

ACADEMIC SENATE PROPOSAL TRACKING SHEET
(Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)

Proposal # <u>16-01</u>	Title: <u>RN-BSN Completion Program Revisions</u>
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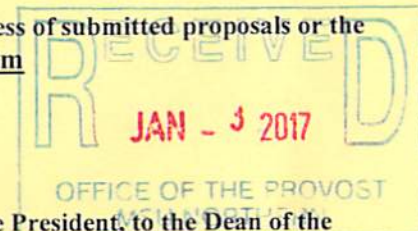
(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

All proposals **MUST** have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.
7. The Chancellor approves or disapproves the proposal.
8. The proposal will then either be implemented or referred to MSU for action. The tracking page on the Provost site will be updated as required.

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page -- <http://www.msun.edu/admin/provost/senate/proposals.htm>

Documentation and forms for the curriculum process is also available on the web page:
<http://www.msun.edu/admin/provost/forms.htm>



***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary and the Senate President, to the Dean of the submitting college who then notifies the originator.

See back for tracking form

	Date	Action Taken	Signature	Date	Comments/Reason for Disapproval	Sent to	Date	Transmittal E-mail sent
*Abstract received by Senate Secretary		Copy to Senate President. Forward to Provost.						
*Provost		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> Disapproved					9/22/16	
Received by Senate Secretary	4/28/16	Tracking form initiated	D. Bradley	4/28/16	sent to Terri Hildebrand	GEU ED	9/14/16	handed
General Education Committee (if applicable)	9/17/16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	J. Hildebrand	11/07/16	Returned to D. Bradley	D. Bradley	11/4/16	handed
Curriculum Committee (if applicable)	11/17/16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	BC [Signature]	11/17/16	w/ correction to STAT 116 TO 216	COEASN	11/21/16	took to meeting
Academic Senate	11/2/16	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Provost [Signature]			Provost Office	11/2/16	inner office
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Provost	1-10-17	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Wm. J. Ruff	1-10-17		Chancellor	1-10-17	
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Suzanne Keel	1-10-17				
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A		state wide update			
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
Provost		Advise originating college and Academic Senate of status. Update Web page.						
Registrar		Catalog/Policy Manual Update						

NOTE: The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward.

*Abstract and pre-approval required for new programs ONLY.

Academic Senate Form 1 (Revised 3/21/2012)



MONTANA STATE UNIVERSITY NORTHERN

Academic Senate Tracking Sheet Correction Form

Date: 11/07/2016

Proposal #: 16-01

Title: RN-BSN Completion Program Revisions

Brief description of the correction to be made (if more space is needed use the back of the sheet)

Approved w/ discussion on MSUN need to
revise Cat VIII (Humanities) genEd outcomes
to broaden.

Name of Person making the correction: _____

Phone # (if more information is needed): 3329

Date returned back to Senate Secretary: 11/19/2016

Summary of RN-BSN Completion Program Changes

Courses with revised and updated title/course number/description:

Previous Course Number and Title → *revised Course Number and Title*

- NRSB 303 Community Health → *NRSB 301 Nursing in the Community*
- NRSB 304 Community Health Clinical → *NRSB 302 Nursing in the Community Clinical*
- NRSB 362 Health Education → *NRSB 322 Health Promotion and Education*
- NRSB 325 Health Assessment → *NRSB 325 Advanced Health Assessment*
- NRSB 343 High Acuity Nursing → *Complex Healthcare Needs*
- NRSB 420 Nursing Research → *NRSB 424 Nursing Research and Evidence Based Practice*
- NRSB 485 Nursing Leadership and Management → *NRSB 463 Leadership and Management for the RN*
- NRSB 486 Nursing Leadership and Management Clinical → *NRSB 464 Leadership and Management for the RN Clinical*

Courses with request to be general education courses:

- NRSB 305 Nursing Ethics → *NRSB 305 Nursing Ethics/Healthcare Ethics as CAT VI Fine Arts/Humanities (which has an introduction to ethics course, PHIL 210, listed but it has not been taught for several years and the NRSB 305 course has been taught). NRSB 305 Course Outcome Objectives align with the Montana Board of Regents, MUS Core, Transferable General Education Curriculum Humanities core course objectives and student learning outcomes.*
- NRSB 320 Nursing Informatics/HealthCare Informatics is a new course. Request for it to be Category VII Technology Gen Ed Course (of note: the *Montana Board of Regents, MUS Core, Transferable General Education Curriculum does not have Technology as one of the areas*)
- NRSB 331 Cultural Diversity in Nursing → *NRSB 361 Global Nursing (NRSB 331 was a CAT V General Education course)*

New course:

- NRSB 344, Family Nursing

PROGRAM/DEGREE REVISION FORM

NEW X DROPPED MAJOR REVISION FOR INFORMATION ONLY

College CEASN

Program Area RN-BSN Completion

Date 10-14-16

Submitter Andy Williams

Dean Carol A. Reifner

Date

Signature

Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s).

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The courses highlighted with **gray** are the courses in the revised statewide ASN curriculum. The courses highlighted in **yellow** are the courses in the new statewide RN-BSN Completion Program.

Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE: RN-BSN Completion Program Revisions

Current Program listed in 15-16 Catalog

Course Prefix	#	Course Title	Credits
BIOM	250	Microbiology	4
BIOM	251	Microbiology Lab	0
BIOH	201	Anatomy and Physiology 1	4
BIOH	202	Anatomy and Physiology 1 Lab	0
BIOH	211	Anatomy and Physiology 11	4
BIOH	212	Anatomy and Physiology 11 Lab	0
CHMY	121	Intro to Gen Chemistry	4
CHMY	122	Intro to Gen Chemistry Lab	0
NUTR	121	Clinical Human Nutrition	2
WRIT	101	College Writing 1	3
M	121	College Algebra	3
PSYX	100	Introduction to Psychology	3
SOCI	101	Introduction to Sociology	3
SPCH	140	Fundamentals of Speech	3
	or	Or	
	142	Interpersonal Communication	3
CAPP	120	Introduction to Computers	3
NRSG	130	Fundamental of Nursing	7
NRSG	131	Fundamental of Nursing Lab	0
NRSG	135	Nursing Pharmacology	3
NRSG	138	Gerontology for Nursing	2
NRSG	139	Gerontology for Nursing Clinical	0
NRSG	140	Core Concepts of Adult Nursing	7
NRSG	141	Core Adult Nursing Clinical	0
NRSG	142	Core Maternal Child Nursing	3
NRSG	143	Core Maternal Child Nursing Clinical	0
NRSG	144	Core Mental Health Nursing	2
NRSG	252	Complex Care Maternal Child	3
NRSG	253	Complex Care Maternal Child Clinical	0
NRSG	254	Complex Care Mental Health	2
NRSG	255	Complex Care Mental Health Clinical	0
NRSG	256	Pathophysiology	3
NRSG	262	Complex Care Adult	4
NRSG	263	Complex Care Adult Clinical	0
NRSG	265	Advanced Clinical Skills Lab	1
NRSG	266	Managed Client Care	4
NRSG	267	Managed Client Care Clinical	0

