## Curriculum Proposal

**NRSG 20-21 #6**

<table>
<thead>
<tr>
<th>Packet Contents</th>
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<tr>
<td>1.1 Summary</td>
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</table>

### Course Modification

1.3 NRSG 4116 Community and Family Health Nursing (4 credits) to Family and Population Health Nursing; learning outcomes change

1.6 NRSG 4120 Nursing Practicum: Community (3 credits) to Family and Population Health Practicum (4 credits); description, learning outcomes and major content area changes

### New Courses

1.8 NRSG 3410 APA Format, Nursing (2 credits)

1.19 NRSG 3430 Health Promotion (2 credits)

1.23 NRSG 3440 Palliative Care Nursing (3 credits)

1.34 NRSG 3450 Holistic Nursing (2 credits)

1.46 NRSG 3460 Child Abuse and Nursing Forensics (3 credits)

1.53 NRSG 4250 Evidence, Practice and Research (4 credits)

### Course Drops

1.60 NRSG 4101 Nursing Research RN-BS (3 credits)

1.61 NRSG 4240 Evidence, Practice, and Profession (3 credits)

### Program Modification

1.63 Nursing, B.S. major; RN to Baccalaureate Track

1.68 Signatures
BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: Individual and Community Health
Department: Nursing
Proposer: Tricia Cowan
Proposer’s position: Nursing Department Curriculum Committee Chairperson

Describe the modification(s) you propose, and how it (/they) will work to students’ advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

Multiple changes are in response to a significant drop in enrollment that is perceived to be due to a lack of competitiveness of the RN – BS program amongst other universities. The current program is 36 credits, which is the highest of all of the schools in the MinnState system. Changes will reduce the program from 36 credits to 32 credits. Additionally, when reviewing other MinnState programs, a stand-alone course for nursing research is not required. Necessary research content will be combined with content from the Evidence, Practice, & Profession course into a new course (NRSG 4250 Evidence, Practice, & Research) which will be 4 credits. The research course (NRSG 4101 Nursing Research) will be dropped from the program and from the catalog. In reviewing other programs in the MinnState system, a stand-alone course for nursing education is not required. NRSG 3200 Health Education in Nursing Practice will be dropped from the program but will continue to be offered as a nursing elective. The program will continue to require 2 credits of a nursing elective. Program accreditation standards necessitates an increase in clinical requirements. To accommodate this, the course title and objectives for NRSG 4116 and NRSG 4120 will be updated, and NRSG 4120 will increase from 3 credits to 4 credits. Students in the current catalog will be moved to the new catalog. Some information will be removed from the program’s description in the course catalog and placed on the nursing department’s website where it can be readily accessed by students and updated regularly by the department.

1. Reduce program credits from 36 to 32
2. Modify NRSG 4116 Community and Family Health Nursing course title to Family and Population Health Nursing. Update objectives. This course will replace the previous course for students who have already taken it in the old curriculum.
3. Modify 4120 Nursing Practicum: Community course title to Family and Population Health Practicum and increase credits from 3 to 4. Update objectives. This course will replace the previous course for students who have already taken it in the old curriculum.
4. Drop 4240 Evidence, Practice, and Profession from the program and catalog. Students who have already taken this course in the old curriculum will not have to take the new course (NRSG 4250) described below.
5. Add new course NRSG 4250 Evidence, Practice and Research for 4 credits to replace NRSG 4240 Evidence Practice, and Profession (3 credits) and NRSG 4101 Nursing Research RN-BS (3 credits).
6. Drop 4101 Nursing Research RN – BS from the program and from the catalog. This course will be offered one more semester (Spring 2021). Students who have already taken NRSG 4240 Evidence, Practice, and Profession will be required to take NRSG 4101 Nursing Research RN-BS Spring 2021.
7. Modify program to drop 3200 Health Education in Nursing Practice from the program but keep in the catalog to be taken as a nursing elective. Students who have already taken NRSG 3200 Health Education in Nursing Practice will fill the nursing elective requirement with this course.
8. Create new courses for remaining nursing elective courses that have been offered for at least two semesters as directed group study courses.

Modifications proposed (specify number of each):
__2__Course Modification(s) (form 2)
__6__New Course(s) (form 3)
__2__Course Drop(s) (form 4)
__1__Program Modification(s) (form 5)
_____New Program(s) (form 6)
_____Program Drop(s) (form 7)

The modifications affect (check):
_____Liberal Education
__X__Undergraduate Curriculum
_____Graduate Curriculum
_____Teacher Licensure Program(s)
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
   Undergraduate: 4116
   Graduate:
Proposed Course Number(s), if different:
   Undergraduate:
   Graduate:

Current Course Title: Community and Family Health Nursing
Proposed Course Title, if different: Family and Population Health Nursing

Current Course Description: Emphasizes the use of the nursing process as the framework for addressing the family/community/population as client. Nursing role abilities inherent in the conduct of family/community/population-focused practice. Prerequisites: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100; Co-requisite NRSG 4120.
Proposed Course Description, if different:

Current Credits: 4
Proposed Credits, if different:

Current Prerequisite(s):
   Undergraduate: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100; Co-requisite NRSG 4120.
   Graduate:
Proposed Prerequisite(s), if different:
   Undergraduate:
   Graduate:

1) Reason(s) for change(s): Update language to reflect population health versus community health

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___X__ No ______ If not, please drop the current course and submit a new course form for the modification.

3) Do these modifications change any of the following? For all Yes answers, please provide updated information on the next page.
   Student Learning Outcomes   Yes ___X__ No ______
   Major Content Areas         Yes ____ No ___X__
   Projected Maximum Class Size (Cap) Yes ____ No ___X__
4) Current Course fee(s) per student: $
for:
Proposed Course fee(s) per student, if different: $
for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate
where this course appears please search the online catalog, as follows:
   a) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent
catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Nursing, B.S. major RN to Baccalaureate Track

   Teacher Licensure programs:
   Liberal Education:

The above “service area” programs/departments were notified of this modification on
________ (date) by ____________________ (mail, email, or phone).

N/A

Please check one of the items below:
   _____ No comments were received from other programs or departments within one
   week of the notification.
   _____ Comments were received within one week of the notification, and are attached.

Previous course objectives
1. Analyze the effect of economic, social, cultural, global, governmental, legal, and
   ethical factors that influence the health of a community.
2. Interpret the scope of community population health nursing utilizing the concept
   of community as client.
3. Interpret the nursing process in a family and community context.
4. Analyze the concepts of health promotion, preservation, and attainment of health
   as they relate to community population and family health nursing.
5. Critically examine the major community health nursing issues, including a focus
   on rural vulnerable populations. health issues.

Proposed course objectives
1. Analyze the effect of economic, social, cultural, global, governmental, and ethical
   factors that influence the health of a community.
2. Interpret the scope of population health nursing
3. Interpret the nursing process in a family and community context.
4. Analyze the concepts of health promotion, preservation, and attainment of health as they relate to population and family health nursing.
5. Critically examine major community health nursing issues, including a focus on vulnerable populations.
BSU Curriculum Forms

Form 2
Updated 9.19.15

Course Modification Form

Current Course Number(s):
  Undergraduate: NRSG 4120
  Graduate:
Proposed Course Number(s), if different:
  Undergraduate:
  Graduate:

Current Course Title: Nursing Practicum: Community
Proposed Course Title, if different: Family and Population Health Practicum

Current Course Description: Provides opportunity to use the nursing process with the community and family as client. Focuses on client populations in diverse community settings and participation in professional nursing practice roles. Prerequisites:
Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100; Co-requisite: NRSG 4116.
Proposed Course Description, if different: Provides opportunity to use the nursing process with the community and family as client. Focuses on client populations in diverse community settings and participation in professional nursing practice roles. Prerequisites:
Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100; Co-requisite: NRSG 4116.

Current Credits: 3
Proposed Credits, if different: 4

Current Prerequisite(s):
  Undergraduate: Current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100; Corequisite: NRSG 4116
  Graduate:
Proposed Prerequisite(s), if different:
  Undergraduate:
  Graduate:

1) Reason(s) for change(s): Update language to reflect population health versus community health. Guided by accreditation standards, include family component which requires increase in credits.

2) May this modified course replace the current course for students remaining in the old curriculum? Yes ___ X ___ No ______ If not, please drop the current course and submit a new course form for the modification.
3) Do these modifications change any of the following? **For all Yes answers, please provide updated information on the next page.**

- Student Learning Outcomes: Yes __X__ No _____
- Major Content Areas: Yes __X__ No _____
- Projected Maximum Class Size (Cap): Yes __X__ No _ ___

4) Current Course fee(s) per student: $
   for:
Proposed Course fee(s) per student, if different: $
   for:

5) Service Areas:
This course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
   a) go to [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and choose the most recent catalog(s),
   b) click on “Areas of Study, and Course Descriptions,”
   c) click on “PDF of Entire Catalog” in upper right,
   d) press Ctrl F, and enter the prefix and number of the course(s) from this form.

   Non-licensure programs:
   Nursing, B.S. major RN To Baccalaureate Track

   Teacher Licensure programs:

   Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

N/A

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.
Current major content areas:
Epidemiology, Demography & Community Health

Proposed major content areas:
1. Epidemiology, Demography, Family & Population Health

Current course objectives
1. examine the issues related to rural community and public health nursing practice.
2. analyze assessment data, and formulate community health diagnoses.
3. apply the nursing process to a community partner.
4. complete a community health assessment.
5. develop a population-based plan for intervention.
6. establish methods and criteria for monitoring and evaluating the intervention project or program.
7. participate in selected nursing practice roles.

Proposed course objectives:
1. Examine the issues related to community and public health nursing practice.
2. Apply the nursing process to a family and population
3. Apply an assessment and intervention model to a family and a community
4. Complete a family and community health assessment
5. Develop a family and population-based plan for intervention.
6. Analyze assessment data and formulate family and community health diagnoses.
7. Establish methods and criteria for monitoring and evaluating the intervention project or program.
8. Participate in selected nursing practice roles.

Current course cap size: 20
Proposed course cap size: 12. This is necessary for the new, stricter, clinical requirements from regulating bodies.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: NRSG 3410
   Graduate:

Course Title: APA Format, Nursing

Course Description: This course describes the American Psychological Association (APA) (7th ed.) style and Publication guidelines and provides opportunities for application of these guidelines. Topics of focus will include manuscript structure and content, mechanics of style, crediting sources, and reference examples. Correct application of APA Style will be evaluated with quizzes and a final paper/reference page. Prerequisites: Declared nursing major

Credits: 2

Prerequisite(s):
   Undergraduate: Declared nursing major
   Graduate:

1. Reason(s) for creating this course: This course has been offered as a directed group study (3920) nursing elective for several summer sessions. The course needs to move to a permanent number.

2. How often will this course be offered? Each summer session; during academic year as able

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   1. describe APA structure, content, and style for a manuscript and/or paper.
   2. apply the guidelines of APA by crediting sources by referencing a peer-reviewed article, a book, a book chapter, a website, and personal communication.
   3. prepare a paper/manuscript using the 7th edition of the APA Manual.

