CURRICULUM COMMITTEE CHECKLIST

NAME OF PROGRAM: Nursing  Date: 3/27/12

Step 1  Reviewed change at division meeting.

YES  X  NO

Step 2  Presented as informational item at Division Chair Meeting(s) and checked if it affects other departments. Like programs must meet with Division Chairs on all affected campuses (North Mankato and Faribault).

Division Chair's signature  _No Division Chair – Nursing Department followed our procedure

Step 3  Instructional Dean reviewed and indicated need for Curriculum Committee approval.

X  Instructional Dean's signature:  [Signature]

Step 4  Advisory Committee approval indicated in meeting minutes if necessary. Minutes provided to Curriculum Committee.

X

Step 5  Curriculum Committee made recommendations (changes, additional approvals, etc.). If no, skip to Step 7.

Step 6  Committee’s recommendations completed. (Skip if not applicable.)

Step 7  Curriculum Committee approved.

X  Curriculum Committee Chair's signature

Step 8  Minutes and necessary materials provided to VP of Academic Affairs.

Step 9  Vice President of Academic Affairs approved.

Step 10  New Course Maximum Enrollment to Shared Governance.

Step 11  President’s approval for all changes requiring MnSCU approval.

President’s signature

[Signature]
Appendix B

New Course or Course Change Proposal Form

Date of Proposal:  March 30, 2012

Author:  Cathy Sandmann

Proposal Type:  *New Course   Modify Course  X   Delete Course

Contact for the Course:  Cathy Sandmann, Anne Cassens

Course Designator, Number and Title (i.e.:  ACCT 1800, Business Law):
NURS 1610

Number of Credits:  2

Prerequisites:  1110

Course Description:
This course introduces students to concepts in mental health and mental illness. The impact of culture and value systems on mental health is identified. Treatments discussed include: medication and behavior therapy, crisis intervention, and group therapy. Appropriate nursing interventions for clients exhibiting maladaptive behaviors will be discussed. Successful completion of semester one of the PN program and A & P I, NURS 1110, NURS 1150, NURS 1175, NURS 1210, NURS 1275, and ENGL 100. Co-requisites: NURS 1310, NURS 1350, NURS 1410. PSYC 110 must be taken concurrently as well if it has not been taken previously.

Grading Method:  |  Grade X  |  Pass/Fail
Scheduling:  |  Fall  |  Spring  |  Summer  |  Alternate Years  |  Variable  |  On Demand
Instructional Type:  |  Lecture  |  Lab  |  Lecture/Lab  |  Internship  |  Seminar

*Class Maximum:  (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Faculty Signature</th>
<th>Class Max</th>
<th>Date</th>
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Dean's Name  Dean's Signature  Date

If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.

Is this Course Proposed as a Liberal Arts Course:  Yes  No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntransfer.org)?

Is This Course a Requirement/Elective for a Specific Program or Programs?  Yes  No

If Yes, Which Program(s)? Practical Nursing

Describe What is Changing/Being Added, and the Rationale:

Moving Behavioral Health clinical into Theory course that covers that content to better coordinate. Adds one credit to NURS 1610 and removes one credit from 1350.

What Impact Will This New Course or Change Have on Other Programs or Areas?  No

Attach Common Course Outline to this Form.
PSYCHOSOCIAL NURSING
Common Course Outline

Course Information
Organization  SOUTH CENTRAL COLLEGE
Development Date  5/18/2008
Revised Date  3/16/2012
Course Number  NURSING1610
Potential Hours of Instruction  40
Total Credits  2

Description
This course introduces students to concepts in mental health and mental illness. The impact of culture and value systems on mental health is identified. Treatments discussed include: medication and behavior therapy, crisis intervention, and group therapy. Appropriate nursing interventions for clients exhibiting maladaptive behaviors will be discussed. Successful completion of semester one of the PN program and A & P I, NURS 1110, NURS 1150, NURS 1175, NURS 1210, NURS 1275, and ENGL 100. Co-requisites: NURS 1310, NURS 1350, NURS 1410. PSYC 110 must be taken concurrently as well if it has not been taken previously.