Proposed Program for 16-17 Catalog

Course Prefix	#	Course Title	Gen Ed Credits	Credits
BIOH	201	Anatomy and Physiology 1	4 CAT III	
BIOH	202	Anatomy and Physiology 1		0
CHMY	121	General Chemistry		4
CHMY	112	General Chemistry Lab		0
WRIT	101	College Writing 1	3 CAT I	
M	121	College Algebra		3
BIOH	211	Anatomy and Physiology 11	4 CAT III	
BIOH	212	Anatomy and Physiology 11 Lab		0
NRSG	230	Nursing Pharmacology		3
NRSG	231	Nursing Pharmacology		2
NRSG	232	Foundations of Nursing		3
NRSG	233	Foundations of Nursing Lab		3
NRSG	256	Pathophysiology		3
NRSG	234	Adult Nursing 1		3
NRSG	235	Adult Nursing 1 Clinical		2
NRSG	236	Health and Illness of Maternal Nursing		2
NRSG	237	Health and Illness of Maternal Nursing Clinical		1
PSYX	100	Introduction to Psychology	3 CAT IV	
NRSG	244	Adult Nursing 11		3
NRSG	245	Adult Nursing 11 Clinical		2
NRSG	254	Mental Health Concepts		3
NRSG	255	Mental Health Concepts Clinical		1
NRSG	246	Health and Illness of Child and Family Nursing		2
NRSG	247	Health and Illness of Child and Family Nursing Clinical		1
SOCI	101	Intro to Sociology	3 CAT IV	
NRSG	259	Adult Nursing 111		3

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 44	Title: Nursing in the Community
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Date

Received by CEASN Administrative Assistant

4-25-16

Forwarded to CEASN College Meeting

4-27-16

Approved X Disapproved _____



5/24/16

Chair
Signature

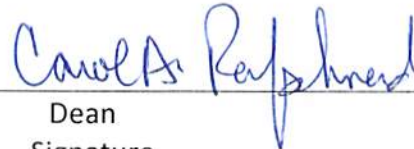
Date

Returned to CEASN Administrative Assistant

5-24-16

Forwarded to Dean for Signatures

5-24-16



5-25-16

Dean
Signature

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to Professional Education Unit

No

Approved _____ Disapproved _____

Signature

Date

Returned to CEASN Administrative Assistant

~~5-25-16~~

Forwarded to ACAD Senate

9-13-16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College COEASN

Program Area RN-BSN Completion

Date 10-14-16

Submitter Andy Williams Signature
Dean Carol A. Raphael Signature (indicates "college" level approval)
Date _____

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The course title, description and course outcome objectives for NRS 303, Community Health, were reviewed and updated as described below.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 301

Course Title: Nursing in the Community

Credits: 5

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Concepts of public health nursing including health promotion, management of chronic illness, health education, disease prevention and coordination of care will be investigated. Evidence-based practice findings will be utilized to explore change that improves the quality and safety of individuals, families and groups within communities and the health care system.

Proposed or New Catalog Description (include all prerequisites):

This course will provide the student with an opportunity to apply the nursing process to the care of communities. The course explores concepts in population-focused interdisciplinary care, levels of prevention and levels of practice (individual/family, systems, and communities). Health status indicators for Montana counties and the Healthy People 2020 national health care agenda are researched. Basic concepts of environmental health, emergency preparedness, economics, and epidemiology are discussed. Students explore community coalitions and work groups that interface with vulnerable at risk populations in the community.

Course Outcome Objectives:

1. Articulate the defining characteristics and history of community health nursing practice, including population focused care, levels of prevention and levels of practice.
2. Analyze the impact that national and international health perspectives have on health care delivery systems, health care, economics, and the politics of public health policy in community health nursing.
3. Differentiate between public/community health nursing, community based nursing, and other professional nursing practice.
4. Define the basic concepts in environmental health, emergency preparedness, and the epidemiological approach to community health nursing.
5. Describe how to assess a community as a patient and explain the keys to prioritizing needs, selecting strategies, and evaluating community health outcomes.
6. Conceptualize community nursing practice using evidence based research to improve the quality and safety of communities.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRSB 301

COURSE SCHEDULE

Didactic: Online

COURSE TITLE: NURSING IN THE COMMUNITY

COURSE CREDITS: 5

CATALOG DESCRIPTION

This course will provide the student with an opportunity to apply the nursing process to the care of communities. The course explores concepts in population-focused interdisciplinary care, levels of prevention and levels of practice (individual/ family, systems, and communities). Health status indicators for Montana counties and the Healthy People 2020 national health care agenda are researched. Basic concepts of environmental health, emergency preparedness, economics, and epidemiology are discussed. Students explore community coalitions and work groups that interface with vulnerable at risk populations in the community.

COURSE OBJECTIVES

1. Articulate the defining characteristics and history of community health nursing practice, including population focused care, levels of prevention and levels of practice.
2. Analyze the impact that national and international health perspectives have on health care delivery systems, health care, economics, and the politics of public health policy in community health nursing.
3. Differentiate between public/community health nursing, community based nursing, and other professional nursing practice.
4. Define the basic concepts in environmental health, emergency preparedness, and the epidemiological approach to community health nursing.
5. Describe how to assess a community as a patient and explain the keys to prioritizing needs, selecting strategies, and evaluating community health outcomes.
6. Conceptualize community nursing practice using evidence-based research to improve the quality and safety of communities.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.

5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTORS & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

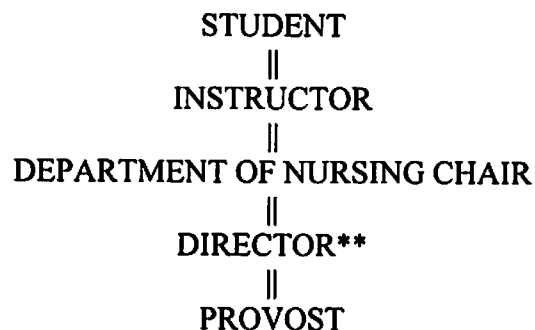
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



*****It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director***

GENERAL COURSE REQUIREMENTS

Class Participation
Student Expectations
Tests and Assignments
Safety Issues
Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics
Clinical Objectives and Schedule

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 45	Title: Nursing in the Community Clinical
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Date

Received by CEASN Administrative Assistant

4-25-16

Forwarded to CEASN College Meeting

4-27-16

Approved *x*

Disapproved

[Signature]

5/29/16

Chair

Date

Signature

Returned to CEASN Administrative Assistant

5-24-16

Forwarded to Dean for Signatures

5-25-16

Carol A. Raphael 5-25-16

Dean

Signature

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to Professional Education Unit

No

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to ACAD Senate

9-13-16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College COEASN

Program Area RN-BSN Completion

Date 10-14-16

Submitter Ch. p Williams Signature
Dean Carol A. Rejzner Signature (indicates "college" level approval)
Date _____

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The course title, description and course outcome objectives for NRS 304, Community Health Clinical, were reviewed and updated as described below.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 302

Course Title: Nursing in the Community Clinical

Credits: 1

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture:

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hour's lab: 45 Hours

Current Catalog Description (include all prerequisites):

This practicum provides an opportunity to apply community health nursing concepts while promoting quality and safety within communities and the health care system. Students work with a BSN prepared preceptor to utilize evidence-based practice in a community health organization.

Proposed or New Catalog Description (include all prerequisites):

This clinical experience includes community health preceptor based learning, a home visit program, and health promotion at several community sites.