4. What are the major content areas for the course?
   1. Writing style, format, and references
   2. Manuscript structure
   3. The mechanics of style
   4. Crediting sources
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? online; asynchronous

7. What is the projected maximum class size (cap)? 24

8. What qualified faculty will be available to teach this course? Dr. Tara Pierce

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). None

Amount per student: $

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Contact Information
Dr. Tara Pierce, DNP, MSN, RN, PHN
tpierce@bemidjistate.edu
Preferred method of contact: EMAIL only as I am not in the office in the summer

Course Description and Objectives
Description from catalogue:
- This course describes the American Psychological Association (APA) (7th ed.) style and Publication guidelines and provides opportunities for application of these guidelines. Topics of focus will include manuscript structure and content, mechanics of style, crediting sources, and reference examples. Correct application of APA Style will be evaluated with quizzes and a final paper/reference page.

Pre-requisite courses: Declared nursing major

Course schedule (when class meets, expectations for attendance) is located at the end of this document.
Access D2L: This course meets ONLINE only. No face to face class time.
Teaching/Learning Methods: Discussions, quizzes, written papers

Required texts:

Course Objectives:
The student will:
1. Describe APA structure, content and style for a manuscript and/or paper.
2. Apply the guidelines of APA by crediting sources by referencing a peer-reviewed article, a book, a book chapter, a website, and personal communication.

Course Units:
1. Writing Style, Format, & References
2. Manuscript Structure
3. The Mechanics of Style
4. Crediting Sources

Grading Information
- Assignments
  20% of grade- 4 Multiple-choice quizzes
  20% of grade- 4 Discussion Forums (10 points each- see discussion rubric)
  10% of grade- 1 Reference Page (Students will utilize the references from the Sample paper and edit as needed to comply with APA format)
50% of grade- 1 Final Paper/ Manuscript (A Paper will be provided for use; students will edit the paper for APA citation/referencing, mechanics, spelling, grammar, and format, and make corrections to the Reference pages)

- NO late submissions for quizzes, discussions, or papers will be accepted.

**Evaluation**

Grading Standard: 93-100 = A; 84-92 = B; 75-83 = C; 68-74 = D; ≤ 67 = F

**Course Policies:**

- Please refer to your BSU Department of Nursing Resource Manual at [http://www.bemidjistate.edu/academics/departments/nursing/](http://www.bemidjistate.edu/academics/departments/nursing/) and the BSU Student Handbook at [http://www.bemidjistate.edu/students/guide/](http://www.bemidjistate.edu/students/guide/) for academic and department policies and procedures. **You should always refer to these documents.**

- **Additional Course Policies:** (at instructors’ discretion)

**Social Media Policy**

BSU respects the right of students/staff to participate in social media; however, the integrity and reputation must be consistent with BSU’s School of Nursing’s mission, and core values. This applies to BSU nursing students when using social media while at work, home, or campus. Student’s/Staff using social media shall not:

- Disclose BSU entities’, patients’, or affiliates confidential information, or PHI
- Disclose location, facility type, or any demographic identifier of clinical or capstone

Refer to the Nursing Students’ Resource Manual for the full policy.

**Attendance / Emergency Information:**

- In case of an emergency, course requirements may be subject to change.
- In the event that you become ill or unable to attend class, notify your professors (you may send one email addressed to all your professors). Individual consequences for missed classes are at the instructor’s discretion.

**Communications:**

- It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using University assigned electronic mail addresses. It shall be the responsibility of each student to monitor the University assigned electronic mail account for communications from the University.
- You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends.
- For 16 week web-based courses, it is expected that you will spend the amount of time you would have spent in class plus 2-3 hours of homework/credit each week. Summer courses require a similar amount of work but it will be completed within a shorter period of time (for example 4 week summer courses would require a total of about 36 hours a week).
- Upon request this document can be made available in alternate formats.
**Time Expectations:**

[State the number of hours a student should expect to work outside of class.]

<table>
<thead>
<tr>
<th>Instruction Delivery Mode</th>
<th>Hours of in class “Seat Time” per credit</th>
<th>Expected hours of course work outside of class per credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1 hour/credit/week for 16 weeks</td>
<td>2 hours/credit/week for 16 weeks</td>
</tr>
<tr>
<td>Lab</td>
<td>2 hours/credit/week for 16 weeks</td>
<td>1 hours/credit/week for 16 weeks</td>
</tr>
<tr>
<td>Internships/Practicums</td>
<td>2 hours/credit/week for 16 weeks</td>
<td>As required</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td>3 hours/credit/week for 16 weeks</td>
</tr>
</tbody>
</table>

Hybrid courses and courses offered in condensed formats need to make appropriate adjustments. See Minnesota State Policies/Procedure 3.36/3.36.1

- **Academic Integrity Statement:**
  
  *BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part of all of a course as well as suspension from the University.* *Plagiarism is a serious infraction and will result in a major grade penalty or failure in the course.*

- **Students with Special Needs Statement:**
  
  BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

- **Tutor.com:** The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu.

  **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

- **Extended Leave Procedure:**
  
  If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments.
due during the leave period. You can complete a leave form as this website
https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

- **Mental Health and Counseling:**
  Students may experience mental health concerns or stressful events that may lead to
diminished academic performance. The Student Center for Health & Counseling is available
to assist you with concerns and can include stress relief services. They can be reached in
Cedar Hall, First Floor. Phone: (218) 755-2053.

### Schedule

#### Projected Course Outline and Schedule:

<table>
<thead>
<tr>
<th>Class Dates / Semester Weeks</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 20-23</td>
<td>Unit 1: Reference Examples</td>
<td>First Discussion posting due by 5/21. Discussion responses and quiz 1 due by 11:59 p.m. 5/23 @ 11:59pm. This quiz meets course objective 1. BEGIN with the GETTING STARTED unit. View the Panopto video on how to format a Word document in APA style. Review the Knol article Writing Well: Get Organized (link is in the discussion area) Discussion Question: Identify 2-3 ways to pace your writing so you have time to edit for organization of content; edit for style; and edit for flow. CITE the article or another source related to this topic in your response and reference it at the end of your post. Respond to a minimum of 1 of your peers by the due dates posted</td>
</tr>
</tbody>
</table>
| May 24-28 | 1. Unit 2: Manuscript structure and Content | FOLLOWING THE RUBRIC.
This discussion meets course objective 1. Describe APA structure, content and style for a manuscript and/or paper.

First discussion posting due by 5/25. Complete quiz and Discussion responses by 11:59 p.m. 5/28

This quiz meets course objective 1.

First read Arhin (2009), and respond to:

**Discussion topic:**

*When considering academic dishonesty, what are the challenges of addressing the issue with students in ways that are relevant to a generation Y individual?*

- You **MUST** cite & reference the article in your discussion posting.

- Respond to a minimum of 1 of your peers, providing feedback on their use of APA format in their post. You must include a citation and reference from the APA manual to support your feedback.

This discussion meets course objective 1. Describe APA structure, content and style for a manuscript and/or paper.
<table>
<thead>
<tr>
<th>May 29- June 2nd</th>
<th>Unit 3: The Mechanics of Style</th>
<th>June 2nd by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUNDAY June 2nd by 11:59pm</td>
<td>The quiz meets course objective 1. Go to the Content area and download the Polit &amp; Beck (2008) article on Gender Bias. Gender Bias has been an issue of focus for APA professionals. When reading the journal article, focus on the “Implications” section.</td>
<td></td>
</tr>
</tbody>
</table>

**Discussion Question:**

*What is the rationale for APA to address Gender Bias in the Publication Manual?*

- *You MUST cite & reference the article in your discussion posting-use one direct quote & one indirect quote!*
- Respond to a minimum of 1 of your peers. Provide feedback on their application of APA format as outlined in the discussion rubric.

This discussion meets course objective 1. Describe APA structure, content and style for a manuscript and/or paper.

**Reference Page due June 2nd by 11:59pm**

*This assignment meets course objective 2. Apply the guidelines of APA by crediting sources by*
| June 3-7th | Unit 4: Crediting Sources | referencing a peer-reviewed article, a book, a book chapter, a website, and personal communication. |
| FINAL PAPER DUE JUN 5th by 11:59 PM | | |
| | | First discussion posting due by 6/4. Complete quiz and Discussion responses by June 6th at 11:59 p.m. FINAL PAPER DUE JUNE 5th by 11:59 pm |
| | | *note that the course ends on 6/7, however you will be able to access the course to receive your grade and feedback after the end date. |
| | | This quiz meets course objective 1. |
| | | Read Overstreet’s (2010) editorial (must include a citation and reference for the article). |
| | | **Discussion Question:** |
| | | *What has your experience been with learning APA? Why is APA important in nursing education and beyond?* |
| | | • Respond to a minimum of 1 of your peers following the guidelines in the rubric, and providing feedback on their use of APA. Cite and reference the APA manual in your response. |
| | | This discussion meets course objective 1. Describe APA
structure, content and style for a manuscript and/or paper.

**FINAL PAPER DUE 6/5.**
This assignment meets course objective 3. Prepare a paper/manuscript using the 6th edition of the APA Manual.

Go to Surveys and complete the Course and Faculty EVALUATIONS - this is a requirement of the course.

**Guidelines and Grading Criteria (Rubrics) For Course Assignments/Practicums:**
*Rubrics for Discussions, Reference Page Assignment, and Final Paper are located in the Content area of the D2L shell. It is strongly recommended that you refer to all of these rubrics prior to beginning the course and each assignment. The rubrics will ensure that you have a clear understanding of the components required in each assignment as well as understand how your work will be evaluated.*
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: NRSG 3430
   Graduate:

Course Title: Health Promotion

Course Description: The course applies the concepts of health promotion to nursing practice to enable the client to manage and improve health outcomes. While focusing on the methodology critical to developing a holistic plan of care for clients, students will learn the rationale and techniques for utilizing specific assessment tools, analysis of assessment data, selection of lifespan appropriate interventions, implementation of interventions, and measurement of resulting outcomes. Prerequisite(s): Admitted to the major.

Credits: 2

Prerequisite(s):
   Undergraduate: admitted to the major
   Graduate:

1. Reason(s) for creating this course: This course has been offered as a directed group study (3920) nursing elective for several summer sessions. The course needs to move to a permanent number.

2. How often will this course be offered? Each summer session; during academic year as able

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   1. Analyze how client factors and community health models and theories influence individual and community health promotion.
   2. Develop a holistic health promotion plan using a health assessment tool to recommend evidence-based health promotion strategies
   3. Develop a client-centered educational plan for health promotion across the lifespan
   4. Assess the implementation factors of a health promotion intervention and develop an evaluation strategy.

