

RECEIVED

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OFFICE OF THE
SENATE COUNCIL**Course Information**

Date Submitted: 6/30/2015

Current Prefix and Number: NUR - Nursing , NUR 301 FAM CENTERED CARE ADLTS W/COM HLTH PROBS

Other Course:

Proposed Prefix and Number: NUR 301

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: NURSING

b. Department/Division: Nursing

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Jennifer Cowley

Email: jcowl1@uky.edu

Phone: 323-1302

Responsible Faculty ID (if different from Contact)

Name: Patricia Burkhart

Email: pvburk2@uky.edu

Phone: 323-8071

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Spring 2015

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: FAMILY CENTERED CARE OF ADULTS WITH COMMON HEALTH PROBLEMS

Proposed Title: No change

c. Current Transcript Title: FAM CENTERED CARE ADLTS W/COM HLTH PROBS

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 35

CLINICAL: 168

Proposed Meeting Patterns

LECTURE: 35

CLINICAL: 126

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 7

Proposed number of credit hours: 6

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course will provide classroom and clinical experiences to enable the student to provide continuity of nursing care for adult populations with a variety of common health problems across settings. Lecture, three hours; clinic, 12 hours per week.

Proposed Course Description for Bulletin: This course will provide classroom, clinical and lab experiences to enable the student to provide patient-centered and family-centered nursing care for adult populations with common health problems across settings. Critical thinking, problem-solving, clinical reasoning, evidence-based practice and ethical considerations are threaded throughout the course. Emphasis will be placed on providing quality and safe nursing care that contributes to optimal patient outcomes. Lecture, 3 hours; clinic, 9 hours per week.

2j. Current Prerequisites, if any: Prereq: Junior year standing in nursing, NUR 201 and NUR 211 or NUR 221, NUR 210 with a minimum grade of C in each course; current certification in Basic Life Support for Healthcare Providers (CPR and AED) for infant, child and adult, current TB screening and required immunizations. Coreq: NUR 300.

Proposed Prerequisites, if any: N/A

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component:

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rationale:

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PVBURK2|Patricia Burkhardt|NUR 301 CHANGE College Review|20141003

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 301 CHANGE HCCC Review|20141005

SIGNATURE|PVBURK2|Patricia Burkhardt|NUR 301 CHANGE Approval Returned to College|20141006

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 301 CHANGE HCCC Review|20141027

SIGNATURE|JMETT2|Joanie Ett-Mims|NUR 301 CHANGE Undergrad Council Review|20150707

SIGNATURE|JDAVIS1|Joanne Davis|NUR 301 CHANGE College Review|20141103

SIGNATURE|JDLIND2|Jim D Lindsay|NUR 301 CHANGE HCCC Review|20141104

Course Change Form

<https://myuk.uky.edu/sap/bc/soap/rfc?services=>

Open in full window to print or save

Generate R

Attachments:

Upload File

	ID	Attachment
Delete	3968	301 Syllabus Template Spring 2015.docx
Delete	4092	NUR 301 UGC Review Checklist.docx
Delete	5148	NUR301-revd 6.26.15.docx

First | 1 | Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:	NUR - Nursing NUR 301 FAM CENTERED CARE ADLTS W/COM HLTH PROBS	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	NUR 301
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major -- Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a course content or emphasis, or which is made necessary by th significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No If YES, check the areas that apply: <input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		NURSING	
b. Department/Division:		Nursing	
c.* Is there a change in "ownership" of the course?			
<input checked="" type="radio"/> Yes <input type="radio"/> No If YES, what college/department will offer the course instead? <input type="text"/>			
e.* * Contact Person Name:		Jennifer Cowley Email: jcowl1@uky.edu Phone: 323-1302	
* Responsible Faculty ID (if different from Contact):		Patricia Burkhart Email: pvburk2@uky.edu Phone: 323-8071	
f.* Requested Effective Date:		<input type="checkbox"/> Semester Following Approval OR <input checked="" type="checkbox"/> Specific Term: 2 Spring 2015	
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed change in DL delivery.			
b. Full Title:		FAMILY CENTERED CARE OF ADULTS WITH COMMON HEALTH PROBLEMS Proposed Title: * No change	
c. Current Transcript Title (if full title is more than 40 characters):		FAM CENTERED CARE ADLTS W/COM HLTH PROBS	
c. Proposed Transcript Title (if full title is more than 40 characters):			