Course Outcome Objectives:

1. Apply the concepts health education to provide promotion offerings in community settings.
2. Demonstrate basic competency in caring for patients in selected community/public health nursing practice settings.
3. Utilize theory, nursing research, and evidence-based practice models in the delivery of nursing care, disease prevention, and the promotion of health and well-being to individuals, families, communities and diverse populations.
4. Demonstrate effective inter-professional communication and collaboration with a multidisciplinary healthcare team for the improvement of patient outcomes.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources are needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRSNG 302

COURSE SCHEDULE

Clinical

COURSE TITLE: NURSING IN THE COMMUNITY CLINICAL

COURSE CREDITS: 1

CATALOG DESCRIPTION

This clinical experience includes community health preceptor based learning, a home visit program, and health promotion at several community sites.

COURSE OBJECTIVES

1. Apply the concepts health education to provide promotion offerings in community settings
2. Demonstrate basic competency in caring for patients in selected community/public health nursing practice settings
3. Utilize theory, nursing research, and evidence-based practice models in the delivery of nursing care, disease prevention, and the promotion of health and well-being to individuals, families, communities and diverse populations.
4. Demonstrate effective inter-professional communication and collaboration with a multidisciplinary healthcare team for the improvement of patient outcomes.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

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Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

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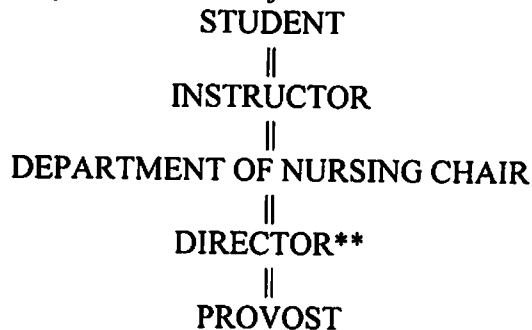
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CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

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Clinical Objectives and Schedule

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 46	Title: Nursing Ethics/Health Care Ethics
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Date

Received by CEASN Administrative Assistant

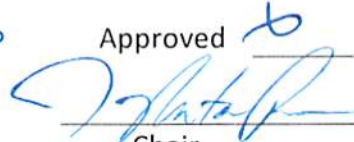
4-25-16

Forwarded to CEASN College Meeting

4-27-16

Approved b

Disapproved



Chair
Signature

5/24/16
Date

Returned to CEASN Administrative Assistant

5-24-16

Forwarded to Dean for Signatures

5-25-16



Dean
Signature

5-25-16

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to Professional Education Unit

No

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to ACAD Senate

9-13-16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College COEASN Program Area RN-BSN Completion Date 10-14-2016

Submitter *Andy Williams* Dean *Carol A. Replund* Date _____
Signature Signature (indicates "college level approval")

Please provide a brief explanation & rationale for the proposed revision(s):

An ethics course is required as part of the humanities in the new statewide, Montana Board of Regents approved, RN-BSN Completion program. The course title, description and course outcome objectives for NRS 305, Nursing Ethics, were reviewed and updated as described below.

We are requesting that the Nursing Ethics/Healthcare Ethics course be included as a general education course in the Humanities/Fine Arts area for students. Concepts covered in this course address the Board of Regents, MUS Transfer Core, Transferable General Education Curriculum Humanities core course objectives and student learning outcomes (<http://mus.edu/Transfer/MUScoreHum.asp>) as cited below:

Humanities core courses will:

- develop an individual's ability to think critically, analytically and synthetically about how others perceive and express the human condition;
- improve ability to communicate through the development of reading, thinking, writing, and speaking skills;
- increase an individual's understanding of how others make and express meaning in their lives;
- create opportunities for positive human interactions through understanding and acceptance;
- encourage personal reflection and values identification;
- promote respect for others with differing means of expressing core values.

Upon completion of the Humanities core, students should be able to:

- explore the human search for meaning and value in one or more time period(s) and cultures;
- recognize, interpret, and respect concepts of values and beliefs in a global society;
- communicate in writing and in speech, thoughtful and critical assessments of multiple value systems;
- construct and articulate a set of beliefs and values;
- utilize respectful inquiry to understand global concepts, values, and beliefs;
- incorporate humanities perspectives in other areas of study.

Please provide the following information:

College: COEASN

Program Area: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 305

Course Title: Nursing Ethics/HealthCare Ethics

Credits: 3 credits

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education: X

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hour's lab:

Current Catalog Description (include all prerequisites):

This course provides the nurse with an opportunity to understand the ethical dimensions of issues that face patients and the nurses who care for them. An opportunity to explore evidence-based practice concerning collaboration with health care professionals, community members, families and the patient in assisting with sound ethical decision making is examined. Theories and principles used to address biomedical problems are drawn from the disciplines of medicine, the humanities and philosophy. Prerequisite: NRS 140, 142, 144.

Proposed or New Catalog Description (include all prerequisites):

This course provides students opportunities to explore ethical dimensions and issues related to decision-making in healthcare. Students will be encouraged to critically think and analyze the human perspective impacting healthcare decisions. Theories and bioethical principles from the disciplines of nursing, medicine and humanities will be examined for global concepts, values, beliefs and evidence-based practices which address interprofessional and patient collaboration in the synthesis and implementation of patient-specific healthcare.

Course Outcome Objectives:

1. Critically analyze the human perspective influencing healthcare decisions.
2. Utilize theories and bioethical principles from the disciplines of nursing, medicine and humanities to implement patient-specific healthcare.
3. Address the influence of cultural values and beliefs related to the ethical decisions in healthcare.

4. Demonstrate collaborative leadership with patients and interprofessional teams in the synthesis and implementation of patient-centered healthcare.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional instructional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRSNG 305

COURSE SCHEDULE

Didactic Online

COURSE TITLE: NURSING ETHICS/HEALTHCARE ETHICS

COURSE CREDITS: 3

CATALOG DESCRIPTION

This course provides students opportunities to explore ethical dimensions and issues related to decision-making in healthcare. Students will be encouraged to critically think and analyze the human perspective impacting healthcare decisions. Theories and bioethical principles from the disciplines of nursing, medicine and humanities will be examined for global concepts, values, beliefs and evidence-based practices which address interprofessional and patient collaboration in the synthesis and implementation of patient-specific healthcare.

