Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

1. Originator: Emily Havrilla, PhD(c), RN
   School of Nursing
   570-408-4069
   emily.havrilla@wilkes.edu

2. Proposal Title: School of Nursing New Courses (RN to BS Program)

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).
   - [ ] New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
   - [ ] Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
   - [ ] General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
   - [ ] Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
   - [ ] Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
   - [ ] Change in course credit or classroom hours.
   - [ ] Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
   - [ ] Other (Specify) New Courses
4. Indicate the number of course modification forms that apply to this proposal:

   _____ 5 _____ Course Addition Form (plus syllabi)
   ______  ______ Course Deletion Form
   ______  ______ Course Change Form

5. Executive Summary of Proposal.

   The new courses within the School of Nursing have been developed to meet the needs of the online RN to BS program. NSG 341 Nursing Informatics, NSG 343 Cultural Competency and Diversity in Nursing, NSG 344 Concepts of Genetics and Genomics in Nursing and NSG 348 Baccalaureate Capstone reflect content that is embedded within the curriculum of the traditional baccalaureate program. NSG 394 Service Learning in Nursing is an elective course that students may take in the online RN to BS program to meet credit requirements.

6. Other specific information. (Not applicable for incidental changes.)

   No other University programs or School of Nursing programs will be affected by this proposal. The courses have been identified and objectives formulated through the School of Nursing RN to BS Task Force. The courses will be developed for online delivery in conjunction with the University’s partnership with Hot Chalk.

7. Program Outline. (Not applicable for incidental changes).

   The courses will be delivered through the University’s partnership with Hot Chalk. All courses in the RN to BS program require completion of NSG 290 Transition to Baccalaureate Nursing. There is no particular requirement for course sequencing for NSG 341 Nursing Informatics, NSG 343 Cultural Competency and Diversity in Nursing, or NSG 344 Concepts of Genetics and Genomics in Nursing. NSG 348 Baccalaureate Capstone will be the last nursing course taken in the RN to BS Program. NSG 394 Service Learning in Nursing is an elective course.
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Susan MalKenes</td>
<td></td>
<td>3/10/15</td>
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Department chair(s) of all potentially affected programs

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<tr>
<th>Print Name/Title</th>
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<tr>
<td>Debra H. Zbojorska</td>
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<td>3/10/15</td>
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Dean(s) of any potentially affected College/School.

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<th>Print Name/Title</th>
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<tr>
<td>Susun Hertzak</td>
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<td>3-16-15</td>
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<tr>
<td>Anne Skyken</td>
<td></td>
<td>3-17-15</td>
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Registrar

Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).

Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

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<tr>
<th>Print Name</th>
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Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

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<th>Print Name</th>
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Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC.)
1. Course Title: Nursing Informatics

2. Course Number: NSG 341

3. Course Credit Hours:
   Classroom Hours 3       Lab Hours______       Other_____

4. Course Prerequisites: NSG 290

5. Course Description (as proposed for the Bulletin):

   This course provides information about technology used to communicate, manage information, and support decision making to facilitate the achievement of client healthcare outcomes. The course integrates information related to the areas of nursing science, information management science, and computer science.

6. Required Documentation:
   Proposed Syllabus
Course: NSG 341: Nursing Informatics  
Credits: 3  
Prerequisites: NSG 290  

Description: This course provides information about technology used to communicate, manage information, and support decision making to facilitate the achievement of client healthcare outcomes. The course integrates information related to the areas of nursing science, information management science, and computer science.  

Course Outcomes:  
At the completion of this course the student will demonstrate competence in:  
1. Incorporating the concepts of informatics into nursing practice.  
2. Demonstrating skills in using technology and information systems that support safe nursing practice.  
3. Using communication devices and telecommunication to assist in effective communication in a variety of healthcare settings.  
4. Understanding the use of computer information systems to document interventions related to achieving nurse sensitive outcomes.  
5. Using standard terminology in a healthcare environment that reflects nursing’s unique contribution to patient outcomes.  
6. Discussing ethical and legal considerations of informatics use in healthcare.  

Required Textbooks:  


Other Required Readings: Additional readings will be required as noted on the course syllabus. These readings will be available through the Wilkes University Library.  