d.	Current Cross-listing: <input checked="" type="checkbox"/> N/A	OR	Currently ² Cross-listed with (Prefix & Number):	none	
	Proposed – ADD ² Cross-listing (Prefix & Number):				
	Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):				
e.	Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern				
Current:	Lecture 35	Laboratory ⁵	Recitation	Discussion	Indep. 6
	Clinical 168	Colloquium	Practicum	Research	Resider
	Seminar	Studio	Other	Please explain:	
Proposed: *	Lecture 35	Laboratory ⁵	Recitation	Discussion	Indep. 6
	Clinical 126	Colloquium	Practicum	Research	Resider
	Seminar	Studio	Other	Please explain:	
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g.	Current number of credit hours:	7	Proposed number of credit hours:*	8	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes
i.	Current Course Description for Bulletin:				
	This course will provide classroom and clinical experiences to enable the student to provide continuity of nursing care for adult populations with a variety of common health problems across settings. Lecture, three hours; clinic, 12 hours per week.				
*	Proposed Course Description for Bulletin:				
	This course will provide classroom, clinical and lab experiences to enable the student to provide patient-centered and family-centered nursing care for adult populations with common health problems across settings. Critical thinking, problem-solving, clinical reasoning, evidence-based practice and ethical considerations are threaded throughout the course. Emphasis will be placed on providing quality and safe nursing care that contributes to optimal patient outcomes. Lecture, 3 hours; clinic, 9 hours per week.				
j.	Current Prerequisites, if any:				
	Prereq: Junior year standing in nursing, NUR 201 and NUR 211 or NUR 221, NUR 210 with a minimum grade of C in each course; current certification in Basic Life Support for Healthcare Providers (CPR and AED) for infant, child and adult; current TB screening and required immunizations. Coreq: NUR 300.				
*	Proposed Prerequisites, if any:				
	N/A				
k.	Current Supplementary Teaching Component, if any:				<input type="radio"/> Community-Based Experience

		<input type="radio"/> Service Learning <input type="radio"/> Both
	<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input type="radio"/> No Change
3.	Currently, is this course taught off campus?	<input type="radio"/> Yes
*	<i>Proposed to be taught off campus?</i>	<input type="radio"/> Yes
	If YES, enter the off campus address:	
4.*	Are significant changes in content/student learning outcomes of the course being proposed?	<input type="radio"/> Yes
	If YES, explain and offer brief rationale:	
5.	Course Relationship to Program(s).	
a.*	Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes
	If YES, identify the depts. and/or pgms:	
b.*	Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes
	If YES ² , list the program(s) here:	
6.	Information to be Placed on Syllabus.	
a.	<input type="checkbox"/> Check box if <u>changed to</u> 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you must include the differentiation between undergraduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally requires at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

University of Kentucky College of Nursing

NUR 301: Family-Centered Care of Adults with Common Health Problems

Sections 001 - 012

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NUR 301: FAMILY-CENTERED CARE OF ADULTS WITH COMMON HEALTH PROBLEMS

LECTURE: Mondays & Tuesdays (NURS 115) 11:30-12:45 p.m.

CLINICAL: 9 hours/week

FINAL EXAM:

FACULTY

Course Coordinator: Jennifer Cowley RN MSN

Senior Lecturer

Office: 429B

Office Hours: Mondays & Tuesdays 2:30 – 3:30 p.m. & By Appointment

Office Phone: 859.323.1302; Cell Phone: 859.338.9781

E-mail: jcowl1@uky.edu

Cheryl Witt RN MSN

Clinical Instructor

Cell phone: 859.612.9459

Email: cheryl.witt@uky.edu

Tara McIntosh RN MSN FNP

Clinical Instructor

Cell Phone: 859.582.2304

Email: tara.mcintosh@uky.edu

Samantha Eddington RN MSN

Clinical Instructor

Cell Phone: 859.338.2701

Email: sdhalc0@uky.edu

Christy Hubbard RN BSN

Clinical Instructor

Cell Phone: 859.396.7811

Email: clhubb1@uky.edu

Cindy Hudson RN MSN FNP

Clinical Instructor

Cell Phone: 859.481.2994

Email: ckbobl0@uky.edu

Anne Hickman RN MSN FNP

Clinical Instructor

Cell Phone: 859.494.3438

Email: annehickman@uky.edu

Lisa Thompson RN BSN

Clinical Instructor

Cell phone: 859.509.1585

Email: lisa.thompson@uky.edu

Amanda Ramsey RN MSN

Clinical Instructor

Cell Phone: 270.300.7625

Email: amanda.ramsey@uky.edu

Michelle Irvin RN MSN FNP

Clinical Instructor

Cell Phone: 859.536.7895

Email: michelle.irvin@uky.edu

Kelly Patterson RN BSN

Clinical Instructor:

Cell Phone: 859.699.5202

Email: kelly.patterson@uky.edu

Tamra Langley RN MSN ACNP

Clinical Instructor

Cell Phone: 859.806.7177

tamra.langley2@uky.edu

CREDIT HOURS: 6 Semester Hours (3 Class Hours – 3 Clinical Hours [3:1 ratio])

PREREQUISITES: Junior year standing in nursing, NUR 201 & NUR 211 OR NUR 221, NUR 210, BCLS Certification, required immunizations

COREQUISITE: NUR 300

COURSE DESCRIPTION:

This course will provide classroom, clinical and lab experiences to enable the student to provide patient-centered and family-centered nursing care for adult populations with common health problems across settings. Critical thinking, problem-solving, clinical reasoning, evidenced-based practice and ethical considerations are threaded throughout the course. Emphasis will be placed on providing quality and safe nursing care that contributes to optimal patient outcomes.

COURSE LEARNING OUTCOMES: Upon completion of this course the student will:

1. Develop evidenced-based care strategies based on concepts relevant to common health problems of adults.
2. Collaborate within the interprofessional team to provide safe patient and family-centered, situationally appropriate, and culturally competent nursing care for the adult.
3. Apply evidence-based theory to solve problems experienced by individuals/families affected by common health problems.
4. Employ effective communication skills to enhance collaborative planning/intervention strategies related to the health care of adults.
5. Plan for continuity of care across multiple settings.
6. Apply principles of pharmacological monitoring, evaluation, and education to nursing care of adults.

TEACHING/LEARNING METHODS:

1. Classroom presentations, lectures, application exercises, unfolding case studies and related discussions.
2. Voice-over lectures (before lecture time)
3. Readings related to lecture content
4. Clicker participation during class
5. Individual student learning activities (e.g., HESI case studies & clinical synthesis scenario work)
6. Lewis Elsevier Adaptive Quizzing (EAQ)
7. Clinical experiences with patients
8. Off-unit experiences (clinical)
9. Clinical simulation experiences
10. Post-exam reviews w/ rationales

EVALUATION METHODS:

1. Written exams
2. In-class quizzes
3. Clinical performance
4. Clinical synthesis paper
5. HESI exam

REQUIRED TEXTS:

** Brown, M., & Mulholland, J. (2012). *Drug calculations: Process and problems for clinical practice* (9th ed.). St. Louis, MO: Mosby.

** Carpenito-Moyet, L.J. (2010). *Handbook of nursing diagnosis* (13th ed.). Philadelphia: Lippincott. – or – careplan book of choice

** Lewis, S.M., Dirksen, S.R., Heitkemper, M.M., Bucher, L., & Camera, I.M. (2014). *Medical-surgical*

nursing: Assessment and management of clinical problems (9th ed.). St. Louis, MO: Mosby.

Pagana, K.D., & Pagana, T.J. (2012). *Mosby's diagnostic and laboratory test reference* (11th ed.). St. Louis, MO: Mosby.