COURSE OBJECTIVES

1. Critically analyze the human perspective influencing healthcare decisions.
2. Utilize theories and bioethical principles from the disciplines of nursing, medicine and humanities to implement patient-specific healthcare.
3. Address the influence of cultural values and beliefs related to the ethical decisions in healthcare.
4. Demonstrate collaborative leadership with patients and interprofessional teams in the synthesis and implementation of patient-centered healthcare.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

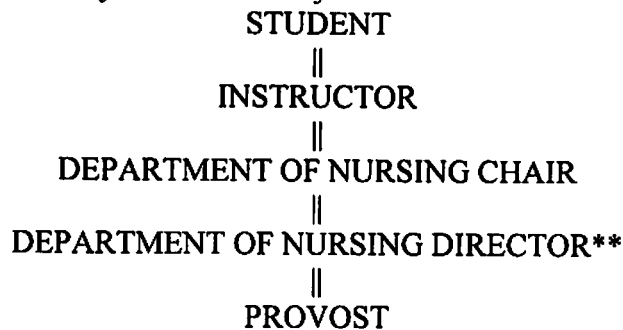
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



****It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director**

GENERAL COURSE REQUIREMENTS

Class Participation

Student Expectations

Tests and Assignments

Safety Issues

Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences/History	6
	Category V	Cultural Diversity	3
X	Category VI	Fine Arts/Humanities	6
	Category VII	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
COEASN	NRSG	305	Nursing Ethics/Healthcare Ethics	

Catalog Description:

This course provides students opportunities to explore ethical dimensions and issues related to decision-making in healthcare. Students will be encouraged to critically think and analyze the human perspective impacting healthcare decisions. Theories and bioethical principles from the disciplines of nursing, medicine and humanities will be examined for global concepts, values, beliefs and evidence-based practices which address interprofessional and patient collaboration in the synthesis and implementation of patient-specific healthcare.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

An ethics course is required as part of the humanities in the new statewide, Montana Board of Regents approved, RN-BSN Completion program. The Department of Nursing is requesting that the Nursing Ethics/Healthcare Ethics course be included as a general education course in the Humanities/Fine Arts area for students. Concepts covered in this course address the Board of Regents, MUS Transfer Core, Transferable General Education Curriculum Humanities core course objectives and student learning outcomes (<http://mus.edu/Transfer/MUScoreHum.asp>) cited below:

Humanities core courses will:

- develop an individual's ability to think critically, analytically and synthetically about how others perceive and express the human condition;
- improve ability to communicate through the development of reading, thinking, writing, and speaking skills;
- increase an individual's understanding of how others make and express meaning in their lives;
- create opportunities for positive human interactions through understanding and acceptance;
- encourage personal reflection and values identification;
- promote respect for others with differing means of expressing core values.

Upon completion of the Humanities core, students should be able to:

- explore the human search for meaning and value in one or more time period(s) and cultures;
- recognize, interpret, and respect concepts of values and beliefs in a global society;
- communicate in writing and in speech, thoughtful and critical assessments of multiple value systems;
- construct and articulate a set of beliefs and values;
- utilize respectful inquiry to understand global concepts, values, and beliefs;
- incorporate humanities perspectives in other areas of study.

Crosswalk of Board of Regents, MUS Transfer Core, Transferable General Education Curriculum Humanities Core Course Objectives (CCO) and Student Learning Outcomes (SLO) to the NRS 305 Course Outcome Objectives

Board of Regents, MUS Transfer Core, Transferable General Education Curriculum Humanities Core Course Objectives (CCO) and Student Learning Outcomes (SLO)	NRS 305 Course Outcome Objectives
<p>CCO: Develop an individual's ability to think critically, analytically and synthetically about how others perceive and express the human condition.</p> <p>SLO: Utilize respectful inquiry to understand global concepts, values, and beliefs.</p>	<p>1. Critically analyze the human perspective influencing healthcare decisions.</p>
<p>CCO: Increase an individual's understanding of how others make and express meaning in their lives.</p> <p>CCO: Improve ability to communicate through the development of reading, thinking, writing, and speaking skills.</p> <p>SLO: Communicate in writing and in speech, thoughtful and critical assessments of multiple value systems.</p> <p>SLO: Construct and articulate a set of beliefs and values.</p>	<p>2. Utilize theories and bioethical principles from the disciplines of nursing, medicine and humanities to implement patient-specific healthcare.</p>
<p>CCO: Encourage personal reflection and values identification.</p> <p>SLO: Explore the human search for meaning and value in one or more time period(s) and cultures.</p> <p>SLO: Incorporate humanities perspectives in other areas of study.</p>	<p>3. Address the influence of cultural values and beliefs related to the ethical decisions in healthcare.</p>
<p>CCO: Promote respect for others with differing means of expressing core values.</p> <p>CCO: Create opportunities for positive human interactions through understanding and acceptance.</p> <p>SLO: Recognize, interpret, and respect concepts of values and beliefs in a global society.</p>	<p>4. Demonstrate collaborative leadership with patients and interprofessional teams in the synthesis and implementation of patient-centered healthcare.</p>

Print Name	Print Name	
Arlys Williams		
Submitter	Chair/Dean:	Date:
Signature	Signature (indicates "college" level approval)	



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MUS Transfer

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[CCN Course Guide](#)
[CCN Administration](#)
[Gen Ed & MUS Transfer Core](#)
[AA & AS Transfer Degrees](#)
[2-Year Education](#)
[Online Education](#)
[Transfer and Advising](#)
[Policies](#)
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MUS Transfer Core Transferable General Education Curriculum

Humanities/Fine Arts

Requirement: 6 semester credits

Humanities

Study of the Humanities cultivates an understanding and appreciation of the ways in which we gain and apply knowledge. To study the Humanities is to explore societies, cultures, ideas, and art and to examine the forces that shape and connect them. Through the Humanities, we become informed critical thinkers, integrating information, ideas, and opinions from local to global societies and cultures. A study of the Humanities often includes classics, languages, literature, philosophy, history and religion. Some campuses include Fine Arts within the category.

Humanities core courses will:

- develop an individual's ability to think critically, analytically and synthetically about how others perceive and express the human condition;
- improve ability to communicate through the development of reading, thinking, writing, and speaking skills;
- increase an individual's understanding of how others make and express meaning in their lives;
- create opportunities for positive human interactions through understanding and acceptance;
- encourage personal reflection and values identification;
- promote respect for others with differing means of expressing core values.

Upon completion of the Humanities core, students should be able to:

- explore the human search for meaning and value in one or more time period(s) and cultures;
- recognize, interpret, and respect concepts of values and beliefs in a global society;
- communicate in writing and in speech, thoughtful and critical assessments of multiple value systems;
- construct and articulate a set of beliefs and values;
- utilize respectful inquiry to understand global concepts, values, and beliefs;
- incorporate humanities perspectives in other areas of study.

Fine Arts

The Fine Arts create communities committed to the study of how people reveal and express feelings, emotions, and beliefs. Through the Fine Arts, students explore understanding about the creative process as they construct expressions of their own creativity, talent, and passion. The Fine Arts promote understanding and appreciation of how different cultures value the arts.

Fine Arts core courses will:

- Enable students to produce expressions of their creativity and talent;
- examine the place of arts in cultural and intellectual history;
- demonstrate an appreciation for the complexity of human nature and society;
- explore the influence of the arts on individuals and society.

Upon completion of the Fine Arts core, students will be able to:

- demonstrate the processes and proficiencies involved with creating and/or interpreting creative works;
- reflect upon, analyze, and articulate their personal responses to artistic works and the processes involved in creating them;
- demonstrate an understanding and appreciation of artistic expressions in various past and present cultures;
- connect periods and expressions of art to changes in societies and cultures.

Quick Links

[Find an MUS Core Course](#)

[MUS Core](#)

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 48	Title: Nursing Informatics/Healthcare Informatics
---------------------------------	---

Date

Received by CEASN Administrative Assistant

4-25-16

Forwarded to CEASN College Meeting

4-27-16

Approved

Disapproved



5/24/16

Chair
Signature

Date

Returned to CEASN Administrative Assistant

5-24-16

Forwarded to Dean for Signatures

5-25-16



5-25-16

Dean
Signature

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to Professional Education Unit

No

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to ACAD Senate

9-13-16

COURSE REVISION FORM

NEW X DROPPED MAJOR REVISION FOR INFORMATION ONLY

College COEASN Program Area RN-BSN Completion Date 10-14-16

Submitter *Alyssa Williams* Dean *Carol A. Reuphman* Date
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs.