Evaluation Components  
Equivalence of grades:  
4.0 = 92 – 100%  
3.5 = 88 – 91%  
3.0 = 84 – 87%  
2.5 = 79 – 83%  
2.0 = 75 – 78%  
1.5 = 70 – 74%  
1.0 = 65 – 69%  
0.0 = less than 65%
The grade will be determined by the following:

**Evaluation Methods:**
- Weekly Discussion Postings: 20%
- Course Paper: 30%
- Case Studies (2): 20%
- Quizzes (2): 30%

<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1      | Basic Concepts in Informatics  
Science and Knowledge  
Computer Science and Foundation of Knowledge Model | Weekly Discussion  
Readings: Chapter 1, 2, 3, 6, 7 |
| 2      | Perspectives on Nursing Informatics  
Ethical Applications  
Nursing Informatics Competencies | Weekly Discussion  
Readings: Chapter 5, 6, 10 |
| 3      | Nursing Informatics Care and Support | Weekly Discussion  
Readings: Chapter 13, 15, 16  
Case Study 1 |
| 4      | Nursing Informatics Application | Weekly Discussion  
Readings: Chapter 17, 18, 19  
Quiz #1 |
| 5      | Nursing Informatics – Education & Research | Weekly Discussion  
Readings: Chapter 23, 26 |
| 6      | Games, Simulation and Nursing Research | Weekly Discussion  
Readings: Chapter 24, 25, 27  
Case Study 2 |
| 7      | Bioinformatics | Weekly Discussion  
Readings: Chapter 28  
Quiz #2 |
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COURSE ADDITION FORM – page 1

7. Course Title: Cultural Competency and Diversity in Nursing

8. Course Number: NSG 343

9. Course Credit Hours:
   Classroom Hours 3       Lab Hours       Other

10. Course Prerequisites: NSG 290

11. Course Description (as proposed for the Bulletin):

12. Required Documentation:
Course: NSG 343: Cultural Competency and Diversity in Nursing
Credits: 3

Prerequisites: NSG 290

Description: This course will focus on the provision of culturally competent care for diverse and vulnerable populations in order to achieve safe, quality outcomes.

Course Outcomes:
At the completion of this course the student will demonstrate competence in:
7. Explaining the incidence of continuous cultural competence development
8. Identifying the achievement of safe and quality outcomes of care for diverse populations.
10. Examining social and cultural factors that affect nursing and health care across multiple contexts.
11. Describing advocacy for social justice, including commitment to the health of vulnerable populations and the elimination of health disparities.

Required Textbooks:


Evaluation Components
Equivalence of grades:
4.0 = 92 – 100 %
3.5 = 88 – 91%
3.0 = 84 – 87%
2.5 = 79 – 83%
2.0 = 75 – 78%
1.5 = 70 – 74%
1.0 = 65 – 69%
0.0 = less than 65%

The grade will be determined by the following:

Evaluation Methods:
The course grade will be determined as follows:
Weekly Discussion Posts..................................................30%
Case Studies (4 – 10% each)..............................................40%
Comprehensive Writing Assignment...............................30%
## Course Schedule:

<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Dimensions of Diversity</td>
<td>Discussion Posts</td>
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<tr>
<td></td>
<td>Race and Ethnic Disparities in Health Care</td>
<td>Chapters 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td>Strategies for Reducing Health Care Disparities</td>
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<tr>
<td></td>
<td>Stakeholder Attention to Health Care Disparities</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Diversity and the Health Professions</td>
<td>Discussion Posts</td>
</tr>
<tr>
<td></td>
<td>Workforce Diversity Challenges</td>
<td>Chapters 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Cultural Competence in Health Care</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>The Journey in Becoming Cultural Competent</td>
<td>Discussion Posts</td>
</tr>
<tr>
<td></td>
<td>Cultural Competence Knowledge and Skills for Nurses</td>
<td>Chapter 5 &amp; 6</td>
</tr>
<tr>
<td></td>
<td>The Role of Assessment in Cultural Competence Training</td>
<td>Case Study #1 Due</td>
</tr>
<tr>
<td>4</td>
<td>Models of Transcultural Nursing</td>
<td>Discussion Posts</td>
</tr>
<tr>
<td></td>
<td>Becoming Culturally Responsive</td>
<td>Chapter 7 &amp; 8</td>
</tr>
<tr>
<td></td>
<td>Language Differences in Health Care Encounters</td>
<td></td>
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<tr>
<td></td>
<td>Attitudes Towards Limited-English Speakers</td>
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<tr>
<td></td>
<td>The Health Care Interpreter</td>
<td></td>
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<tr>
<td>Worksheet</td>
<td>Communication Is More Than Using Words</td>
<td>Case Study #2 Due</td>
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<tr>
<td></td>
<td></td>
<td>Chapter 9&lt;br&gt;Case Study #3 Due</td>
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</tbody>
</table>
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COURSE ADDITION FORM – page 1

13. Course Title: Concepts of Genetics and Genomics in Nursing

14. Course Number: NSG 344

15. Course Credit Hours:
   Classroom Hours 3   Lab Hours Other

16. Course Prerequisites: NSG 290

17. Course Description (as proposed for the Bulletin):

The course will focus on the relationship of genetics and genomics on health and illness and their influence on health outcomes.

