromise*. Cary, NC: Oxford University Press.

Course Objectives:

Upon completion of the course the student should be able to:

1. Describe the legislative and regulatory processes that shape the provision of health care and nursing practice in the United States.
2. Discuss the implications of health care policy on issues of access, affordability and equity in health care.
3. Discuss the expanding scope of government involvement in the organization, financing and regulation of health care.
4. Describe the policy making process, its major players and the role and influence of special interests.
5. Analyze the challenges of reaching the goals for quality and safety in health care.
6. Engage in grassroots efforts to influence health policy and advocate for both the recipients of health care and the profession of nursing.

Course Requirements:

There will be three examinations including a comprehensive final exam. Oral issue presentations and debates of at least 10 minutes and policy analyses will also be assigned. The presentation and debate assignments will be structured to meet the requirements of a “speaking intensive” course.

Grading:

The final grade will be determined as follows:

Exam #1	20%
Exam #2	20%
Final Exam	25%
Issue presentation	15%
Debates	10%
Policy analysis	10%

Course Grading will be as follows:

90 -100 = A

80 - 89 = B

70 -79 = C

60-69 = D

59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

Topics

- Week 1 Course introduction
 The role of policy and law in health care
- Week 2 The history of health policy and regulation
- Week 3 The regulation of health professionals
- Week 4 The regulation of hospitals and other health care institutions
- Week 5 The regulation of business relationships
 Exam #1
- Week 6 The regulation of health care financing
- Week 7 Health economics – the role of supply and demand in health care
 - managed care
- Week 8 Policy development – understanding the process
 - creating coalitions
 - role of special interests
 - communication skills for political success
- Week 9 Influence of values and personal agendas on policy development
 - the uninsured and underinsured
- Week 10 The uninsured and underinsured cont'd
 - Health care reform initiatives
 Exam #2
- Week 11 Issues of health care quality
 - Medical errors – scope of the problem
 - National safety and quality initiatives
- Week 12 Policy issues directly affecting professional nursing
 - nurse staffing and organizational outcomes
 - mandatory overtime, staffing ratios
 - politics of advanced practice
- Week 13 Policy issues cont'd
 - worker safety, needlestick and other injuries
 Nursing organizations and political action

Week 14

Policy issues in the community

- food and drug safety and quality
- infectious disease
- reproductive choices
- genetics, discrimination and privacy

III. Rationale for Course:

The course assists students to increase their competence and confidence in care delivery and facilitates an effective transition to the practice world. Structured practicum experiences are strongly recommended for baccalaureate programs and are considered to be a program quality indicator by AACN.

IV. Resource Assessment

CCCC. How frequently do you anticipate offering this course?

Annually in the spring

DDDD. Describe anticipated staffing for the course, including any changes in existing faculty assignments:

To be taught by nursing faculty members

EEEE. Estimate the cost of new equipment:

No new equipment required to implement the course.

FFFF. Estimated cost of and description of additional library resources

Standard library resources to support a nursing program.

GGGG. Will this course require additional computer use, hardware or software? If so, please describe and estimate cost:

No new software needs anticipated. Students will need to pay to take a comprehensive exit exam during the course.

V. Approvals

	Date Rec'd	Signature	Date	Approved
1. Department Curriculum Committee Chair	_____	_____	_____	_____
2. Department Chair	_____	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:				
Department _____		Date Notified _____		
Department _____		Date Notified _____		
Department _____		Date Notified _____		
3. College Dean	_____	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____	_____
5. Educational Policy Committee	_____	_____	_____	_____
6. Date received by Registrar	_____			

Proposals must be submitted early enough to reach EPC by March 1 in order to be included in next year's catalog.

NURS 4**

Transition to Professional Practice Practicum

Semester Offered: Spring

Instructor:

Phone:

Office:

Office Hours:

Course Description:

This course consists of a 280 hour clinical practicum experience with an experienced clinical preceptor. It assists students to begin the transition to the practice world and refine their clinical skills, particularly in the areas of decision making, organizing and managing care to groups of patients, setting priorities, and delegating care responsibilities appropriately. The focus of the course remains on the professional role of care provider, but there is increased emphasis on the role of care coordinator and manager, and the opportunity to develop a more mature identity as a member of the nursing profession. Students are challenged to integrate all prior learning and function collaboratively as an effective participant on the interprofessional care team. A weekly seminar parallels the clinical experience and explores current practical issues in job search, licensure, and adjusting to the demands of the practice environment.

