

Abilene Christian University
Application for a New Course v9

Course ID Subject and Number	NURS 475
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Susan Kehl
2	Course Teacher	
3	Course Title	Clinical Skills IV: Advanced Nursing Care
4	Course Abbreviation (if title is over 30 characters)	Clinical Skills IV: Advanced Nursing
5	College	
6	Department	Nursing
7	Number of Credit Hours	6
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	6
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	62 hours (23%)
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify) Direct Clinical Experiences	208 hours (77%)
14	Instructor Workload	6

15	Grade Mode (check all appropriate):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	48
17	Catalog Description (50 words or less)	Clinical Skills IV: Advanced Nursing facilitates student competencies needed to apply the evidence-based leadership/management skills, and the nursing process for safety and quality care in high acuity simulation and complex care settings.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Completion of Level III requirements
19	List any co-requisites	NURS 476, NURS 498
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	
23a	How often will it be offered? Spring	Yes
23b	How often will it be offered? Summer	
23c	How often will it be offered? Fall	
24	Frequency?	1 section each spring
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Spring 2015
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	

27	Is this course required for a degree/s? Yes/No <i>If “Yes,” attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes
28	Has this course been offered as a Special Topics course? Yes/No <i>If “Yes,” specify the Course ID and enrollment for each term it was taught.</i>	No
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	The content of the course is essential in the practice requirements of a BSN graduate.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This content is required by the Texas Board of Nursing and the Commission of Collegiate Nursing Education.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Seniors who have completed Level III requirements
2	State the overarching course goal(s) in performance terms.	This course facilitates understanding and application of evidence-based leadership/management skills and nursing competencies in the care of patients with high acuity and complex problems within a variety

		of settings. The course will allow practice and validation of multiple cognitive and psychomotor skills required of professional nurses. Professional affective characteristics of the practice will be evaluated.
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2. Competencies and Measurements

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts of clinical reasoning, holistic, comprehensive assessment of patients, culturally sensitive competencies, and evidence-based nursing competences (KBJSA) in complex settings.	Exams, quizzes, concept maps, case studies, written reflection, clinical evaluation tool	Exams and written assignments averages greater than or equal to 80/100.
The student applies the understanding the health illness continuum, basic knowledge of professional, legal, ethical, and regulatory standards for individual performance and system effectiveness to nursing practice in acute care settings.	Exams, quizzes, concept maps, case studies, written reflection, clinical evaluation tool	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student explains and analyzes assessment data, responds to emerging data, and prioritizes care appropriately in simple to complex multiple patient (IFGCP) issues.	Clinical and Simulation experiences, exams, quizzes, assignments, clinical evaluation tool	Exams and written assignment averages greater than or equal to 80/100.
The student completes comprehensive, evidence-based care plans based on complex patient needs.	Clinical and Simulation Preparation, clinical evaluation tool	Score is greater than or equal to 8/10 or 80/100.
The student applies basic principles of health care policy, finance, and regulatory environments by coordination, evaluation, and modification of care to ensure safety and quality, apply established evidence-based best practices, and the management of confidential	Clinical and simulation activities, clinical evaluation tool	Score is greater than or equal to 8/10 or 80/100.

information technology for seamless care and transition.		
The student conducts learning needs assessments, and develops teaching plans for patients.	Care plan requirements, clinical evaluation tool	Score greater than or equal to 8/10 or 80/100
The student validates successfully all evidence-based nursing competencies (KJBSA) required in the course.	Performance of clinical skill checklists.	Score greater than or equal to 8/10 or 80/100
Affective Competency Statements		
The student integrates a personal view of the Scriptural perspectives of service to the nursing care of patients with complex needs and leadership and management in complex health care systems.	Written assignments, post conference assignments, clinical evaluation tool	Score greater than or equal to 8/10 or 80 to 100
The student integrates professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency the care of patients and leadership/management in complex health care organizations.	Written assignments, post conference assignments, clinical evaluation tool	Score greater than or equal to 8/10 or 80 to 100
The student engages in self care in preparation for clinical demands, recognizes the importance of growth to professional competence within the program, and understands the need to participate in life long career and professional development.	Written assignments, post conference assignments, clinical evaluation tool	Score greater than or equal to 8/10 or 80 to 100

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Ackley, B.J. & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to planning care*. St. Louis: Mosby Elsevier

Carlson. K. K., Ed. (2009). *AACN advanced critical care nursing*. St. Louis: Saunders Elsevier.