** Books that you may have already been required to purchase in your previous nursing course.

REQUIRED MATERIALS:

Supplemental packet (from Kennedy’s Bookstore)
 Lewis Elsevier Adaptive Quizzing (EAQ) & HESI Med-Surg Case Studies
 NXT clicker

CRITERIA FOR EVALUATION:

There will be 3 written exams, a comprehensive final exam and 4 other types of graded assignments/quizzes. The grade will be calculated as follows:

Exam I	17%	Lecture Quizzes	8%
Exam II	17%	Case Study Completion	2%
Exam III	17%	Lewis EAQ Completion	2%
Final Exam	22%	Clinical Synthesis Scenarios	3%
		Clinical Synthesis Paper	12%

If exam average is 76% or > after 3 exams, may replace lowest “passing” score (76% or above) on Exam I, II or III with HESI conversion score. Students may not replace any exam score below 76%.

Exams	73 %	Clinical/Other	27%
		TOTAL	
		100%	

Grading Scale:

- A = 92%-100%
- B = 84%-91.99%
- C = 76%-83.99%
- D = 68%-75.99%
- E = 67.99% & below

*Grades awarded based on flat percentages, **no rounding**

In order to pass this course, the student must:

- **Receive a satisfactory rating in the clinical setting;**
- **Obtain a minimum grade of 76.00% for the course;**
- **Obtain a cumulative weighted exam average of 76.00% or higher (3 exams & final exam);**
- **Receive no more than two deductions (“unsatisfactory” behavior/performance) the entire semester.**

NUR 301 – INTRODUCTORY COMMENT:

To meet the course objectives, NUR 301 is divided into three components: classroom, skills/simulation laboratory, and clinical experience. The classroom component provides the theoretical basis of family-centered nursing care for adults, providing the knowledge base necessary for care of the adult patient; the skills/simulation laboratory component provides a safe environment in which students can practice the skills necessary for care of adults; and the clinical experience provides the opportunity for students to apply what they have learned in the classroom and laboratory environments to actual patients in real situations.

COURSE OUTLINE:

A lecture schedule and comprehensive course calendar (including lecture, lab and clinical schedules) are

available on Blackboard.

... (Remainder of syllabus available upon request; omitted since not mandatory as part of submission process.)

General Course Information

- Full and accurate title of the course
 Departmental and college prefix
- Course prefix, number and section number
 Scheduled meeting day(s), time and place

Instructor Contact Information (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
 Contact information for teaching/graduate assistant, etc.
 Preferred method for reaching instructor
 Office phone number
- Office address
 UK email address
 Times of regularly scheduled office hours and if prior appointment is required

Course Description

- Reasonably detailed overview of the course (course description should match on syllabus and eCATS form)
 Prerequisites, if any (should match on syllabus and eCATS form)
 Student learning outcomes
 Course goals/objectives
 Required materials (textbook, lab materials, etc.)
 Outline of the content, which must conform to the Bulletin description
 Summary description of the components that contribute to the determination of course grade
 Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
 Final examination information: date, time, duration and location
 For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
 For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
 Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
 Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
 Policy on academic accommodations due to disability. Standard language is below:
 If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

UGE Review (11/20/14)

Revise policy under Classroom Attendance (students with excused absences do not have to contact the instructor before class - they have one week following the absence)

Include Senate boilerplate policy for Excused Absences

Revise last bullet point under Lecture Quizzes section (students with excused absence have one week to contact instructor to make-up missed quiz)

Revise last paragraph under Examinations section to allow students with an excused absence one week to contact

Course Policies

- Attendance**
- Excused absences**
- Make-up opportunities**
- Verification of absences**
- Submission of assignments**
- Academic integrity, cheating & plagiarism**
- Classroom behavior, decorum and civility**
- Professional preparations**
- Group work & student collaboration**

<p>instructor</p> <p>Should include Senate boilerplate policy for Academic Integrity</p> <p>Include midterm grading statement</p> <p>Include tentative course schedule that includes class topics, assignment dates and exams</p>
<p>Committee Review ()</p> <p>Comments</p>