4. What are the major content areas for the course?
   1. Health promotion overview
2. Influence on health promotion
3. Conducting a health promotion assessment
4. Health promotion planning
5. Evidence-based interventions
6. Health promotion planning
7. Constructing health promotion plans
8. Promoting a healthier society

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? online; asynchronous

7. What is the projected maximum class size (cap)? 24

8. What qualified faculty will be available to teach this course? Dr. Jessica LeTexier

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). None
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (undergrad/grad), the syllabus must include an additional component for graduate students.
School of Nursing
Bemidji State University
Syllabus: Health Promotion, N3430, 2 credits

Contact Information
Name of instructor(s)
Dr. Jessica LeTexier, DNP, RN, PHN
Preferred method of contact: Email Jessica.LeTexier@bemidjistate.edu
218-755-3860

Course Description
The course applies the concepts of health promotion to nursing practice to enable the client to manage and improve health outcomes. While focusing on the methodology critical to developing a holistic plan of care for clients, students will learn the rationale and techniques for utilizing specific assessment tools, analysis of assessment data, selection of lifespan appropriate interventions, implementation of interventions, and measurement of resulting outcomes.
Prerequisites: admitted to the major.

Course Outcomes
At the end of this course, students will be able to:
1. Analyze how client factors and community health models and theories influence individual and community health promotion.
2. Develop a holistic health promotion plan using a health assessment tool to recommend evidence-based health promotion strategies
3. Develop a client-centered educational plan for health promotion across the lifespan
4. Assess the implementation factors of a health promotion intervention and develop an evaluation strategy.

Course schedule: On-line via D2L

Course readings and completion of all course assignments is mandatory. Active and relevant participation is expected by all to make the course a success. These are fast paced courses and will demand your daily participation.

Teaching/Learning Methods:
The course incorporates a variety of delivery methods and requires reading, preparation for discussion, and written assignments. Participation on-line and in discussions are considered essential in meeting course objectives.

This is an online learning course. All content relevant to the course is located in the Desire2Learn course file. Assignments and discussions will be presented online. Online discussions will be held to enhance and expand upon the material. Refer to the course schedule for additional information.

Required Reference: Course Connect Access Code for Health Promotion in Nursing Practice online resources

Course Units:
• Health Promotion Overview
• Influence on Health Promotion
• Conducting a Health Promotion Assessment
• Health Promotion Planning
• Evidence-Based Interventions
• Health Promotion Planning
• Constructing Health Promotion Plans
• Promoting a Healthier Society

Grading Information – Course Assignments

Discussions: 20%
Weekly Papers: 80%

***All assignments must be completed to pass the course***

Evaluation Grading Standard in percentages: 93-100 = A; 84-92 = B; 75-83 = C; 68-74 = D; <67 = F

School of Nursing Additions
AACN Essentials Demonstrated: None
Pharmacology Integration: (4 yr track) None
Geriatric Competency Integration: (4 yr track) None

Course Policies:
• Please refer to your BSU Department of Nursing Resource Manual at http://www.bemidjiSTATE.EDU/Academics/Departments/Nursing/ and the BSU Student Handbook at http://www.bemidjiSTATE.EDU/Academics/Schools/Nursing/Program-HandbookS/ for academic and department policies and procedures. You should always refer to these documents.
• Additional Course Policies:
  1. Written assignments (discussions posts and papers) are due at the time and date specified. There will be a 25% deduction for each day the paper is late unless prior arrangements have been made with the instructor.
  3. All assignments must be submitted in order to pass this course.
  4. The final course grade will be determined by the discussions and assignments.

Social Media Policy
BSU respects the right of students/staff to participate in social media; however, the integrity and reputation must be consistent with BSU’s School of Nursing’s mission, and core values. This applies to BSU nursing students when using social media while at work, home, or campus. Student’s/Staff using social media shall not:
• Disclose BSU entities’, patients’, or affiliates confidential information, or PHI
• Disclose location, facility type, or any demographic identifier of clinical or capstone

Refer to the Nursing Students’ Resource Manual for the full policy.
Attendance / Emergency Information:
- In case of an emergency, course requirements may be subject to change.
- In the event that you become ill or unable to attend class, notify your professors (you may send one email addressed to all your professors). Individual consequences for missed classes are at the instructor’s discretion.

Communications:
- It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using University assigned electronic mail addresses. It shall be the responsibility of each student to monitor the University assigned electronic mail account for communications from the University.
- You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends.
- For 16 week web-based courses, it is expected that you will spend the amount of time you would have spent in class plus 2-3 hours of homework/credit each week. Summer courses require a similar amount of work but it will be completed within a shorter period of time (for example 4 week summer courses would require a total of about 36 hours a week).
- Upon request this document can be made available in alternate formats.

Time Expectations:
[State the number of hours a student should expect to work outside of class.]

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</tr>
<tr>
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<td></td>
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Hybrid courses and courses offered in condensed formats need to make appropriate adjustments. See Minnesota State Policies/Procedure 3.36/3.36.1

Academic Integrity Statement:
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Students with Special Needs Statement:
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.
Tutoring Availability:
BSU is committed to assisting our students in their academic endeavors and has in place the Advising Success Center as a valuable resource: https://www.bemidjistate.edu/services/advising-success-center/services/tutoring/ The Advising Success Center is a great place to improve your academic skills and excel in your classes. The center is located in Decker Hall 202. Of course, if I can be of any assistance in finding a peer learning group for you in the course... just let me know!

Tutor.com: The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Extended Leave Procedure:
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website https://www.bemidjistate.edu/offices/student-life-success/extended-absence/

Mental Health and Counseling:
Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.
# Projected Course Schedule

**Each week:**
- begins on Monday and ends on Sunday
- Schedule is subject to change per instructor discretion

<table>
<thead>
<tr>
<th>Class Dates/Semester Weeks</th>
<th>Content</th>
<th>Assignments</th>
</tr>
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</table>
| **Week One 7/6-7/12**     | Introduction to Course  
Review Syllabus and Course Schedule  
Presentations:  
Lesson 1: Health Promotion Overview  
Lesson 2: Influence on Health Promotion | **View in D2L Content for details**  
Lesson 1 Discussion Posts due Thursday  
Lesson 1 Discussion Responses due Sunday  
Lesson 2 Assignment due Sunday |
| **Week Two 7/13-7/19**    | Presentations:  
Lesson 1: Conducting a Health Promotion Assessment  
Lesson 2: Health Promotion Planning | **View in D2L Content for details**  
Lesson 1 Assignment due Sunday  
Lesson 2 Discussion Post due Thursday  
Lesson 2 Discussion Response due Sunday |
| **Week Three 7/20-7/26**  | Presentations:  
Lesson 1: Evidence-Based Interventions  
Lesson 2: Health Promotion Planning | **View in D2L Content for details**  
Lesson 1 Assignment due Sunday  
Lesson 2 Discussion Post due Thursday  
Lesson 2 Discussion Response due Sunday |
| **Week Four 7/27-8/2**    | ☺ NOTE: This week ends on FRIDAY! ☻  
Presentations:  
Lesson 1: Constructing Health Promotion Plans  
Lesson 2: Promoting a Healthier Society | **View in D2L Content for details**  
(Note: earlier due dates for this week!!)  
Lesson 1 Discussion Post due Wednesday  
Lesson 1 Discussion Response due Friday  
Lesson 2 Assignment due Friday |
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: NRSG 3440
  Graduate:

Course Title: Palliative Care Nursing

Course Description: This course examines nursing care needs common to individuals and families receiving palliative and end-of-life care. Emphasizes nursing practice representing a holistic, interdisciplinary, client-centered approach aimed to ameliorate suffering and support serious illness, dying, and a peaceful death. Addresses symptom-control and quality of life issues for patients with life-threatening illness who are not yet experiencing end-of-life issues. Health care resources and issues related to the provision of palliative care are addressed. Prerequisite(s): Admitted to the major.

Credits: 3

Prerequisite(s):
  Undergraduate: Admitted to the major
  Graduate:

1. Reason(s) for creating this course: This course has been offered as a directed group study (3920) nursing elective for several summer sessions. The course needs to move to a permanent number.

2. How often will this course be offered? Each summer session; during academic year as able

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…”)?
   1. Interpret professional perspectives and resources regarding the aims, standards, and selected components of practice related to palliative care within the health care delivery system.
   2. Examine selected ethical considerations common to end-of-life nursing practice and to dilemmas faced by other patients & families with life-limiting and life-threatening illnesses.
   3. Interpret core elements of nursing practice associated with providing a holistic approach with individuals/families engaged in palliative care.
   4. Identify approaches by which professional nursing can support and advance quality palliative care and end-of-life care.
4. What are the major content areas for the course?
   1. Palliative care nursing
   2. Pain management
   3. Symptom management
   4. Ethical issues in palliative care nursing
   5. Cultural and spiritual considerations in end-of-life care
   6. Communication
   7. Grief, loss, and bereavement
   8. Final hours

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? online; asynchronous

7. What is the projected maximum class size (cap)? 24

8. What qualified faculty will be available to teach this course? Dr. Jessica LeTexier

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). None
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
School of Nursing
Bemidji State University
Syllabus: Palliative Care NRSG 3440
3 semester credits
Summer 2021

Contact Information
Jessica LeTexier DNP, RN, PHN
Associate Professor of Nursing

Email: Jessica.LeTexier@bemidjistate.edu
Nursing department phone: 218-755-3860

Course Description and Objectives
Examines nursing care needs common to individuals and families receiving palliative and end-of-life care. Emphasizes nursing practice representing a holistic, interdisciplinary, client-centered approach aimed to ameliorate suffering and support serious illness, dying, and a peaceful death. Addresses symptom-control and quality of life issues for patients with life-threatening illness who are not yet experiencing end-of-life issues. Health care resources and issues related to the provision of palliative care are addressed.

Prerequisites: admitted to the major

Students who have an RN license and successfully complete this course will receive a certificate of completion of the ELNEC (end of life nursing education curriculum) Core Curriculum. Unit content descriptions and unit objectives include those taken directly from the ELNEC Core Curriculum (2020 version)

Teaching/Learning:
This course is asynchronous online. Learning activities include assigned reading, presentations, video, quizzes, written case studies, participation in online discussions, and writing assignments.

Required texts:
Required Reading (free e-book provided within D2L):


Course Objectives:
The student will:

1. Interpret professional perspectives and resources regarding the aims, standards, and selected components of practice related to palliative care within the health care delivery system.
2. Examine selected ethical considerations common to end-of-life nursing practice and to dilemmas faced by other patients & families with life-limiting and life-threatening illnesses.
3. Interpret core elements of nursing practice associated with providing a holistic approach with individuals/families engaged in palliative care.
4. Identify approaches by which professional nursing can support and advance quality palliative care and end-of-life care.

**Course Units:**

**Module 1: Palliative Nursing Care**

At the completion of this module, the participant will be able to:

1. Describe the role of the nurse in providing quality palliative care for patients across the lifespan.
2. Identify the need for collaboration with interdisciplinary team members while implementing the nursing role in palliative care.
3. Recognize changes in population demographics, healthcare economics, and service delivery that necessitate improved professional preparation for palliative care.
4. Describe the philosophy and principles of hospice and palliative care that can be integrated across settings to affect quality care at the end of life.
5. Discuss aspects of assessing physiological, psychological, spiritual, and social domains of quality of life for patients and families facing a life-threatening illness or event.