Types of Instruction

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<th>Credits</th>
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<tr>
<td>Lab/Clinical</td>
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Prerequisites
NURS 1110

Exit Learning Outcomes

Institutional Core Competencies
A. SCC students will demonstrate personal, social, and ethical responsibility
B. Civic Knowledge and Engagement - local and global
C. Intercultural knowledge and competence
D. Ethical reasoning
E. Foundations and skills for lifelong learning.
F. SCC students will demonstrate intellectual and practical skills
G. Teamwork and problem solving
H. Analysis and inquiry
I. Critical and creative thinking
J. Written and oral communication

Program Outcomes
A. Human Flourishing - Promote the dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.
B. Nursing Judgment - Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.

C. Professional Identity - Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.

D. Spirit of Inquiry - Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

**Competencies**

1. **Define and identify mental health terminology.**
   
   **Learning Objectives**
   
   a. Describe commonly used mental health terminology.
   
   b. Demonstrate therapeutic communication skills.

2. **Demonstrate nursing interventions for mental health.**
   
   **Learning Objectives**
   
   a. Provide client privacy at all times, and maintain patient confidentiality.
   
   b. Demonstrate therapeutic communication techniques.
   
   c. Observe and gather data related to behavioral health and mental status.
   
   d. Utilize critical thinking skills when applying observations with behavioral health diagnosis, ordered medications and treatments.

3. **Differentiate mental health/mental illness.**
   
   **Learning Objectives**
   
   a. Identify the mental health continuum.
   
   b. Describe nursing interventions for alterations in mental health.

4. **Describe a variety of mental health disorders.**
   
   **Learning Objectives**
   
   a. Describe current mental health therapies/crisis intervention
   
   b. Describe human violence/abuse behaviors
   
   c. Describe developmentally challenged behavior treatment
   
   d. Describe addictive drugs, symptoms of substance abuse and treatment for substance abuse
   
   e. Describe suicidal behavior /prevention

5. **Describe principles of psycho-therapy theories and treatment.**
   
   **Learning Objectives**
   
   a. Describe current mental health therapies/crisis intervention
   
   b. Review group process and effective communications
   
   c. Discuss nursing management in human abuse/violence situations
   
   d. Explain nursing management with abnormal behavior
   
   e. Describe common psychotropic drugs and effects

6. **Identify mental health community resources.**
   
   **Learning Objectives**
   
   a. Identify cultural competence in mental health.
   
   b. Describe community resources in mental health.
## New Course or Course Change Proposal Form

**Date of Proposal:** March 30, 2012  
**Author:** Cathy Sandmann

### Proposal Type:  
*New Course  
Modify Course  
Delete Course

### Contact for the Course:  
Cathy Sandmann, Michele Brielmaier

### Course Designator, Number and Title  
(i.e.: ACCT 1800, Business Law): **NURS 1350**

**Number of Credits:** 4

**Prerequisites:** 1110

### Course Description:
Students apply theory related to alteration in body systems through observation and interaction with clients in a variety of health care settings, which include, but are not exclusive to: acute, clinic, and long-term care. Nursing interventions are individualized to meet each client’s needs with consideration of the client’s culture. The nursing process is implemented with an emphasis on critical thinking. Assigned Minnesota Board of Nursing abilities will be applied as appropriate addressing special areas including: pre-operative and post-operative settings; adults with common illnesses; geriatric clients; clients with behavioral health problems; and mothers of newborn infants, newborn infants, and children. Organizational skills are developed with an opportunity to care for multiple clients. Students may have the opportunity to observe the role of the nurse in specialty areas. Students will demonstrate effective communication with other members of the health care team. Professional nursing behavior will be demonstrated. This course will also cover the characteristics of hazardous wastes and its safe handling, storage, and disposal. Pre-requisites: NURS1110, NURS 1150, NURS 1175, NURS 1210, NURS 1275 Co-Requisites: NURS 1310, NURS 1410, NURS 1610