18. Required Documentation:
   Proposed Syllabus
Course: NSG 344: Concepts of Genetics and Genomics in Nursing

Credits: 3

Prerequisites: NSG 290

Description: The course will focus on the relationship of genetics and genomics on health and illness and their influence on health outcomes.

Course Outcomes:
At the completion of this course the student will demonstrate competence in:
12. Incorporating the concepts of genetic and genomics into nursing practice.
13. Understanding the genetic and genomic basis of health and illness.
15. Identifying clients/families who may benefit from genetic/genomic information.
16. Collaborating with other members of the healthcare team in providing genetic and genomic health care.
17. Discussing the ethical-legal considerations of genetics/genomics in health care.

Required Textbooks:


Other Required Readings: Additional readings will be required as noted on the course syllabus. These readings will be available through the Wilkes University Library.

Evaluation Components
Equivalence of grades:
4.0 = 92 – 100 %
3.5 = 88 – 91%
3.0 = 84 – 87%
2.5 = 79 – 83%
2.0 = 75 – 78%
1.5 = 70 – 74%
1.0 = 65 – 69%
0.0 = less than 65%

The grade will be determined by the following:
**Evaluation Methods:**
Weekly Discussion Postings: 20%
Course Paper: 30%
Case Studies (2): 20%
Quizzes (2): 30%

<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1      | Basic Concepts in Genetics  
Gene Expression: Patterns of Inheritance  
Health Professionals and Genomic Care | Weekly Discussion  
Readings: Chapter 4, 16 |
| 2      | Family History and Pedigree Construction  
Chromosomal and Mitochondrial Inherited Disorders  
Congenital Anomalies, Basic Genetic Assessment | Weekly Discussion  
Readings: Chapter 5, 6, 7 |
| 3      | Genetic Health Problems Across the Lifespan:  
Enzyme and Collagen Disorders  
Common Childhood Onset Disorders  
Common Adult Onset Disorders | Weekly Discussion  
Readings: Chapter 8, 9  
Case Study 1 |
| 4      | Genetic Health Problems Across the Lifespan:  
Common Adult Onset Disorders | Weekly Discussion  
Readings: Chapter 10  
Quiz #1 |
| 5      | Genomic Influences on Selected Complex Health Problems:  
Cardiovascular Disease, The Genetics of Cancer | Weekly Discussion  
Readings: Chapter 11, 12 |
| 6      | Genomic Influences on Selected Complex Health Problems:  
Genetic Contributions to Psychiatric and Behavioral Disorders | Weekly Discussion  
Readings: Chapter 13  
Case Study 2 |
| 7      | Genomics and Disease Management: Genetic and Genomic Testing, Assessing Genomic Variation in Drug Response | Weekly Discussion  
Readings: Chapter 14, 15  
Quiz #2 |
| 8 | Financial, Ethical, Legal and Social Considerations | Weekly Discussion  
   |                                             | Ch. 17  
   |                                             | Paper Due |
19. Course Title: Baccalaureate Capstone

20. Course Number: NSG 348

21. Course Credit Hours:
   Classroom Hours 3  Lab Hours Other

Course Prerequisites: NSG 290, NSG 347, NSG 342, NSG 346, NSG 341, NSG 343, NSG 344

22. Course Description (as proposed for the Bulletin):

   This course is intended to integrate learning in the RN to BS curriculum through the identification of a clinical problem and the review of evidence-based solutions.

23. Required Documentation:
Course: NSG 348 Baccalaureate Capstone

Credits: 3 Credits

Prerequisites: NSG 290, NSG 347, NSG 342, NSG 346, NSG 341, NSG 343, NSG 344

Description:
This course is intended to integrate learning in the RN to BS curriculum through the identification of a clinical problem and the review of evidence-based solutions.

Required Textbooks:

Course Outcomes:
At the completion of this course the student will demonstrate competence in:
1. Identifying and discussing clinical problems including antecedents and consequences.
2. Implementing the PICO(T) process in resolving clinical problems
3. Critically evaluating existing evidence associated with selected nursing interventions
5. Developing implementation plans for practice changes.