**Module 2: Pain Management**

At the completion of this module, the participant will be able to:

1. Identify barriers to adequate pain relief at the end of life for patients across the lifespan.
2. List components of a thorough pain assessment.
3. Describe pharmacological and nonpharmacological therapies used to relieve pain.
4. Discuss the role of the nurse involved with pain assessment and management at the end of life.

**Module 3: Symptom Management**

At the completion of this module, the participant will be able to:

1. Identify common symptoms associated with end-of-life processes for patients across the life span.
2. Identify potential causes of symptoms at the end of life.
3. Describe assessment of symptoms at the end of life.
4. Describe interventions that can prevent or diminish symptoms at the end of life.

**Module 4: Ethical Issues in Palliative Care Nursing**

At the completion of this module, the participant will be able to:

1. Discuss ethical issues and dilemmas that may arise in end-of-life/palliative care.
2. Describe specific roles of the nurse in ethical decision-making.
3. Describe advance directives and their role in preventing ethical dilemmas.
4. Apply ethical principles utilized in addressing end-of-life/palliative care dilemmas, including models for case analysis and use of ethics committees.

**Module 5: Cultural & Spiritual Considerations in End-Of-Life Care**

At the completion of this module, participant will be able to:

1. Identify dimensions of culture and the influence of culture and spirituality beliefs on palliative care for patients across the life span.
2. Conduct a cultural and/or spiritual assessment of patients facing the end of life.
3. Recognize the value of interdisciplinary care in respecting cultural and spiritual diversity.

Module 6: Communication
At the completion of this module, the participant will be able to:
1. Define the importance of ongoing communication with the interdisciplinary team, patient and family throughout an end-of-life process.
2. Identify three factors that influence communication in the palliative care setting.
3. Describe important factors in communicating bad news.
4. Identify communication characteristics that patient/families expect of healthcare professionals.

Module 7: Grief, Loss, & Bereavement
Upon completion of this module, the participant will be able to:
1. Define loss, grief, bereavement, and mourning.
2. Distinguish between anticipatory grief, normal grief, complicated grief and disenfranchised grief.
3. Describe three tasks of grief and list five factors that may significantly affect the grief process.
4. Provide three interventions that may be appropriate to facilitate normal grief.
5. Verbalize an understanding of grief and loss issues as they relate to complex or traumatic circumstances.
6. Define personal death awareness and cumulative loss associated with professional caregiving.
8. Identify four systems of support the nurse can access to assist in coping with death anxiety and loss.

Module 8: Final Hours
Upon completion of this module, the participant will be able to:
1. Assess an imminently dying patient and list five physical signs and symptoms of the dying process.
2. Assess physical, psychological, social, and spiritual care needs and interventions for an imminently dying patient and their family.
3. Discuss the role of the palliative care nurse surrounding the death of a patient.

Projected Course Outline and Schedule:
Course schedule with due dates in D2L content section
Assignment checklist for each unit in D2L content section per unit, include content and assignments.

Guidelines and Grading Criteria (Rubrics) For Course Assignments/Practicums:
Discussion rubrics and written assignment rubric included in D2L shell, content section.
Grading Information
1. Mod 1 – Introductions, unit discussion & quiz 25 points
2. Mod 2 – case study & quiz 20 points
3. Mod 3 – case study & quiz 20 points
4. Mod 4 – discussion & case study 20 points
5. Mod 5 – Culture paper 30 points
6. Mod 6 – discussion, case study 20 points
7. Mod 7 – discussion & self-assessment 30 points
8. Mod 8 – discussion & case study, final thoughts 25 points
TOTAL 190 points (100%)

Evaluation
Grading Standard: 93-100 = A; 84-92 = B; 75-83 = C; 68-74 = D; ≤67 = F

AACN Essentials Demonstrated: None

Course Policies:
  o Please refer to your BSU Department of Nursing Resource Manual at http://www.bemidjistate.edu/academics/departments/nursing/ and the BSU Student Handbook here for academic and department policies and procedures. You should always refer to these documents.
  o Students are responsible for all information posted at the NRSG 3920 D2L site and/or Bemidji State University email.
  o Written and discussion assignments are due at the time and date specified. There will be a 10% point deduction for each day the posting or paper is late unless prior arrangements have been made with the instructor.
  o All assignments must be submitted to pass this course.
  o Completion of course readings and of all course assignments is mandatory. Active and relevant participation is expected by all to make the course a success.

It is an expectation that you will check your email daily as well as the Palliative Care site on D2L for any class updates or postings. Written materials for class (i.e. PowerPoint’s and class activities) will be available in advance in D2L. Weekly, active participation in on-line discussion (including reading other classmate’s posts) is also expected.

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Students with Special Needs Statement:
- Upon request this document can be made available in alternate formats. Please contact the instructor (Jessica LeTexier 218-791-4923) Accessibility Services at (218) 755-3883. Please contact the Accessibility Services Office ONLY if you have a need for accommodations in this class. All other contact should be with your instructor.

Tutoring Availability:
BSU is committed to assisting our students in their academic endeavors and has in place the Advising Success Center as a valuable resource: https://www.bemidjistate.edu/services/advising-success-center/services/tutoring/ The Advising Success Center is a great place to improve your academic skills and excel in
your classes. The center is located in Decker Hall 202. Of course, if I can be of any assistance in finding a peer learning group for you in the course…just let me know!

**Tutor.com:** The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu.

**All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

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If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website [https://www.bemidjistate.edu/offices/student-life-success/extended-absence/](https://www.bemidjistate.edu/offices/student-life-success/extended-absence/)

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Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: NRSG 3450
Graduate:

Course Title: Holistic Nursing

Course Description: This course introduces the concepts of Holistic Nursing and The American Nurses Association: Scope and Standards of practice for Holistic Nursing. This course will focus on the topics necessary to be ready to apply to take the Holistic Nurse Certificate Examination. Prerequisite(s): Admitted to the major

Credits: 2

Prerequisite(s):
Undergraduate: admitted to the major

Graduate:

1. Reason(s) for creating this course: This course has been offered as directed group study (3920) nursing elective for several summer sessions. The course needs to move to a permanent number.

2. How often will this course be offered? Each summer session; during academic year as able

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   1. Define holistic nursing
   2. Discuss the five core values of holistic nursing
   3. Describe healing at the body, mind, and spirit levels of human experience
   4. Identify ways to integrate complementary / alternative modalities (CAM) into individual nursing practice.

4. What are the major content areas for the course?
   1. Holistic philosophy, theories, and ethics
   2. Holistic caring process
   3. Holistic communication, therapeutic healing environment, and cultural diversity
   4. Holistic education and research
   5. Nurse self-reflection and self-care
5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? online; asynchronous

7. What is the projected maximum class size (cap)? 24

8. What qualified faculty will be available to teach this course? Dr. Tricia Cowan

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). None
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Department of Nursing  
Bemidji State University  
NRSG 3450 Holistic Nursing, 2 Credits  
Summer 2020

**Course Hours:** May 18 – June 5, 2020  
Name of instructor: Tricia Cowan, DNP, RN, PHN  
Office Phone: (218) 755-2148; BSU Nursing Department Phone: (218) 755-3860  
Email: tcowan@bemidjistate.edu  
Office hours in Bensen Hall, 109E, phone, or Zoom: by appointment  
Preferred method of contact: Email

**Course Description and Objectives:** This course introduces the concepts of Holistic Nursing and The American Nurses Association: Scope and Standards of practice for Holistic Nursing. This course will focus on the topics necessary to be ready to apply to take the Holistic Nurse Certificate Examination.

**Pre-Requisites:** Admitted to the major

Certification in Holistic Nursing is obtained through the AHNCC which is the only national credentialing corporation for Holistic Nursing. There is a cost, application process, and requirements that are not included in this course.

**Course schedule:** This course meets asynchronously online via the learning platform D2L Brightspace.

**Teaching / Learning Methods:** Assigned readings, discussions, and projects.

**Required Texts:**  

**Library Resources Tutorials:**  
Overview of Library Web site  
BSU Library Books & More Search  
Library OneSearch  
Nursing Research Guide/CINAHL searching  
BSU Links to Full Text, Distance Delivery Service, and Interlibrary Loan

**Course Objectives:**  
1. Define holistic nursing  
2. Discuss the five core values of holistic nursing  
3. Describe healing at the body, mind, and spirit levels of human experience  
4. Identify ways to integrate complementary / alternative modalities (CAM) into individual nursing practice.

**Course Units:**
Core Value One: Holistic Philosophy, Theories, and Ethics
Core Value Two: Holistic Caring Process
Core Value Three: Holistic Communication, Therapeutic Healing Environment, and Cultural Diversity
Core Value Four: Holistic Education and Research
Core Value Five: Holistic Nurse Self-Reflection and Self-care

Grading Information
- Group Discussions 25% (3 -10 points each / total 30 points)
- Case Study: Holistic Nurse Care Plan 35% (35 points)
- Holistic Nurse Self-Reflection 35% (35 points)

Late Assignment Policy: If an assignment is submitted late (but within 24 hours of the due date/time) without prior approval of instructor, student will receive a 50% deduction in points. If the assignment is submitted beyond 24 hours of the due date without prior approval from your instructor, student will receive zero credit for the assignment.

In the event of an emergency, such as a medical emergency or death in the family, exceptions to the late assignment policy may be provided, at faculty discretion. However, such an exception may require documentation (i.e. healthcare provider note or funeral program/memorial).

Evaluation
- Grading Standard: 93-100 = A; 84-92= B; 75-83 = C; 68-74 = D; ≤ 67 = F
- Exams, homework, quizzes, graded assignments, and final grades will be the percentage achieved. Rounding is not done. All assignments must be completed to earn a final grade.

Course Policies:

Social Media Policy
BSU respects the right of students/staff to participate in social media; however, the integrity and reputation must be consistent with BSU’s School of Nursing’s mission, and core values. This applies to BSU nursing students when using social media while at work, home, or campus. Student’s/Staff using social media shall not:
- Disclose BSU entities’, patients’, or affiliates confidential information, or PHI
- Disclose location, facility type, or any demographic identifier of clinical or capstone

Refer to the Nursing Students’ Resource Manual for the full policy.
Communications:
- It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using University assigned electronic mail addresses. It shall be the responsibility of each student to monitor the University assigned electronic mail account for communications from the University.
- You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends.

Time Expectations: A student should expect a minimum of 32 hours of work per week for this 2 credit online course delivered over 3 weeks.