An informatics course is required in the new statewide RN-BSN Completion program. We are requesting that this Informatics course be included in the new curriculum as a general education course in the Technical Category.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 320

Course Title: Nursing Informatics/HealthCare Informatics

Credits: 3

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education: X

Lecture: X

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Not Previously Offered

Proposed or New Catalog Description (include all prerequisites):

This course is an introduction to informatics focusing on applications relevant to the nursing profession. Emphasis will be placed on the integration of nursing science with computer technology and information science to support patient care and provide leadership with in healthcare systems.

Course Outcome Objectives:

1. Identify key trends and issues in nursing informatics and the impact on the healthcare system.
2. Explain how theories, such as communication, information, management, systems, and nursing relate to the healthcare information system.
3. Examine ethical/legal/ safety issues that arise in using and managing healthcare information systems.
4. Identify the interrelationships among healthcare IT applications and uses of the health care data in practice, administration, education, research, and policy.
5. Differentiate the role and purpose of emerging health care information technology applications.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRSNG 320

COURSE SCHEDULE

Didactic online

COURSE TITLE: NURSING INFORMATICS/HEALTHCARE INFORMATICS

COURSE CREDITS: 3

CATALOG DESCRIPTION

This course is an introduction to informatics focusing on applications relevant to the nursing profession. Emphasis will be placed on the integration of nursing science with computer technology and information science to support patient care and provide leadership with in healthcare systems.

COURSE OBJECTIVES

1. Identify key trends and issues in nursing informatics and the impact on the healthcare system.
2. Explain how theories, such as communication, information, management, systems, and nursing relate to the healthcare information system.
3. Examine ethical/legal/ safety issues that arise in using and managing healthcare information systems.
4. Identify the interrelationships among healthcare IT applications and uses of the health care data in practice, administration, education, research, and policy.
5. Differentiate the role and purpose of emerging health care information technology applications.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.

6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

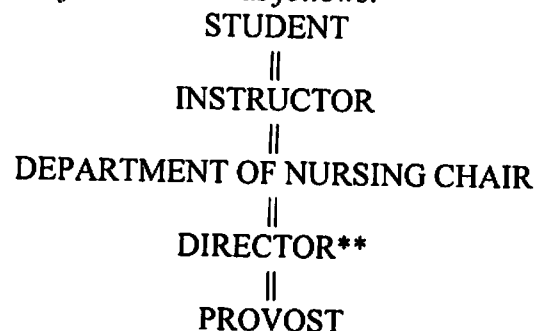
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



*****It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director***

GENERAL COURSE REQUIREMENTS

Class Participation

Student Expectations

Tests and Assignments

Safety Issues

Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences/History	6
	Category V	Cultural Diversity	3
	Category VI	Fine Arts/Humanities	6
X	Category VII	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
COEASN	NRSG	320	Nursing Informatics	3

Catalog Description:

This course is an introduction to informatics focusing on applications relevant to the nursing profession. Emphasis will be placed on the integration of nursing science with computer technology and information science to support patient care and provide leadership with in healthcare systems.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs.

An informatics course, NRSG 320: Nursing Informatics, is required in the new statewide RN-BSN Completion program. The Department of Nursing is requesting that this NRSG 320 be included as a general education course in the Technical Category.

Crosswalk of Montana State University-Northern Technology Student Learning Outcomes (SLO) to the NRS 320 Course Outcome Objectives

Montana State University-Northern Technology Student Learning Outcomes (SLO)	NRS 320 Course Outcome Objectives:
1. Explain the impact of technology on society and conversely, how society impacts technology in a historical, present and future sense	1. Identify key trends and issues in nursing informatics and the impact on the healthcare system.
2. List technology's role in problem solving and communication	2. Explain how theories, such as communication, information, management, systems, and nursing relate to the healthcare information system.
3. Describe the ethical, legal and social concerns stemming from advances in technology	3. Examine ethical/legal/ safety issues that arise in using and managing healthcare information systems.
4. Demonstrate an ability to use technology within a discipline.	4. Identify the interrelationships among healthcare IT applications and uses of the health care data in practice, administration, education, research, and policy.
5. Demonstrate an introductory level of technology literacy	5. Differentiate the role and purpose of emerging health care information technology applications


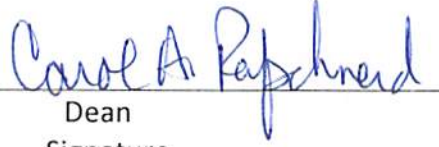
Print Name	Print Name		
Submitter	Arlys Williams	Chair/Dean:	Date:
Signature	Signature (indicates "college" level approval)		

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 49	Title: Health Promotion and Education
---------------------------------	---------------------------------------

	Date				
Received by CEASN Administrative Assistant	<u>4-25-16</u>				
Forwarded to CEASN College Meeting	<u>4-27-16</u>	Approved <input checked="" type="checkbox"/>	Disapproved <input type="checkbox"/>		
		 Chair Signature	<u>5/24/16</u> Date		
Returned to CEASN Administrative Assistant	<u>5-24-16</u>				
Forwarded to Dean for Signatures	<u>5-25-16</u>	 Dean Signature		<u>5-25-16</u>	
Returned to CEASN Administrative Assistant	<u>5-25-16</u>				
Forwarded to Professional Education Unit	<u>No</u>	Approved <input type="checkbox"/>	Disapproved <input type="checkbox"/>		
		Signature		Date	
Returned to CEASN Administrative Assistant	<u>5-25-16</u>				
Forwarded to ACAD Senate	<u>9-13-16</u>				

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College COEASN Program Area RN-BSN Completion Date 10-14-16

Submitter [Signature] Dean Carol A. Reynolds Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The course title, description and course outcome objectives for NRS 362, Health Education, were reviewed and updated as described below.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 322

Course Title: Health Promotion and Education

Credits: 3

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Principles of teaching/learning including learning theories, teaching methodologies and evaluation measures used by nurse educators are analyzed in this required course. The student will determine the health/illness needs of individuals and groups. Utilizing the appropriate

learning models and teaching strategies the student will incorporate evidence-based practice to develop and educational project.

Proposed or New Catalog Description (include all prerequisites):

This course will prepare the student to shift focus from illness to wellness and health promotion, focusing on disease prevention and education. Course content will include theories of learning, assessment of learning needs, and developing and evaluating teaching strategies. Focus will be on wellness and health promotion interventions and education across the lifespan for all patient populations.

Course Outcome Objectives:

1. Describe nurse's role in optimal health promotion and education in multiple practice settings across the lifespan.
2. Define teaching/learning theories and their application to health promotion.
3. Demonstrates awareness of lifespan and cultural issues in health promotion and education
4. Explain the influence of health disparities on the individuals, groups and communities health status and behaviors.
5. Integrate evidence based guidelines for health promotion and disease prevention with patient values in the provision of safe, nursing care to individuals/families and populations/communities.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRS 322

COURSE SCHEDULE

Didactic

COURSE TITLE: HEALTH PROMOTION AND EDUCATION

COURSE CREDITS : 3

CATALOG DESCRIPTION

This course will prepare the student to shift focus from illness to wellness and health promotion, focusing on disease prevention and education. Course content will include theories of learning, assessment of learning needs, and developing and evaluating teaching strategies. Focus will be on wellness and health promotion interventions and education across the lifespan for all patient populations.