### Grading Method:  
Grade X  
Pass/Fail

### Scheduling:  
Fall  
Spring  
Summer  
Alternate Years  
Variable  
On Demand

### Instructional Type:  
Lecture  
Lab  
Lecture/Lab  
Internship  
Seminar

*Class Maximum: (For New Courses Only) / All Unlimited faculty members of a program or discipline must sign.*

### Faculty Name  
Faculty Signature  
Class Max  
Date

### Dean's Name  
Dean's Signature  
Date

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*If there is not enough space provided, please use the back of this form for additional signatures or click on a row with the right button of the mouse, select insert and then select insert rows below to add rows to the table.*

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Is this Course Proposed as a Liberal Arts Course:  
Yes  
No

If Yes, Which MnTC Area/Areas Will it Fulfill (http://www.mntransfer.org)?

Is This Course a Requirement/Elective for a Specific Program or Programs?  
Yes  
No

If Yes, Which Program(s)  
Practical Nursing

Describe What is Changing/Being Added, and the Rationale:

**Moving Behavioral Health clinical into Theory course that covers that content to better coordinate. Adds one credit to NURS 1610 and removes one credit from 1350.**

What Impact Will This New Course or Change Have on Other Programs or Areas?  
No

➢ Attach Common Course Outline to this Form.
Clinical Application
Common Course Outline

Course Information
Organization                        South Central College
Development Date                    5/10/2008
Revised Date                        3/16/2012
Course Number                       NURS1350
Potential Hours of Instruction      128
Total Credits                       4

Description
Students apply theory related to alteration in body systems through observation and interaction with clients in a variety of health care settings, which include, but are not exclusive to: acute, clinic, and long term care. Nursing interventions are individualized to meet each client's needs with consideration of the client's culture. The nursing process is implemented with an emphasis on critical thinking. Assigned Minnesota Board of Nursing abilities will be applied as appropriate addressing special areas including: pre-operative and post-operative settings; adults with common illnesses; geriatric clients; clients with behavioral health problems; and mothers of newborn infants, newborn infants, and children. Organizational skills are developed with an opportunity to care for multiple clients. Students may have the opportunity to observe the role of the nurse in specialty areas. Students will demonstrate effective communication with other members of the health care team. Professional nursing behavior will be demonstrated. This course will also cover the characteristics of hazardous wastes and its safe handling, storage, and disposal. Pre-requisites: NURS1110, NURS 1150, NURS 1175, NURS 1210, NURS 1275 Co-Requisites: NURS 1310, NURS 1410, NURS 1610

Types of Instruction
Instruction Type                   Contact Hours | Credits
Clinical                           128           4

Prerequisites
NURS 1110

Exit Learning Outcomes
Institutional Core Competencies
A.    SCC students will demonstrate personal, social, and ethical responsibility:
B.    Civic Knowledge and Engagement - local and global
C.    Intercultural knowledge and competence
D.    Ethical reasoning
E.    Foundations and skills for lifelong learning
F.    SCC students will demonstrate intellectual and practical skills:
G.    Teamwork and problem solving
H.    Analysis and inquiry
I.    Critical and creative thinking
J.    Written and oral communication
Program Outcomes
A. Human Flourishing - Promote the dignity, integrity, self-determination, and personal growth of patients, oneself, and members of the health care team.
B. Nursing Judgment - Provide a rationale for judgments used in the provision of safe, quality care and for decisions that promote the health of patients within a family context.
C. Professional Identity - Assess how one's personal strengths and values affect one's identity as a nurse and one's contributions as a member of the health care team.
D. Spirit of Inquiry - Question the basis for nursing actions, considering research, evidence, tradition, and patient preferences.

Competencies
1. Demonstrates awareness of the Health Information Portability and Accountability Act (HIPAA).
   Learning Objectives
   a. Maintain client confidentiality
   b. Apply context of HIPAA regulation to clinical experience.

2. Collect appropriate client data.
   Learning Objectives
   a. Examine information from patient chart, physician order sheet, plan of care, medication administration record, treatment sheet, and other appropriate sources as needed prior to clinical experience.
   b. Establish verbal contract with client prior to student client clinical experience and gather any additional information from the primary source including cultural preferences.