<table>
<thead>
<tr>
<th>Instruction Delivery Mode</th>
<th>Hours of in class “Seat Time” per credit</th>
<th>Expected hours of course work outside of class per credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1 hour/credit/week for 16 weeks</td>
<td>2 hours/credit/week for 16 weeks</td>
</tr>
<tr>
<td>Lab</td>
<td>2 hours/credit/week for 16 weeks</td>
<td>1 hours/credit/week for 16 weeks</td>
</tr>
<tr>
<td>Internships/Practicums</td>
<td>2 hours/credit/week for 16 weeks</td>
<td>As required</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td>3 hours/credit/week for 16 weeks</td>
</tr>
</tbody>
</table>

Hybrid courses and courses offered in condensed formats need to make appropriate adjustments. See Minnesota State Policies/Procedure 3.36/3.36.1

Academic Integrity Statement:
BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire course as well as suspension from the University. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

Tutor.com:
The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. All students will receive 15 hours of tutoring at no cost. Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

Extended Leave Procedure:
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website: https://www.bemidjistate.edu/offices/student-life-success/extended-absence/
Mental Health and Counseling:
Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Disruptive Behavior in the Classroom:
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

Students with Special Needs Statement:
BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Accessibility statement:
Upon request this document can be made available in alternate formats. Please contact Accessibility Services at 755-3883.

Projected Course Outline and Schedule: subject to change at faculty discretion

<table>
<thead>
<tr>
<th>Semester Week Class dates</th>
<th>Content</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Core Values One and Two</td>
<td>Read Dossey &amp; Keegan Chapters 1 &amp; 2</td>
</tr>
<tr>
<td>Monday, May 18</td>
<td>Chapter 1 Nursing: Holistic, Integral, and Integrative</td>
<td>Read Dossey &amp; Keegan Chapters 3 &amp; 4</td>
</tr>
<tr>
<td></td>
<td>Chapter 2 Holistic Nursing: Scope &amp; Standards</td>
<td>Discussion initial post by Wednesday, May 20 @ 2359</td>
</tr>
<tr>
<td>Wednesday, May 20</td>
<td>Chapter 3 Current Trends &amp; Issues in Holistic Nursing</td>
<td>Discussion response post by Sunday, May 24 @ 2359</td>
</tr>
<tr>
<td></td>
<td>Chapter 4 Transpersonal Human Caring &amp; Healing</td>
<td></td>
</tr>
<tr>
<td>Friday, May 22</td>
<td>Chapter 7 Spirituality &amp; Health</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 8 The Holistic Caring Process (core value two)</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Core Value Three</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------</td>
</tr>
<tr>
<td>Tuesday, May 26</td>
<td>Chapter 28 Holistic Nursing Research</td>
<td>Read Dossey &amp; Keegan Chapter 28</td>
</tr>
<tr>
<td>Wednesday, May 27</td>
<td>Chapter 29 Self-development: The Foundation</td>
<td>Read Dossey &amp; Keegan Chapter 29 Disclosure initial post by Wednesday, May 27 @ 2359</td>
</tr>
<tr>
<td>Friday, May 29</td>
<td>No new reading. Finish Case Study Nursing Care Plan</td>
<td>Discussion response post by Sunday, May 31 @ 2359</td>
</tr>
<tr>
<td></td>
<td>Start Self-reflection (due Friday of week 3)</td>
<td>Case Study Nursing Care Plan due Sunday, May 31 @ 2359</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Core Value Four and Five</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, June 1</td>
<td>Chapter 31 Nutrition Chapter 32 Exercise &amp; Movement</td>
<td>Read Dossey &amp; Keegan Chapter 31 &amp; 32 Discussion initial post by Monday, June 1 @ 2359</td>
</tr>
<tr>
<td>Wednesday, June 3</td>
<td>Chapter 33 Addiction &amp; Recovery Counseling Chapter 35 Smoking Cessation</td>
<td>Read Dossey &amp; Keegan Chapters 33 &amp; 35</td>
</tr>
<tr>
<td>Friday, June 5</td>
<td>Chapter 37 Advancing Integrative Health &amp; Well-being</td>
<td>Read Dossey &amp; Keegan Chapter 37 Discussion response post by Friday, June 5 @ 2359 Holistic Self-Reflection due Friday, June 5 @ 2359</td>
</tr>
</tbody>
</table>

**Guidelines and Rubrics for Course Assignments:** Also refer to D2L Brightspace

**Assignment: Discussions**

Week 1 Discussion. Choose **ONE** of the following and develop an initial post using the discussion rubric as a guide

a. Describe your current understanding of Holistic nursing (chapters 1 & 2) and how you have seen examples of CAMs (examples in chapters 9 – 16) in your healthcare facility. If you have not seen examples of CAM, what would be an example of a situation where it would be useful.

b. Describe examples of healing at the body, mind, and spirit levels (chapter 7) of human experiences that you have observed in your practice.
Week 2 Discussion. Choose ONE of the following and develop an initial post using the discussion rubric as a guide
   a. How can you begin to apply the holistic caring process (chapter 8) in terms of standardized nursing taxonomies for diagnosis, interventions, and outcomes?
   b. After reviewing the Integrative Health and Wellness Assessment (chapter 30) discuss how this assessment information could be used, and where you personally fit in.

Week 3 Discussion. Choose ONE of the following and develop an initial post using the discussion rubric as a guide
   a. What physical sensations may accompany physical wellbeing because of improved nutrition (chapter 31)?
   b. Discuss how you may strive to identify personal biases regarding the weight of patients (chapter 32), and how you can practice self-reflection and holistic strategies to address them
   c. How do you connect with your spiritual nature (chapter 33) and how do you support this in your daily life?
   d. What coping mechanisms and resources (chapter 35) can be used to facilitate healing?

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial post word count</td>
<td>At least 200 words in initial post</td>
<td>150-199 words in initial post</td>
<td>Less than 150 words in initial post</td>
<td>/4</td>
</tr>
<tr>
<td>Initial post content</td>
<td>The initial post clearly and thoughtfully connects to course concepts with supporting detail. Spelling and grammar/sentence structure is accurate</td>
<td>The initial post connects to the reading but is not clear, thoughtful, or is lacking supporting detail. Minor spelling or grammar/sentence structure errors may be present</td>
<td>The initial post is not connected to the reading. Little supporting detail is used. Major spelling or grammar/sentence structure errors are present</td>
<td>/4</td>
</tr>
<tr>
<td>Response word count</td>
<td>At least 100 words in response</td>
<td>75-99 words in response</td>
<td>Less than 75 words in response</td>
<td>/1</td>
</tr>
<tr>
<td>Response post content</td>
<td>Response to a peer advances discussion such as a) critical analysis or interpretation of posted idea, b) provide examples to illustrate post, c) provide additional information or an explanation, d) connect the post to your current practice, e) share a related experience from work or life. Spelling, grammar/sentence structure is accurate</td>
<td>Response to a peer advances discussion using examples from previous level (a-e) but is limited or has minor spelling or grammar/sentence structure errors.</td>
<td>Response to a peer does not advance discussion. It is limited to “I agree” or “I disagree” statements. Major spelling or grammar/sentence structure errors are present</td>
<td>/2</td>
</tr>
</tbody>
</table>
Assignment: Case Study & Holistic Care Plan

(Refer back to chapter 8 in your text for valuable information on the holistic caring process)

Review the case study below and complete a nursing care plan based on the principles of holistic nursing.

The holistic caring process is an adaptation of the nursing process that incorporates holistic nursing philosophy and nursing theories. The holistic caring process is a systematic, dynamic living framework for discovering, describing, and documenting health patterns unique to the person. It is a six-step circular process involving assessment, patterns/problems/needs, outcomes, therapeutic care plan, implementation, and evaluation.

Holistic Nursing Case Study

You are being introduced to a 54-year female African American who has just received news that her mammography showed a small (2.5 cm) tumor. It appears to be a ductal carcinoma, with potential metastasis to the lymph nodes.

1. She is married with 4 children whose ages range from 25 years to 10 years. She is perimenopausal and has been using oral estrogen-based birth control for the last ten years.
2. Lives in a suburban community just 30 miles from a large metropolitan area.
3. Works as a LPN in an assisted living facility located about 5 miles from her home.
4. Her current medications are just the birth control pills and a multi-vitamin.
5. Broke her arm when she was ten and all of her pregnancies and births were normal.

A maternal aunt died of breast cancer. Her mother is still alive as are two sisters. She is the middle child. Her husband is currently away at a business conference. He is a stockbroker with a mid-size firm.

Vital signs:
BP 150 / 90, Pulse 98, respiration 20, temperature 96.8
Weight 210 Height 5’6”

She states: “I am really afraid of what this will mean for my family.” “At one time I attended church but just drifted away.” “I feel safe in my home.” “I just want to be cured and go back to my normal life.”

<table>
<thead>
<tr>
<th>Holistic Assessment Data</th>
<th>Patterns / Challenges / Needs</th>
<th>Nursing Diagnosis</th>
<th>Outcomes</th>
<th>Interventions</th>
<th>Evaluation Method</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
</table>
See the grading rubric on following page for specific items required in each of the boxes included in the care plan.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5 points</td>
<td>3 points</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Holistic Assessment data</td>
<td>Data is sufficient and includes a) physiological and behavioral data, b) internal processes as expressed by the client, c) family processes and cultural meaning, d) system factors that may enhance or impinge upon client health</td>
<td>Data is sufficient and includes a) physiological and behavioral data, b) internal processes as expressed by the client, c) family processes and cultural meaning, d) system factors that may enhance or impinge upon client health</td>
<td>Data is not sufficient and is lacking attention to each of the four quadrants (a-d)</td>
<td>/5</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3 points</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Patterns / Challenges / Needs</td>
<td>The client's patterns/challenges/needs are clearly described using standardized language</td>
<td>The client's patterns/challenges/needs are mostly clear and described using standardized language</td>
<td>The client's patterns/challenges/needs are not clear or not described using standardized language</td>
<td>/5</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3 points</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Nursing Diagnoses</td>
<td>Three - four nursing diagnosis are provided and are supported by data. Consider a) physical and behavioral health, b) internal processes expressed by the client, c) family process and cultural meaning, and d) system and external factors that may enhance or impinge upon client health</td>
<td>Two nursing diagnosis are provided and is supported by data. Consider a) physical and behavioral health, b) internal processes expressed by the client, c) family process and cultural meaning, and d) system and external factors that may enhance or impinge upon client health</td>
<td>One diagnosis is listed, or none of the diagnoses listed are supported by data</td>
<td>/5</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3 points</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>Outcomes are clearly written for each diagnosis that are specific, measurable, achievable, relevant, and time limited.</td>
<td>Outcomes are mostly clear and are written for each diagnosis that are specific, measurable, achievable, relevant, and time limited.</td>
<td>Outcomes are not clearly written for each diagnosis, or are not specific, measurable, achievable, relevant, or time limited.</td>
<td>/5</td>
</tr>
<tr>
<td></td>
<td>5 points</td>
<td>3 points</td>
<td>1 point</td>
<td></td>
</tr>
<tr>
<td>Implementation</td>
<td>Implemented interventions that clearly consider a) physical and behavioral health, b) internal processes expressed by the client, c) family process and cultural</td>
<td>Implemented interventions that somewhat consider a) physical and behavioral health, b) internal processes expressed by the client, c) family process and cultural</td>
<td>Interventions do not consider a) physical and behavioral health, b) internal processes expressed by the client, c) family process and cultural meaning, and d) system and</td>
<td>/5</td>
</tr>
</tbody>
</table>
Assignment: Holistic Self-Reflection

A set of principles and Core Values serves as the foundation of Holistic Nursing (ANA/AHNA, 2013). You will find your text divided into each of the core values. One of the principles related to Self-Care states: “The nurses’ self-reflection and self-assessment, self-care, healing, and personal development are necessary for service to others and growth/change in one’s own well-being and understanding of one’s personal journey”.