COURSE OBJECTIVES

1. Describe nurse's role in optimal health promotion and education in multiple practice settings across the lifespan.
2. Define teaching/learning theories and their application to health promotion.
3. Demonstrates awareness of lifespan and cultural issues in health promotion and education.
4. Explain the influence of health disparities on the individuals, groups, and communities health status and behaviors.
5. Integrate evidence based guidelines for health promotion and disease prevention with patient values in the provision of safe nursing care to individuals/families and populations/communities.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name
Phone Number/s
Email
Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

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Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

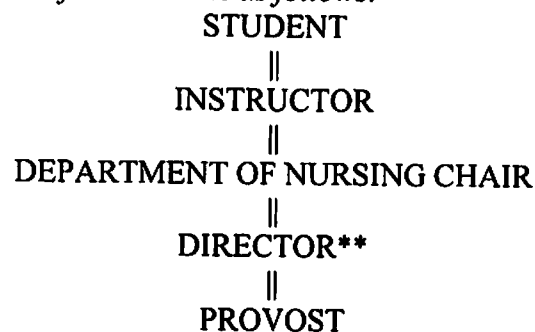
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

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*****It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director***

GENERAL COURSE REQUIREMENTS

Class Participation

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Tests and Assignments

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Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 47	Title: Advanced Health Assessments
---------------------------------	------------------------------------

Date

Received by CEASN Administrative Assistant


4.25.16

Forwarded to CEASN College Meeting

4.27.16

Approved

Disapproved



5/24/16

Chair

Date

Signature

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to Dean for Signatures

5.25.16

Carol A. Reuphner 5-25-16

Dean

Signature

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to Professional Education Unit

No

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to ACAD Senate

9.13.16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College COEASN Program Area RN-BSN Completion Date 10-14-16

Submitter Cheryl Williams Dean Carol A. Reifhead Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The course title, description and course outcome objectives for NRS 325, Health Assessment, were reviewed and updated as described below.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 325

Course Title: Advanced Health Assessment

Credits: 3

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hour's lab:

Current Catalog Description (include all prerequisites):

Student's knowledge and skills in obtaining a comprehensive assessment of individuals across the lifespan are enhanced. Emphasis is on data collection through history taking and physical examination in the context of individual, family and environment. Therapeutic communication processes are incorporated while providing safe and effective patient care.

Proposed or New Catalog Description (include all prerequisites):

This course is designed to prepare the learner to develop a nursing database and builds on the education and skills gained during previous course work. Learners will enhance their assessment techniques through learning experiences that focus on the physical, developmental, emotional, psychosocial, cultural, spiritual, and functional assessments. The course emphasizes analysis, synthesis and documentation of assessment data as a foundation for providing holistic nursing care.

Course Outcome Objectives:

1. Application of health assessment concepts for the whole person, including developmental tasks, and health promotion for all age groups and cultures.
2. Utilize and integrate the concepts of holistic care in both wellness and illness.
3. Demonstrate comprehensive health assessment of patients receiving health care.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRSG 325

COURSE SCHEDULE

Didactic Online

COURSE TITLE: Advanced Health Assessment

COURSE CREDITS: 3

CATALOG DESCRIPTION

This course is designed to prepare the learner to develop a nursing database and builds on the education and skills gained during previous course work. Learners will enhance their assessment techniques through learning experiences that focus on the physical, developmental, emotional, psychosocial, cultural, spiritual, and functional assessments. The course emphasizes analysis, synthesis and documentation of assessment data as a foundation for providing holistic nursing care.

COURSE OBJECTIVES

1. Application of health assessment concepts for the whole person, including developmental tasks, and health promotion for all age groups and cultures.
2. Utilize and integrate the concepts of holistic care in both wellness and illness.
3. Demonstrate comprehensive health assessment of patients receiving health care

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

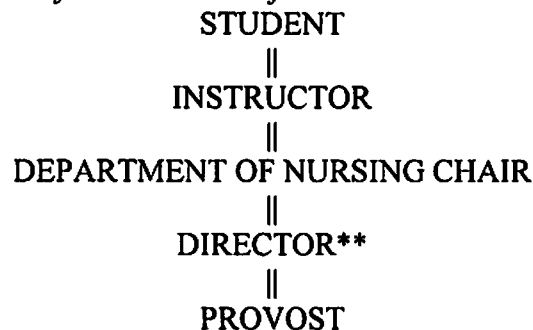
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



***It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director*

GENERAL COURSE REQUIREMENTS

Class Participation

Student Expectations

Tests and Assignments

Safety Issues

Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 50	Title: Complex Healthcare Needs
---------------------------------	---------------------------------

Date

Received by CEASN Administrative Assistant

4-25-16

Forwarded to CEASN College Meeting

4-27-16

Approved **o** Disapproved _____



 Chair Signature Date 5/24/16

Returned to CEASN Administrative Assistant

5-24-16

Forwarded to Dean for Signatures

5-25-16



 Dean Signature Date 5-25-16

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to Professional Education Unit

 No

Approved _____ Disapproved _____

Signature Date

Returned to CEASN Administrative Assistant

5-25-16

Forwarded to ACAD Senate

9-13-16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College COEASN Program Area RN-BSN Completion Date 10-14-16

Submitter *Andy Williams* Dean *Carol A. Reifner* Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The course title, description and course outcome objectives for NRS 343, High Acuity Nursing, were reviewed and updated as described below.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 326

Course Title: Complex Healthcare Needs

Credits: 3

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Focus is on patient centered nursing care of individuals with high-acuity health illness needs. The application of evidence based practice concepts from pathophysiological, pharmacological and psychosocial nursing is discussed. The impact of life-threatening illness and injury of individuals and their families is explored.

Proposed or New Catalog Description (include all prerequisites):

This course will focus on patient centered nursing care of individuals with multiple comorbidity health and illness needs. The application of evidence based practice concepts from pathophysiological, pharmacological and psychosocial nursing is discussed. The impact of multiple comorbidity illness and injury of individuals and their families is explored.

Course Outcome Objectives:

1. Synthesize current evidence and theoretical knowledge for deliver competent, culturally sensitive, developmentally appropriate holistic care for persons with multiple comorbidity health and illness needs.
2. Demonstrate analytical, logical reasoning in the implementation of the nursing process for persons with multiple comorbidity health and illness needs.
3. Define partnerships needed with patients, family and others in the health care team to protect, promote and optimize health persons with multiple comorbidity health and illness needs.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRS 326

COURSE SCHEDULE

Didactic

COURSE TITLE: COMPLEX HEALTHCARE NEEDS

COURSE CREDITS: 3

CATALOG DESCRIPTION

This course will focus on patient centered nursing care of individuals with multiple comorbidity health and illness needs. The application of evidence based practice concepts from pathophysiological, pharmacological and psychosocial nursing is discussed. The impact of multiple comorbidity illness and injury of individuals and their families is explored.