3. Prepares adequately for each clinical experience.
   Learning Objectives
   a. Complete required sections of case study prior to start of each clinical experience.
   b. Prepare appropriate medication card for each medication ordered for client.
   c. Discuss initial plan of care noting applicable cultural preferences and the priority in which care will be given with instructor at the start of each clinical day.

4. Demonstrate effective therapeutic communication skills.
   Learning Objectives
   a. Obtain report to receive most recent client information.
   b. Discuss the day's plan of care with team (faculty and fellow students) and facility staff as deemed necessary.
   c. Communicate professionally and respectfully with staff, clients, families, instructor, and fellow student utilizing effective verbal, non-verbal, and written technique.

5. Provide holistic client care utilizing Watson's Caring Theory.
   Learning Objectives
   a. Provide for the client's physical, psychological, and spiritual needs.
   b. Promote care to meet end-of-life needs.
   c. Respond to all client call lights utilizing a holistic caring approach.

6. Provide head-to-toe observation of each client assigned.
   Learning Objectives
   a. Observe and gather data pertinent to each body system, including accurate vital sign collection and client pain assessment.
b. Describe significant client changes that are reportable to faculty and appropriate staff.
c. Apply gathered data to required paperwork.
d. Utilize critical thinking skills when applying observations with known diagnoses, ordered medications, and treatments.

7. **Demonstrate dignified, quality and safe client care.**
   **Learning Objectives**
   a. Provide client privacy at all times as appropriate.
b. Provide personal client care, ADLs as needed per individual.
c. Promote client independence as appropriate.
d. Demonstrate safe use of all equipment included but not limited to: lifts, side rails, hand rails, gait belts, floor mats, and other client mobility equipment.

8. **Administer medication safely as assigned by faculty.**
   **Learning Objectives**
   a. Follow the six rights of medication administration including dosage calculation as required.
b. Utilize appropriate parenteral/non-parenteral skills as appropriate.

9. **Demonstrate competency in medication administration dosage calculation.**
   **Learning Objectives**
   a. Demonstrate >90% accuracy in all medication dosage calculations.
b. Identify dosage calculation formula appropriate to medication administration.
c. Performs medication calculations accurately at clinical site.

10. **Adhere to infection control guidelines.**
    **Learning Objectives**
    a. Utilize infection control precautions as required demonstrating understanding of the chain of infection.
b. Adhere to safe handling of hazardous wastes per facility guidelines.
c. Performs nursing interventions necessary to safely care for the contagious client protecting self and others from possible exposure.

11. **Demonstrates Professionalism**
    **Learning Objectives**
    a. Demonstrates professionalism in appearance, verbal and non-verbal communication at all times.
b. Demonstrates understanding of the Minnesota Board of Nursing LPN scope of Practice.
c. Demonstrates adaptability and exhibits positive team work.

12. **Provides complex client care effectively**
    **Learning Objectives**
    a. Prepares adequately prior to client experience.
b. Identifies safety measures needed when caring for complex clients.
c. Utilizes appropriate nursing interventions pertinent to each specific client situation using the nursing process.

13. **Administers all client cares safely in the clinical setting**
    **Learning Objectives**
    a. Exhibits sound problem solving and critical thinking skills.
b. Prioritizes and organizes all cares/ interventions effectively.

14. **Provides appropriate nursing measures adequately meeting diverse client needs**
    **Learning Objectives**
a. Identify components of cultural competency
b. Identify components of care needed with an aging population
c. Value health care challenges presented with multi-generational and culturally diverse populations

15. Provides care for multiple clients

Learning Objectives
a. Provides care for two client’s in a shift within the acute care setting
b. Demonstrates good organizational and prioritizing skills
c. Uses effective communication with residents, faculty, facility staff, HCPs as needed, and fellow students

16. Collects client laboratory/diagnostic testing data

Learning Objectives
a. Compare normal and abnormal lab values
b. Recognize pertinence of laboratory/diagnostic testing with individual client diagnoses/medications