Evolve. (2009). *Student resources*. Retrieved at

<http://evolve.elsevier.com/AACN/advanced>

Evolve. (2010). *Student resources*. Retrieved at

<http://evolve.elsevier.com/Perry/skills>

Evolve. (2012). *Student resources*. Retrieved at

<http://evolve.elsevier.com/Zerwekh>

Evolve. (2012). *Student resources*. Retrieved at <http://evolve.elsevier.com/Iggy/>

Ignatavicius, D. D. & Workman, M. L. (2010). *Medical-surgical nursing: Clinical decision-making study guide*. St. Louis: Saunders Elsevier.

Ignatavicius, D. D. & Workman, M. L. (2010). *Medical-surgical nursing: Patient-centered collaborative care*, 6th ed. St. Louis: Saunders Elsevier.

Perry, A. G. & Potter, P. A. (2010). *Clinical nursing skills & techniques*, 7th ed. St. Louis: Mosby Elsevier.

Texas Board of Nursing. (September 2009). *Nursing practice act, nursing peer review, nurse licensure compact, and advanced registered nurse compact*. Retrieved from <http://www.bon.texas.gov/nursinglaw/pdfs/npa2009.pdf>

Texas Board of Nursing. (2010). *Differentiated essential competencies (DECs) of graduates of Texas nursing programs evidenced by knowledge, clinical judgments, and behaviors: Vocational (VN), diploma/associate degree (diploma/ADN), baccalaureate degree (BSN)*. Retrieved from <http://www.bne.state.tx.us/nursingeducation/info.html>

Zerwekh, J. & Garneau, A. Z. (2012). *Nursing today: Transition and trends*. St. Louis: Elsevier Saunders.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach all documents referred to in Section II-2
9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Department

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair
Dean of the College

Date

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: _____

Course Title: _____

1. College Academic Council Action: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ____ Denied ____ _____
College Dean or Director Date

Approved ____ Denied ____ _____
College Dean or Director Date

2. Graduate Council Action: (for graduate level courses)

Approved ____ Denied ____ _____
Dean of Graduate School Date

3. University Undergraduate Academic Council Action:

For undergraduate level courses only

Approved ____ Denied ____ _____
Associate Provost Date

4. University General Education Council Action: (when applicable)

Approved ____ Denied ____ _____
Provost or designee Date

5. University Budget Committee Action: (when applicable)

When applicable – see New Course Application Instructions

Approved ____ Denied ____ _____
Chair, University Budget Committee Date

6. Academic Provost Action: (for all courses)

Approved ____ Denied ____ _____
Provost Date

7. President of the University Action: (for all courses)

Approved ____ Denied ____ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: March 26, 2012
TO: Dr. Susan Kehl
FROM: Mark McCallon, Associate Dean for Library Services
RE: New Course Proposal – Clinical Skills IV – Advanced Medical-Surgical Nursing

Based on the evaluation of the course syllabus and application, the library is able to support the proposed course. Thank you for letting us examine the course proposal.

Supporting Documentation for NURS 475

Library Memorandum	Included
Instructional Design	Reviewed by Dr. Dave Merrell
Degree Plan	Included
Content Overlap	Not applicable
Departmental Resources	Exam Soft for secure online testing
Resources	Computers for online testing – may use a computer lab or student personal computers Smart classroom
Expenses	1 faculty 2-3 clinical adjunct faculty Student costs – online or print texts, online testing software usage charged via Campus Bookstore Evolve Simulation Learning System, SimChart, online Case Studies, Patient Reviews access charged via Campus Bookstore
Justification	Not applicable
Syllabus	Attached
Other	BSN Degree Plan ACU SON Technology Resources Remediation support available via Assessment Technology Institute (ATI) Comprehensive Assessment Review Program