COURSE OBJECTIVES

1. Synthesize current evidence and theoretical knowledge for deliver competent, culturally sensitive, developmentally appropriate holistic care for persons with multiple comorbidity health and illness needs.
2. Demonstrate analytical, logical reasoning in the implementation of the nursing process for persons with multiple comorbidity health and illness needs.
3. Define partnerships needed with patients, family and others in the health care team to protect, promote and optimize health persons with multiple comorbidity health and illness needs.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

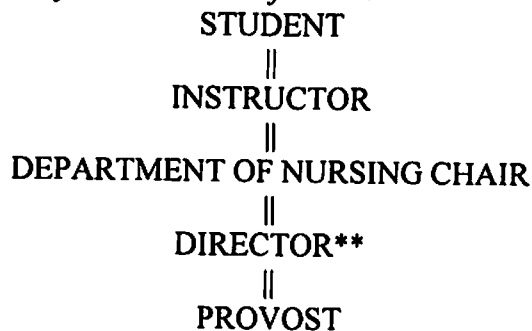
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



****It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director**

GENERAL COURSE REQUIREMENTS

Class Participation

Student Expectations

Tests and Assignments

Safety Issues

Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 51	Title: Family Nursing
---------------------------------	-----------------------

Date

Received by CEASN Administrative Assistant


4.25.16

Forwarded to CEASN College Meeting

4.27.16

Approved

Disapproved


 Chair Signature


5/24/16
 Date

Returned to CEASN Administrative Assistant

5.24.16

Forwarded to Dean for Signatures

5.25.16


 Dean Signature

5-25-16

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to Professional Education Unit

NO

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to ACAD Senate

9.13.16

COURSE REVISION FORM

NEW X DROPPED MAJOR REVISION FOR INFORMATION ONLY

College COEASN

Program Area RN-BSN Completion

Date 10-14-16

Submitter *Arlye Williams* Dean *Carol A. Reinhard* Date
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. This is a new course added to the required curriculum.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 344

Course Title: Family Nursing

Credits: 3

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

Not Previously Offered

Proposed or New Catalog Description (include all prerequisites):

This course focuses on the theories and models of family coping and adaptation by incorporating the concepts into professional nursing care of the family unit. The application of these concepts while caring for families, demonstrate the strengths and weaknesses of the family unit and predict how the family will cope in times of illness and wellness. The impact of genetic nursing on the family will be explored.

Course Outcome Objectives:

1. Examine the history, concepts, nursing models, and trends in family nursing.
2. Analyze the family nurse's role in primary, secondary, and tertiary prevention.
3. Assess individual and family dynamics
4. Explore the concept of family as a social structure and basic unit of society.
5. Utilize evidence based data when providing safe, patient-centered care which represents the patients' preferences, values, and needs within the context of their family and the health care delivery system.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRS 344

COURSE SCHEDULE

Didactic

COURSE TITLE: FAMILY NURSING

COURSE CREDITS: 3

CATALOG DESCRIPTION

This course focuses on the theories and models of family coping and adaptation by incorporating the concepts into professional nursing care of the family unit. The application of these concepts while caring for families, demonstrate the strengths and weaknesses of the family unit and predict how the family will cope in times of illness and wellness. The impact of genetic nursing on the family will be explored.

COURSE OBJECTIVES

1. Examine the history, concepts, nursing models, and trends in family nursing.
2. Analyze the family nurse's role in primary, secondary, and tertiary prevention.
3. Assess individual and family dynamics.
4. Explore the concept of family as a social structure and basic unit of society.
5. Utilize evidence based data when providing safe, patient-centered care which represents the patient preferences, values, and needs within the context of their family and the health care delivery system,

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

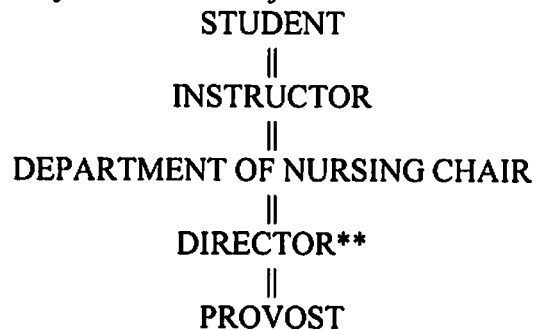
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



****It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director**

GENERAL COURSE REQUIREMENTS

Class Participation

Student Expectations

Tests and Assignments

Safety Issues

Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 52	Title: Global Nursing/Global Healthcare
---------------------------------	---

Date

Received by CEASN Administrative Assistant

4.25.16

Forwarded to CEASN College Meeting

4.27.16

Approved

Disapproved



5/24/16

Chair
Signature

Date

Returned to CEASN Administrative Assistant

5.24.16

Forwarded to Dean for Signatures

5.25.16



5-25-16

Dean
Signature

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to Professional Education Unit

No

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to ACAD Senate

9.13.16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College COEASN

Program Area RN-BSN Completion

Date 10-14-16

Submitter Andy Williams Dean Conrad A. Reifner Date _____
Signature Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs.

NRSB 361, Global Nursing, is the revised version of the former NRSB 331, Cultural Diversity in Nursing, which was a general education course in the Cultural diversity category. We are requesting that NRSB 361, Global Nursing be a general education course in the Cultural diversity category.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRSB 361

Course Title: Global Nursing/Global HealthCare

Credits: 3

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education: X

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hour's lab:

Current Catalog Description (include all prerequisites):

This course presents cultural concepts and its relationship to health/illness of individuals and families. The focus is on how culture influences decision-making of the healthcare professional. This online course meets the Category V general education requirements.

Proposed or New Catalog Description (include all prerequisites):

This course will examine the foundations of healthcare policy, the financial structure of healthcare systems, and the regulatory environments that impact nursing practice and patient care. This course will also analyze current and emerging global health priorities, including emerging infectious diseases, poverty, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion.

Course Outcome Objectives:

1. Explore and analyze factors that influence evidence-based practice from a global perspective.
2. Describe how gender, ethnicity, vulnerability, and other global sociodemographic factors affect interpretation and application of research findings.
3. Identify the impact of healthcare policy on individual and community nursing practice and patient care.
4. Analyze current and emerging global health priorities.
5. Discuss human behaviors including stereotyping, prejudice, and poverty and its impact on current and emerging global health priorities.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRS 361

COURSE SCHEDULE

Didactic

COURSE TITLE: GLOBAL NURSING/GLOBAL HEALTHCARE

COURSE CREDITS: 3

CATALOG DESCRIPTION

This course will examine the foundations of healthcare policy, the financial structure of healthcare systems, and the regulatory environments that impact nursing practice and patient care. This course will also analyze current and emerging global health priorities, including emerging infectious diseases, poverty, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion.