Evaluation Components:
Equivalence of grades:
The theory grade is determined by the following:
4.0 = 92 - 100%
3.5 = 88 - 91%
3.0 = 84 - 87%
2.5 = 79 - 83%
2.0 = 75 - 78%
1.5 = 70 - 74
1.0 = 65 - 69%
0.0 = less than 65%

The grade will be determined as follows:
Course assignments..........................40%
Capstone paper..........................20%
Capstone presentation..........................20%
Weekly discussions..........................20%
<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Evidence-Based Practice and the PICO(T) Process</td>
<td>Melnyk &amp; Fineout-Overholt Chapters 1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly Discussion</td>
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<tr>
<td>2</td>
<td>PICO(T) Questions</td>
<td>Weekly Discussion</td>
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<td></td>
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<td>PICO(T) Questions Due</td>
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<td>3</td>
<td>Problem, Population, and Outcome</td>
<td>Weekly Discussion</td>
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<td></td>
<td>Problem, Population, &amp; Outcome Due</td>
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<td>4</td>
<td>Finding Existing Evidence</td>
<td>Melnyk &amp; Fineout-Overholt Chapter 3</td>
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<td>Weekly Discussion</td>
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<td>5</td>
<td>Comparison of Interventions</td>
<td>Weekly Discussion</td>
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<td>Comparison of Interventions Due</td>
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<tr>
<td>6</td>
<td>Evaluation of Contextual Parameters</td>
<td>Melnyk &amp; Fineout-Overholt Chapter 7</td>
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<td>Weekly Discussion</td>
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<td></td>
<td>Evaluation of Contextual Parameters Due</td>
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<td>7</td>
<td>Development of an Implementation or Continuation Plan</td>
<td>Weekly Discussion</td>
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<td>Implementation/Continuation Plan Due</td>
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<td>8</td>
<td>Presentation Week</td>
<td>Weekly Discussion</td>
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<td>Student Presentations</td>
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</table>
24. Course Title: Service Learning in Nursing

25. Course Number: NSG 394

26. Course Credit Hours:
   Classroom Hours  3   Lab Hours ______  Other ______

27. Course Prerequisites: NSG 290

28. Course Description (as proposed for the Bulletin):

   This elective course focuses on the implementation of the nursing process in the care of vulnerable populations within the community setting through a service learning approach.

29. Required Documentation:
   Proposed Syllabus
Course: NSG 394 Service Learning in Nursing

Credits: 3 Credits

Prerequisites: NSG 290

Description:
This elective course focuses on the implementation of the nursing process in the care of vulnerable populations within the community setting through a service learning approach.

Required Textbooks:

Course Outcomes:
At the completion of this course the student will demonstrate competence in:
1. Synthesizing concepts from the humanities, physical and social sciences, nursing and applied research in the care of vulnerable populations.
2. Utilizing the nursing process to assist vulnerable individuals to promote, maintain, and restore health and prevent illness.
3. Collaborating with community partners to meet the needs of vulnerable individuals and populations.
4. Utilizing evidence-based interventions in the care of vulnerable individuals and populations.

Evaluation Components:
Equivalence of grades:
The theory grade is determined by the following:
4.0 = 92 - 100%
3.5 = 88 - 91%
3.0 = 84 - 87%
2.5 = 79 - 83%
2.0 = 75 - 78%
1.5 = 70 - 74
1.0 = 65 - 69%
0.0 = less than 65%

The grade will be determined as follows:
Reflective Journals.................................................................30%
Case Studies........................................................................25%
Presentation............................................................................30%
Weekly Discussions..............................................................15%

Clinical Requirements:
Students are required to complete a minimum of 30 hours of service at a community agency identified by the student and approved by the course instructor. The service experience will incorporate course content. Each student will develop a plan for the completion of service hours in
conjunction with the course instructor. The selected service site(s) will be utilized by the student for completion of all course assignments.

Course Schedule:

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<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Service Learning</td>
<td>Weekly Discussion</td>
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<tr>
<td>2</td>
<td>Vulnerable Populations</td>
<td>Weekly Discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Case Study #1</td>
</tr>
<tr>
<td>3</td>
<td>Social Justice and Health Disparity</td>
<td>Weekly Discussion</td>
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<tr>
<td>4</td>
<td>Poverty Medicine</td>
<td>Weekly Discussion</td>
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<td>5</td>
<td>Multicultural Health Care and Vulnerable Populations</td>
<td>Weekly Discussion</td>
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<td>Case Study #2</td>
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<tr>
<td>6</td>
<td>Motivational Interviewing</td>
<td>Weekly Discussion</td>
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<td>7</td>
<td>Health Care Policy and Vulnerable Populations</td>
<td>Weekly Discussion</td>
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<td></td>
<td></td>
<td>Case Study #3</td>
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<td>8</td>
<td>Presentation Week</td>
<td>Weekly Discussion</td>
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