Use your own words and experiences in your paper addressing each of the three topics listed below. Format your paper using APA guidelines including one-inch margins, double spaced, 12-point Times New Roman font, title page, running head, page number, header, headings, in-text citations, and reference page. Use these level I headings (bold and centered) to guide your paper “Holistic Nursing Theories”, “Holistic Nursing Journey”, “Reflection”. An abstract is not necessary.

Your paper should be at least 3 pages, for a minimum of one page per topic, but not more than 4 pages. This does not include your title and reference pages. References (as needed) should be cited in-text and included on the reference list using APA format. You will need to cite your discussion on holistic nursing theory. Respond and reflect on each of the following three topics:

1. Think about a holistic nursing theory(ies) and related concepts and assess how they may guide your life and practice (e.g. Watson, Newman, Erickson, Parse, Rogers, and Nightingale). Several theories are mentioned in chapter 5 on table 5-2.

2. Reflect on your personal and professional holistic nursing journey and discuss how it affects who you are today.
3. Reflect on a situation that occurred in your professional practice within the last year in which you applied concepts of holistic nursing and assess the impact it had on you as a professional.

(Based on the American Holistic Nurses Certification Corporation (www.ahncc.org) Self-Reflection Application item.)

See the grading rubric on following page

<table>
<thead>
<tr>
<th>Holistic Self-Reflection Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria</td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Holistic Nursing Theory (ies)</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Holistic Nursing Journey</td>
</tr>
<tr>
<td>Reflection</td>
</tr>
<tr>
<td>APA format</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: NRSG 3460
   Graduate:

Course Title: Child Abuse and Nursing Forensics

Course Description: This course is intended to provide an overview of child abuse. A basic introduction of child sexual abuse and child physical abuse will be examined. The course will examine the history, etiology, assessment, and consequences of child abuse. Mandated reporting and the role of the nurse and the forensic nurse clinician in relation to child abuse will be discussed. Prerequisite(s): Admitted to the major

Credits: 3

Prerequisite(s):
   Undergraduate: admitted to the major

1. Reason(s) for creating this course: This course has been offered as a directed group study (3920) nursing elective for several summer sessions. The course needs to move to a permanent number.

2. How often will this course be offered? Each summer session; during academic year as able

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   1. Explore the history, definitions, and etiology of child abuse.
   2. Summarize the evaluation and assessment findings of child abuse
   3. Explore a child abuse professional’s role and perspectives of child abuse.
   4. Evaluate the role of the nurse and the forensic nurse clinician in relation to child abuse.
   5. Explain the consequences and the prevention of child abuse.

4. What are the major content areas for the course?
   1. Historical perspectives and etiology
   2. Types of child abuse
   3. Medicolegal concepts and mandated reporting
   4. Assessment and evaluation
5. Forensic nurse role
6. Prevention

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? online; asynchronous

7. What is the projected maximum class size (cap)? 24

8. What qualified faculty will be available to teach this course? Dr. Tiffany Hommes

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). None
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Bemidji State University
Syllabus: Child Abuse and Nursing Forensics
NRSG 3460
3 credits
Summer Semester 2020

Contact Information
Name of instructor(s)
Dr. Tiffany Hommes, DNP, APRN, FNP-BC
tiffany.hommes@bemidjistate.edu
Preferred method of contact: Email
Phone calls and Zoom meetings by appointment

Course Description and Objectives
This course is intended to provide an overview of child abuse. A basic introduction of child sexual abuse and child physical abuse will be examined. The course will examine the history, etiology, assessment, and consequences of child abuse. Mandated reporting and the role of the nurse and the forensic nurse clinician in relation to child abuse will be discussed.

Pre-requisite courses: Admitted to the major

Course Objectives:
The student will:
1) Explore the history, definitions, and etiology of child abuse.
2) Summarize the evaluation and assessment findings of child abuse
3) Explore a child abuse professional’s role and perspectives of child abuse.
4) Evaluate the role of the nurse and the forensic nurse clinician in relation to child abuse.
5) Explain the consequences and the prevention of child abuse.

Course schedule: On-line via D2L
Summer Session: 6/1-6/26
Attendance:
Course readings and completion of all course assignments is mandatory. Active and relevant participation is expected by all to make the course a success. These are fast paced courses and will demand your daily participation.

Teaching/Learning Methods: Assignments, lectures, quizzes, papers, discussions, interviews, presentations.

Required texts:
ISBN # 978-1-84872-529-4

Grading Information – Course Assignments
Discussions: 30%
Interview: 25%
Reflective Writing Assignment: 20%
Final Presentation: 25%
The grading in this course is a weighted method. This means that each assignment is worth a percentage of the final grade. Although each assignment has a point value, it is important to pay close attention to the percentage (or weight).

**Evaluation**
Grading Standard: 93-100 = A; 84-92= B; 75-83 = C; 68-74 = D; ≤ 67 = F
Grades will NOT be rounded up.

There will be a 5% deduction for each day an assignment is late.
1. Students are expected to take all quizzes on the dates and times scheduled. If, however, an emergency situation arises to prevent a student from taking the quiz, the student must notify the faculty member prior to the quiz due date to be allowed to take the quiz. Make-up quizzes will not be given unless the student has made arrangements with the instructor prior to the time of the scheduled quiz. If the student does not notify the faculty member, the student will receive a zero for the quiz. At the discretion of the faculty member, the student may also be required to provide validation for the absence.
2. Assignments are due at the time and date specified. There will be a 5% deduction for each day the paper/assignment is late.
3. All assignments must be submitted in order to pass this course.

**AACN Essentials Demonstrated:** None
**Pharmacology Integration:** (4 yr track) None
**Geriatric Competency Integration:** (4 yr track) None

**Course Policies:**

**EXPECTATIONS FOR ONLINE / CLASSWORK PARTICIPATION**
It is to the student’s benefit to participate fully in online activities and assignments. Please be responsible and keep up to date on all relevant course communications and notifications. It is beneficial to check their BSU E-mail and the online course at least twice each week; check more, if possible.

Students are expected to keep up with the course work and to submit assignments on time. To keep up, students will do best by following the activity and assignment course schedule and work plan within each course module.

When there are group assignments, students are expected to participate fully and actively with their members.

**COMMUNICATING COURSE CONCERNS OR QUESTIONS**
It is expected that you will seek help on questions or with concerns in the following order:
This is a baccalaureate degree program and seeking knowledge is part of learning. It is important to use resources to assist you, so first research your question on your own. There are many resources in our D2L Brightspace course materials. If unable to find an answer, post your question in the Questions Discussion Forum to see if any of your classmates (or the instructor) can help you. If no response, email your course instructor. Zoom is an option too. You may expect a response to your communications to faculty within 48 hours during the work week. Please do not expect faculty responses during weekends. When sending an email to your instructor, please include course number and section somewhere in the message to expedite a response.

Social Media Policy
BSU respects the right of students/staff to participate in social media; however, the integrity and reputation must be consistent with BSU’s School of Nursing’s mission, and core values. This applies to BSU nursing students when using social media while at work, home, or campus. Student’s/Staff using social media shall not:
- Disclose BSU entities’, patients’, or affiliates confidential information, or PHI
- Disclose location, facility type, or any demographic identifier of clinical or capstone
Refer to the Nursing Students’ Resource Manual for the full policy.

Attendance / Emergency Information:
- In case of an emergency, course requirements may be subject to change.
- In the event that you become ill or unable to attend class, notify your professors (you may send one email addressed to all your professors). Individual consequences for missed classes are at the instructor’s discretion.

Communications:
- It is the policy of BSU that administrative electronic mail communications between the University and University students shall be done using University assigned electronic mail addresses. It shall be the responsibility of each student to monitor the University assigned electronic mail account for communications from the University.
- You may expect a response to your communications to faculty within 48 hours during the workweek. Please do not expect faculty responses during weekends.

Time Expectations (required on all BSU syllabi):
[State the number of hours a student should expect to work outside of class.]

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</tr>
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<td>2 hours/credit/week for 16 weeks</td>
<td>1 hours/credit/week for 16 weeks</td>
</tr>
<tr>
<td>Internships/Practicums</td>
<td>2 hours/credit/week for 16 weeks</td>
<td>As required</td>
</tr>
<tr>
<td>Online</td>
<td></td>
<td>3 hours/credit/week for 16 weeks</td>
</tr>
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Hybrid courses and courses offered in condensed formats need to make appropriate adjustments. See Minnesota State Policies/Procedure 3.36/3.36.1

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**Plagiarism** is a serious infraction and will result in a major grade penalty or failure in the course. The university currently uses the software program Turnitin as a tool in identifying plagiarized material.

**Tutor.com:**
The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.

**Disruptive Behavior in the Classroom:**
We at Bemidji State University believe the classroom is an environment where civility, human dignity and respect is maintained. Any variation from this for example yelling or saying profanity at an instructor or another person in the classroom, or any other loud, lewd, belligerent or obnoxious behavior resulting in a disruption from teaching, and learning are violations of the Code of Conduct and will not be tolerated. If this occurs, you will be asked to leave the classroom not to return until you meet with the University Conduct Officer and you could be subject to a judicial hearing.

**Extended Leave Procedure:**
If student has to be away from class from an extended period of time (more than two class sessions) for medical emergencies or a funeral, you are asked to contact the Student Life and Success Office where a leave notice will be given to your faculty. This notice informs the faculty of your departure and return date back to campus. This leave does not absolve you from any assignment you have due during your leave. You are to make arrangements with your instructors of when to complete any assignments due during the leave period. You can complete a leave form as this website [https://www.bemidjistate.edu/offices/student-life-success/extended-absence/](https://www.bemidjistate.edu/offices/student-life-success/extended-absence/)

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Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to
assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

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**Accessibility statement:**
Upon request this document can be made available in alternate formats. Please contact Accessibility Services at 755-3883.