Prerequisites: All required clinical courses in the nursing major. One 75 minute lecture period for 10 weeks, 280 clinical hours. 6 credits.

Text:

Monahan FD, Sands JK, Neighbors M, Marek, JF, & Green CJ. (2007). *Phipps' Textbook of Medical Surgical Nursing* (ed 8). St. Louis, MO: Mosby/Elsevier.

Students with placements in other clinical areas outside of adult health will use the appropriate course textbook as their primary resource.

Course Objectives:

Upon completion of the course the student should be able to:

1. Integrate knowledge from nursing and related disciplines to provide high quality care to culturally diverse patients and families.
2. Organize the delivery of care to groups of patients using appropriate delegation and supervision skills.
3. Effectively employ a range of patient care technologies that facilitate safe patient care and quality outcomes.
4. Collaborate effectively with other members of the interprofessional health care team while contributing the unique nursing perspective about quality care.
5. Advocate for the integration of best practices and patient preferences into care decisions.

6. Deliver patient care that reflects the highest professional standards of moral, ethical and legal conduct.
7. Promote the image of nursing by articulating the knowledge, skills and values of the profession and maintaining appropriate appearance, demeanor, and observance of professional boundaries.
8. Recognize the importance of personal health promotion, self renewal strategies, and supportive mentors in establishing a successful career in nursing.

Course Requirements:

The course requires successful completion of 280 hours of precepted clinical experience, participation in face to face or online seminars, preparation of a professional portfolio, and reflective journaling.

Students will also be required to complete the HESI Exit Exam which serves as an end of program assessment of readiness to be successful on the NCLEX licensure exam. Students are expected to score at least 850 on the exam. Students who are unable to achieve this score after two attempts will be counseled to seek additional structured preparation before attempting the licensure exam. A separate fee is assessed to cover the costs of administering this test.

Grading:

The final grade will be determined as follows:

Faculty, preceptor, self evaluation of clinical performance	50%
Seminar participation/assignments	10%
Professional portfolio	15%
Reflective journaling	15%
HESI Exit Exam	10%

Course Grading will be as follows:

- 90 -100 = A
- 80 - 89 = B
- 70 -79 = C
- 60-69 = D
- 59 and below = F

Attendance Policy:

The attendance policy follows the guidelines stated in the Longwood Catalog. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. All work missed because of absences will receive a grade of zero. Excused absences are those resulting from the student's participation in a college-sponsored activity, from recognizable emergencies, or from serious illness.

Honor Code:

Academic Dishonesty Policy: Cheating in any form will not be tolerated in the Department of Nursing. If the instructor determines that a student has cheated on an assignment, the grade of "F" may be assigned for the assignment or the entire course. "Cheating" is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

Inclement Weather Policy:

In cases of inclement weather, commuter and campus based disabled students will be permitted to make decisions about whether or not to attend classes without penalty. If the University is open, it is expected that residence students will attend all classes being held that day. It should be noted that students are still responsible for the course material scheduled, regardless of whether class is cancelled or not.

Accommodations:

Students needing accommodations for disabilities should contact the instructor or the Office for Disability Services (395-2391).

This syllabus provides a general plan for the course. Deviations may be necessary.

TENTATIVE CLASS SCHEDULE

The 280 precepted clinical hours will be independently scheduled by each student over a ten week period, following their preceptor's work schedule and availability. Each clinical group of students will meet for 75 minutes during each week of the experience for seminar discussion. Most of this seminar time will be devoted to exploring issues that arise in the practicum but the following topics may also be explored by the faculty with each group.

Topics

Job search

Effective job interviewing

Effective work environments, magnet institutions

Licensure and NCLEX issues

Professional portfolios, exemplars

The place of peer review

Legal issues – negligence, malpractice, substance misuse

Seeking and finding mentors in the workplace

The importance of self care

Dealing with moral distress in the workplace