**Projected Course Outline and Schedule:**
Please see D2L Brightspace Content

**Guidelines and Grading Criteria (Rubrics) For Course Assignments/Practicums:**
Please see D2L Brightspace content.

**During this course, you are encouraged to take good care of yourself. If any of the course becomes too difficult, please inform me, and do what you need to do to take care of yourself. You can contact the BSU Center for Health and Counseling at (218) 755-2053 or the National Child Abuse Hotline at 1-800-422-4453.**
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: NRSG 4250
   Graduate:

Course Title: Evidence, Practice, and Research

Course Description: This course considers the nursing role in the use of nursing research and evidence-based practice. An introduction to the research process and evidence-based practice is provided and interpreted for its utilization in nursing practice. Prerequisite(s): Admitted to the major, current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100.

Credits: 4

Prerequisite(s):
   Undergraduate: Admitted to the major, current unencumbered RN license;
   Prerequisite/Co-requisite: NRSG 3100
   Graduate:

1. Reason(s) for creating this course: Necessary research content from NRSG 4101 Nursing Research will combined with content from NRSG 4240 Evidence, Practice, & Profession course into this new course (NRSG 4250 Evidence, Practice, & Research) which will be 4 credits. The previous courses (4240 and 4101) will be dropped from the program and from the catalog

2. How often will this course be offered? Each spring semester

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…")?
   1. Demonstrate an understanding of the process for applying research evidence to improve the quality of nursing practice and transform health care.
   2. Participate in the process of retrieval, analysis, and synthesis of research to address an identified clinical issue.
   3. Develop a plan to implement an evidence-based nursing practice change, including the dissemination of evidence to advance the scholarship of nursing.
   4. Develop an attitude of responsible inquiry and ethics towards nursing research as a component of the professional nursing role.
   5. Critically reflect upon the value and implications of evidence based practice and research to humanity.
4. What are the major content areas for the course?
   1. An introduction to research and evidence-based practice
   2. Professionalism and scholarship for nursing practice

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned? No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used? Blended or online; asynchronous

7. What is the projected maximum class size (cap)? 32

8. What qualified faculty will be available to teach this course? Drs. Carrie Yavarow, Jessica LeTexier

   NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available? None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). None
   Amount per student: $
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
Department of Nursing  
Bemidji State University  
Syllabus: Evidence, Practice, and Research, Nursing 4250, 4 credits  
Spring 2020

Contact Information
Name of instructor: Dr. Jessica LeTexier DNP, RN, PHN
Office: BE 230  
Email: Jessica.LeTexier@bemidji\state.edu
Office Hours: varies weekly, please email to set up phone or campus appt

Course Description and Objectives
Description from catalogue:
• This course considers the nursing role in the use of nursing research and evidence-based practice. An introduction to the research process and evidence-based practice is provided and interpreted for its utilization in nursing practice.
Pre-requisite(s):
Admitted to the major, current unencumbered RN license; Prerequisite/Co-requisite: NRSG 3100

This course combines online learning and on-campus meetings. All content relevant to the course is located in the Desire2Learn course file. Assignments and discussions may be presented online or in class. Classroom and online discussions will be held to enhance and expand upon the material with minimal instructor lecturing. To fully participate, students are expected to complete assignments prior to the class date. Refer to the weekly course schedule for additional information.

Teaching/Learning Methods:
The course incorporates a variety of delivery methods and requires reading, preparation for discussion, and written assignments. Attendance and participation in class and on-line discussions are considered essential in meeting course objectives. Assignments may include: Course presentations, reading assignments written assignments, discussions, in-class activities, and audio/visual materials.

Required texts:

References from Previous Courses:
Additional Reference: American Psychological Association, APA On-line
Philadelphia, PA: Lippincott Williams & Wilkins.

**Library resources:**
- Overview of Library Web site
- BSU Library Catalog
- Library Search
- Nursing Research Guide/CINAHL searching
- BSU Links to Full Text, Distance Delivery Service, and Interlibrary Loan

**Course Objectives:**
At the completion of this course the student will be able to:
1. Demonstrate an understanding of the process for applying research evidence to improve the quality of nursing practice and transform health care.
2. Participate in the process of retrieval, analysis, and synthesis of research to address an identified clinical issue.
3. Develop a plan to implement an evidence-based nursing practice change, including the dissemination of evidence to advance the scholarship of nursing.
4. Develop an attitude of responsible inquiry and ethics towards nursing research as a component of the professional nursing role.
5. Critically reflect upon the value and implications of evidence based practice and research to humanity.

**Course Units: see course schedule**

**Grading Information:**
- Assignments
  - Essential III and Essential IX-Evidence Based Project in NRSG 4240
    - Upon Completion of this project students will be able to:
      - Distinguish research utilization and evidence based practice and analyze their current status within nursing.
      - Understand and utilize strategies for undertaking the EBP project.
      - Summarize their EBP through an extensive nursing professional poster.
      - Organize and synthesize the best current evidence identifying gaps, commonalities, and variations.
      - Recommend continuation of current practice or a change in practice based on evidence.
      - Design a plan changing or reinforcing the recommended practice, including an evaluation component.
      - Work effectively as a contributing team member to the project group.
Assignments:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit I.</td>
<td></td>
</tr>
<tr>
<td>Discussion postings</td>
<td>20</td>
</tr>
<tr>
<td>Group work</td>
<td>20</td>
</tr>
<tr>
<td>Level of Evidence assignment</td>
<td>40</td>
</tr>
<tr>
<td>D2L Quiz</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total 110</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 2.</td>
<td></td>
</tr>
<tr>
<td>PICOT question &amp; search strategy</td>
<td>30</td>
</tr>
<tr>
<td>discussion-</td>
<td>10</td>
</tr>
<tr>
<td>Project synthesis</td>
<td>50</td>
</tr>
<tr>
<td>Project evidence table</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total 130</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 3.</td>
<td></td>
</tr>
<tr>
<td>Products of unit 3 are incorporated into poster presentation</td>
<td></td>
</tr>
<tr>
<td>Unit 4.</td>
<td></td>
</tr>
<tr>
<td>EBP Poster</td>
<td>40</td>
</tr>
<tr>
<td>EBP Poster Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Group and Self-evaluation</td>
<td>20</td>
</tr>
<tr>
<td>Professional Development Plan</td>
<td>60</td>
</tr>
<tr>
<td><strong>Total 140</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total percentages/ points</strong></td>
<td></td>
</tr>
<tr>
<td><strong>100% / 380 points</strong></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation
Grading Standard: 93-100 = A; 84-92 = B; 75-83 = C; 68-74 = D; <67 = F

Assignment and Group Considerations
*All assignments are due on the date indicated unless prior arrangements are made with the faculty member*

- There will be a 10% deduction each 24 hour period (including weekends) for late submissions of written work (not including discussions or on-campus activities/assignments)
- Late assignments for discussions and on-campus activities/assignments will not earn points unless specific arrangements are made with faculty.
- Assignments will be submitted through D2L Brightspace discussion, dropbox, or quiz features. Assignments are not accepted through email.
- All individual assignments including discussions must be completed to pass this course.
- Effective groupwork/teamwork is expected in this course. Students are expected to be professional in all communications with each other and with faculty. Students are expected
to complete group evaluations when completing the course assignments. If there is consensus from the other group members that a student does not participate fully in a group assignment, the professor has the right to reduce the student’s assignment grade by up to 30%. If there is consensus from the other group members that the student did NOT participate in the group assignment, the professor has the right to give the student a zero on that assignment.

AACN Essentials Demonstrated:
- Essential III
  - Scholarship for Evidence Based Practice
- Essential IX
  - Baccalaureate Generalist Nursing Practice
    - The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
    - The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Course Policies:

Social Media Policy
BSU respects the right of students/staff to participate in social media; however, the integrity and reputation must be consistent with BSU’s School of Nursing’s mission, and core values. This applies to BSU nursing students when using social media while at work, home, or campus. Student’s/Staff using social media shall not:
- Disclose BSU entities’, patients’, or affiliates confidential information, or PHI
- Disclose location, facility type, or any demographic identifier of clinical or capstone
Refer to the Nursing Students’ Resource Manual for the full policy.

Attendance / Emergency Information:
- In case of an emergency, course requirements may be subject to change.
- In the event that you become ill or unable to attend class, notify your professors (you may send one email addressed to all your professors). Individual consequences for missed classes are at the instructor’s discretion.

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**Accessibility statement (required on all BSU syllabi):**
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**Projected Course Outline and Schedule:** See Schedule

**Guidelines and Grading Criteria (Rubrics) For Course Assignments/Practicums:**
Descriptions and rubrics for specific assignments can be found in the D2L course shell.
BSU Curriculum Forms
Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
  Undergraduate: NRSG 4101
  Graduate:

Course Title: Nursing Research RN-BS (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum: Necessary research content will be added to NRSG 4240. The NRSG 4101 Nursing Research course will be offered one more semester, allowing all students who have already taken NRSG 4240 (without the addition of research content) to take NRSG 4101 Nursing Research.

This dropped course is a requirement or an elective in the programs/areas listed below. To locate where this course appears please search the online catalog, as follows:
  1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
  2) click on “Areas of Study, and Course Descriptions,”
  3) click on “PDF of Entire Catalog” in upper right,
  4) press Ctrl F, and enter the prefix and number of the course(s) from this form.
     Non-licensure programs:
     Nursing, B.S. major RN To Baccalaureate Track
     Teacher Licensure programs:
     Liberal Education:

The above “service area” programs/departments were notified of this modification on ________ (date) by ________________ (mail, email, or phone).

Please check one of the items below:

______ No comments were received from other programs or departments within one week of the notification.

______ Comments were received within one week of the notification, and are attached.

Reason(s) for dropping this course: The RN – BS program is being reduced from 36 credits to 32 credits to be more competitive in the MinnState system. Additionally, when reviewing other MinnState programs, a stand-alone course for nursing research is not required elsewhere. Necessary research content will be moved into an existing course (NRSG 4240 Evidence, Practice, & Profession).
BSU Curriculum Forms

Form 4

Course Drop Form
(Use this form to drop a course from the university curriculum file.
To drop a course from a program only, use Form 5 Program Modification Form)

Course Number:
  Undergraduate: NRSG 4240
  Graduate:

Course Title: Evidence, Practice, and Profession (3 credits)

New or current courses that will universally replace this dropped course for students remaining in the old curriculum:
Students will take the new course, NRSG 4250 Evidence, Practice, and Research for 4 credits. Students who have already taken the old course (NRSG 4240 for 3 credits) will not have to take NRSG 4250. However, if they have not taken the research course (NRSG 4101 Nursing Research) they will need to take NRSG 4101 when it is offered for the last time in Spring 2021.

This dropped course is a requirement or an elective in the programs/areas listed below.
To locate where this course appears please search the online catalog, as follows:
  1) go to http://www.bemidjistate.edu/academics/catalog/ and choose the most recent catalog(s),
  2) click on “Areas of Study, and Course Descriptions,”
  3) click on “PDF of Entire Catalog” in upper right,
  4) press Ctrl F, and enter the prefix and number of the course(s) from this form.
    Non-licensure programs:
      Nursing, B.S. major RN To Baccalaureate Track
    Teacher Licensure programs:
      Liberal Education:
The above “service area” programs/departments were notified of this modification on
_______ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:
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______ Comments were received within one week of the notification, and are attached.

**Reason(s) for dropping this course:** The RN – BS program is being reduced from 36 credits to 32 credits to be more competitive in the MinnState system. Additionally, when reviewing other MinnState programs, a stand-alone course for nursing research is not required elsewhere. Necessary research content will be moved into a new course (NRSG 4250 Evidence, Practice, and Research) which will be 4 credits.
BSU Curriculum Forms

Form 5

Program Modification Form

Program to be modified: Nursing, B.S. major; RN To Baccalaureate Track

List all proposed change(s):

1. Reduce program credits from 36 to 32
2. Modify NRSG 4116 Community and Family Health Nursing course title to Family and Population Health Nursing. Update objectives. This course will replace the previous course for students who have already taken it in the old curriculum.
3. Modify 4120 Nursing Practicum: Community course title to Family and Population Health Practicum and increase credits from 3 to 4. Update objectives. This course will replace the previous course for students who have already taken it in the old curriculum.
4. Drop 4240 Evidence, Practice, & Profession from the program and catalog. Students who have already taken this course in the old curriculum will not have to take the new course (NRSG 4250) described below.
5. Add new course NRSG 4250 Evidence, Practice, and Research for 4 credits to replace NRSG 4240 Evidence Practice, and Profession (3 credits) and NRSG 4101 Nursing Research (3 credits).
6. Drop 4101 Nursing Research RN – BS from the program and from the catalog. This course will be offered one more semester (Spring 2021). Students who have already taken NRSG 4240 Evidence, Practice, & Profession will be required to take NRSG 4101 Nursing Research Spring 2021.
7. Modify program to drop 3200 Health Education in Nursing Practice from the program but keep in the catalog to be taken as a nursing elective. Students who have already taken NRSG 3200 Health Education in Nursing Practice will fill the nursing elective requirement with this course.
8. Create new courses for remaining nursing elective courses that have been offered for at least two semesters and still have an experimental 3920 course number.

Reason(s) for the change(s): Multiple changes are in response to a significant drop in enrollment that is perceived to be due to a lack of competitiveness of the RN – BS program amongst other universities. The current program is 36 credits, which is the highest of all of the schools in the MinnState system. Changes will reduce the program from 36 credits to 32 credits. Additionally, when reviewing other MinnState programs, a stand-alone course for nursing research is not required. Necessary research content will be combined with content from the Evidence, Practice, & Profession course into a new course (NRSG 4250 Evidence, Practice, & Research) which will be 4 credits. The research course (NRSG 4101 Nursing Research) will be dropped from the program and from the catalog. In reviewing other programs in the MinnState system, a stand-alone
course for nursing education is not required. NRSG 3200 Health Education in Nursing Practice will be dropped from the program but will continue to be offered as a nursing elective. The program will continue to require 2 credits of a nursing elective. Program accreditation standards necessitates an increase in clinical requirements. To accommodate this, the course title and objectives for NRSG 4116 and NRSG 4120 will be updated, and NRSG 4120 will increase from 3 credits to 4 credits. Students in the current catalog will be moved to the new catalog. Some information will be removed from the program’s description in the course catalog and placed on the nursing department’s website where it can be readily accessed by students and updated regularly by the department.

**Note:** In order to avoid hidden prerequisites, if a course is being dropped from this program (but not from the entire curriculum), please check for which remaining courses may include this dropped course as a prerequisite. Course prerequisites may be found in the online catalog [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/). Remedies for hidden prerequisites may be found under Curriculum Forms at [http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/](http://www.bemidjistate.edu/faculty_staff/faculty_association/forms/).

**Note:** If a course from another department/program was either added to or dropped from this program, please notify the chair/coordinator of that course's department/program and indicate the following:
The course’s home department/program was notified of the addition or dropping of their course(s) on __________ (date) by ________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

**Note:** If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

**Alert:** Attach a copy of the current program showing the marked changes. Please copy the current program from the online catalog [http://www.bemidjistate.edu/academics/catalog/](http://www.bemidjistate.edu/academics/catalog/) and paste it into Word. Then use either the Track Changes feature under Tools, or the underline and strikethrough Font feature under Format. (Please note that the Track Changes feature may be easily switched on and off by holding down the Ctrl+Shift+E keys.)
Nursing, B.S. major  
RN To Baccalaureate Track

Required Credits: 36 32  
Required GPA: 2.25

I ADMISSION TO THE MAJOR

- Be fully admitted to Bemidji State University
- Have a cumulative GPA of 2.5 or higher
- Submit a Department of Nursing Application
- Be a graduate of a state-approved associate degree or diploma nursing program. There are no required pre-requisite courses.
- Applicants to the program must have earned an associate or diploma degree as a registered nurse.
- Be licensed to practice as a registered nurse or be a graduate with license pending. Full admission to the program requires unencumbered licensure.
- Be licensed to practice as a registered nurse or be a graduate with license pending in Minnesota, Wisconsin, or North Dakota. Full admission to the program requires unencumbered licensure.
- Have internet access suitable for delivery of online courses, practice experiences, and peer collaboration.
- Submit:
  - A current, unencumbered RN license number
  - CPR certification
  - Current, up-to-date immunizations and Mantoux
- Complete both a Federal and State (in-state the student resides) background study that shows the ability to provide direct patient care. A student that is not authorized to provide unsupervised care, based on background study results, will be unable to progress in the program.
- Students must reside in Minnesota, North Dakota, or Wisconsin and a student must have an unencumbered RN license from the state in which they reside. If a student changes state of residency while in the program they may not be able to continue in the program unless they move to North Dakota, Wisconsin, or Minnesota. If a student changes states of residency, they must notify the Department of Nursing. Clinical sites may have additional eligibility requirements specific to their facilities, which students must meet in addition to those listed above.

II PROGRESSION

All individual nursing courses applied to the upper division major requirements must reflect a letter grade of C or better.

III REQUIRED NURSING COURSES

COMPLETE THE FOLLOWING COURSES:  
NRSG 3100 Concepts of Nursing and Health Care (3 credits)  
NRSG 3140 Advanced Health Assessment (3 credits)  
NRSG 3150 Integrative and Cultural Nursing (3 credits)  
or NRSG 3400 American Indian Health Issues & Nursing (3 credits)
NRSG 3200 Health Education in Nursing Practice (3 credits)
NRSG 3240 Information Management and Collaborative Communication (3 credits)
NRSG 3300 Health Care Policy, Finance, and Regulatory Environments (3 credits)
NRSG 4101 Nursing Research RN-BS (3 credits)
NRSG 4116 Community and Family Health Family and Population Health Nursing (4 credits)
NRSG 4120 Nursing Practicum: Community Family and Population Health Practicum (3 credits)
NRSG 4210 Nursing Leadership and Management RN-BS (3 credits)
NRSG 4240 Evidence, Practice, and Profession (3 credits)
NRSG 4250 Evidence, Practice, and Research (4 credits)

COMPLETE ONE OF THE FOLLOWING COURSES FOR TWO CREDITS:
NRSG 3920 Directed Group Study (1-4 credits)
NRSG 3200 Health Education in Nursing Practice (3 credits)
NRSG 3400 American Indian Health Issues & Nursing (3 credits) if not taken in lieu of
NRSG 3150 Integrative and Cultural Nursing
NRSG 3410 APA Format (2 credits)
NRSG 3430 Health Promotion (2 credits)
NRSG 3440 Palliative Care (3 credits)
NRSG 3450 Holistic Nursing (2 credits)
NRSG 3460 Child Abuse and Nursing Forensics (3 credits)

SUGGESTED PART-TIME SEMESTER SCHEDULE FOR NURSING MAJOR, B.S.
Please replace the entire part time section with this new north/metro format

NORTH BLENDED SITES
Fall Semester
NRSG 3100 Concepts of Nursing and Health Care (3 credits)
NRSG 3140 Advanced Health Assessment (3 credits)

Spring Semester
NRSG 3240 Information Management and Collaborative Communication (3 credits)
NRSG 3150 Integrative and Cultural Nursing (3 credits) OR
NRSG 3400 American Indian Health Issues & Nursing (3 credits)

Summer Semester
NRSG 3300 Health Care Policy, Finance, and Regulatory Environments (3 credits)
NRSG 3920 Directed Group Study (1-4 credits)
NRSG 3200 Health Education in Nursing Practice (3 credits)
NRSG 3400 American Indian Health Issues & Nursing (3 credits) if not taken in lieu of
NRSG 3150 Integrative and Cultural Nursing
NRSG 3410 APA Format (2 credits)
NRSG 3430 Health Promotion (2 credits)
NRSG 3440 Palliative Care (3 credits)
NRSG 3450 Holistic Nursing (2 credits)
NRSG 3460 Child Abuse and Nursing Forensics (3 credits)

Fall Semester
NRSG 4116 Family and Population Health Nursing (4 credits)
NRSG 4120 Family and Population Health Practicum (4 credits)

Spring Semester
NRSG 4210 Nursing Leadership and Management RN-BS (3 credits)
NRSG 4250 Evidence, Practice, and Research (4 credits)

METRO BLENDED SITES
Fall Semester
NRSG 3100 Concepts of Nursing and Health Care (3 credits)
NRSG 3150 Integrative and Cultural Nursing (3 credits) OR
NRSG 3400 American Indian Health Issues & Nursing

Spring Semester
NRSG 3240 Information Management and Collaborative Communication (3 credits)
NRSG 3140 Advanced Health Assessment (3 credits)

Summer Semester
NRSG 3300 Health Care Policy, Finance, and Regulatory Environments (3 credits)
NRSG 3920 Directed Group Study (1-4 credits)
NRSG 3200 Health Education in Nursing Practice (3 credits)
NRSG 3400 American Indian Health Issues & Nursing (3 credits) if not taken in lieu of
NRSG 3150 Integrative and Cultural Nursing
NRSG 3410 APA Format (2 credits)
NRSG 3430 Health Promotion (2 credits)
NRSG 3440 Palliative Care (3 credits)
NRSG 3450 Holistic Nursing (2 credits)
NRSG 3460 Child Abuse and Nursing Forensics (3 credits)

Fall Semester
NRSG 4116 Family and Population Health Nursing (4 credits)
NRSG 4120 Family and Population Health Practicum (4 credits)

Spring Semester
NRSG 4210 Nursing Leadership and Management RN-BS (3 credits)
NRSG 4250 Evidence, Practice, and Research (4 credits)

A full-time program includes one Fall semester (all Fall courses as above) and one
Spring semester (all Spring courses as above), followed by Summer courses as above
BSU Curriculum Forms

Form 8
Updated: 09.18.15

Signatures

__Tricia Cowan / Nursing Curriculum Committee Chair / 10.12.2020___________________________
Proposer / Title / Date

__Marc Maple / Nursing / 10.16.2020______________________________________________________
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

__Jim White / Individual and Community Health / 10.28.2020_______________________________
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.