COURSE OBJECTIVES

1. Explore and analyze factors that influence evidence-based practice from a global perspective
2. Describe how gender, ethnicity, vulnerability, and other global sociodemographic factors affect interpretation and application of research findings.
3. Identify the impact of healthcare policy on individual and community nursing practice and patient care.
4. Analyze current and emerging global health priorities.
5. Discuss human behaviors including stereotyping, prejudice, and poverty and its impact on current and emerging global health priorities.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

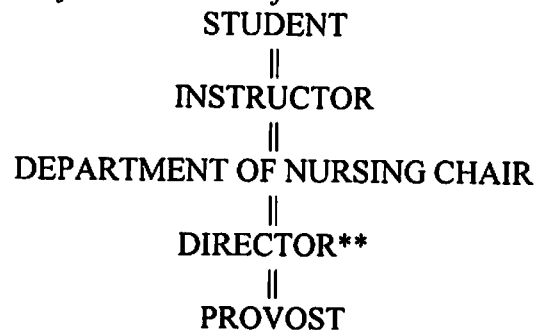
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



***It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director*

GENERAL COURSE REQUIREMENTS

Class Participation

Student Expectations

Tests and Assignments

Safety Issues

Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

Request for Inclusion in the General Education Core

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences/History	6
X	Category V	Cultural Diversity	3
	Category VI	Fine Arts/Humanities	6
	Category VII	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
COEASN	NRSG	361	Global Nursing	3

Catalog Description:

This course will examine the foundations of healthcare policy, the financial structure of healthcare systems, and the regulatory environments that impact nursing practice and patient care. This course will also analyze current and emerging global health priorities, including emerging infectious diseases, poverty, health inequity, health systems reforms, and major global initiatives for disease prevention and health promotion.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

NRSG 361, Global Nursing, is the revised version of the former NRSG 331, Cultural Diversity in Nursing, which was a general education course in the Cultural diversity category. The Department of Nursing is requesting that NRSG 361, Global Nursing, be a general education course in the Cultural diversity category.

Crosswalk of Montana State University-Northern Cultural Diversity Student Learning Outcomes (SLO) to the NRSG 361 Course Outcome Objectives

Montana State University-Northern Cultural Diversity Student Learning Outcomes (SLO)	NRSG 361 Course Outcome Objectives
1. Describe and compare the political, socio-economic, philosophical-spiritual, historic, scientific and literary-creative perspectives of various ethnic groups or cultures	1. Explore and analyze factors that influence evidence-based practice from a global perspective.
2. Analyze social problems, social structures and human behaviors of ethnic groups and cultures	3. Identify the impact of healthcare policy on individual and community nursing practice and patient care. 4. Analyze current and emerging global health priorities.

3. Examine how generalizations are developed and how stereotyping and prejudice are being addressed currently and historically

2. Describe how gender, ethnicity, vulnerability, and other global sociodemographic factors affect interpretation and application of research findings.

5. Discuss human behaviors including stereotyping, prejudice, and poverty and its impact on current and emerging global health priorities.

Print Name

Print Name

Submitter: Arlys Williams

Chair/Dean:

Date:

Signature

Signature (indicates "college" level approval)

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 53	Title: Nursing Research and Evidence Based Practice
--	--

Date

Received by CEASN Administrative Assistant

4.25.16

Forwarded to CEASN College Meeting

4.27.16

Approved

Disapproved



5/24/16

Chair
Signature

Date

Returned to CEASN Administrative Assistant

5.24.16

Forwarded to Dean for Signatures

5.25.16



5-25-16

Dean
Signature

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to Professional Education Unit

No

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to ACAD Senate

9.13.16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY

College COEASN

Program Area RN-BSN Completion

Date 10-14-16

Submitter Andrew Williams
Signature

Dean

Carol A. Reifchard
Signature (indicates "college" level approval)

Date _____

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The course title, description and course outcome objectives for NRS 420, Nursing Research, were reviewed and updated as described below.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No.: NRS 424

Course Title: Nursing Research and Evidence Based Practice

Credits: 3

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hours lab:

Current Catalog Description (include all prerequisites):

The focus of this course is on the research process and the translation of research into clinical practice. Students explore and evaluate current nursing evidence-based knowledge for scientific and clinical merit. Utilization of nursing research is emphasized as it relates to changing and improving nursing practice. Students investigate the role of the researcher by completing a research proposal related to a nursing practice issue

Proposed or New Catalog Description (include all prerequisites):

This course will focus on the research process and the translation of research into clinical practice. Students explore and evaluate current nursing evidence-based knowledge. Emphasis is placed on gaining competency in accessing and critically reading, evaluation, and applying research findings to nursing practice utilizing evidenced based models.

Course Outcome Objectives:

1. Articulate the steps of the research process and its relationship to the critiquing process.
2. Describe the foundations of the research process: research questions, literature reviews, and theoretical frameworks.
3. Describe and apply the steps of evidence-based practice models.
4. Distinguish strategies for implementing and evaluating evidence-based practice.
5. Utilize evidence based practice/nursing judgement to examine outcomes research relevant to creating a culture of continuous quality improvement in the practice of nursing.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRS 424

COURSE SCHEDULE

Didactic

COURSE TITLE: NURSING RESEARCH AND EVIDENCE BASED PRACTICE

COURSE CREDITS: 3

CATALOG DESCRIPTION

This course will focus on the research process and the translation of research into clinical practice. Students explore and evaluate current nursing evidence-based knowledge. Emphasis is placed on gaining competency in accessing and critically reading, evaluation, and applying research findings to nursing practice utilizing evidenced based models.

COURSE OBJECTIVES

1. Articulate the steps of the research process and its relationship to the critiquing process.
2. Describe the foundations of the research process: research questions, literature reviews, and theoretical frameworks.
3. Describe and apply the steps of evidence-based practice models
4. Distinguish strategies for implementing and evaluating evidence-based practice.
5. Utilize evidence based practice/nursing judgement to examine outcomes research relevant to creating a culture of continuous quality improvement in the practice of nursing.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

B=83-92%

C=78-82%

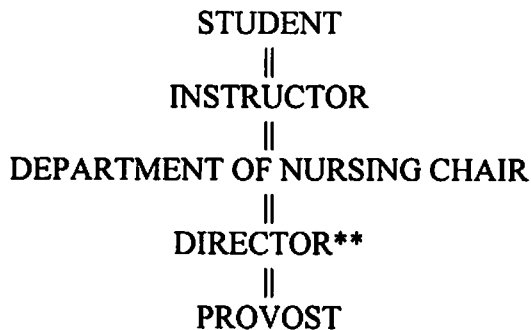
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



****It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director**

GENERAL COURSE REQUIREMENTS

Class Participation

Student Expectations

Tests and Assignments

Safety Issues

Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 54	Title: Leadership and Management for the RN
---------------------------------	---

Date

Received by CEASN Administrative Assistant

4.25.16

Forwarded to CEASN College Meeting

4.27.16

Approved

Disapproved

[Signature]

5/24/16

Chair
Signature

Date

Returned to CEASN Administrative Assistant

5.24.16

Forwarded to Dean for Signatures

5.25.16

[Signature]

5-25-16

Dean
Signature

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to Professional Education Unit

No

Approved

Disapproved

Signature

Date

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to ACAD Senate

9.13.16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College COEASN

Program Area RN-BSN Completion

Date 10-14-16

Submitter Arlynn Williams

Dean Carol A. Reyschneider

Date _____

Signature

Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The course title, description and course outcome objectives for NRS 485, Nursing Leadership and Management, were reviewed and updated as described below.

Please provide the following information:

College: COEASN

Program Area: Nursing: RN-BSN Completion Program

Date: 10-14-16

Course Prefix & No. NRS 463

Course Title: Leadership and Management for the RN

Credits: 5 credits

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture: X Online Delivery

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hour's lab:

Current Catalog Description (include all prerequisites):

This course prepares the student to assume positions of nursing leadership and management with focus on teamwork and collaboration within a health care organization. Evidence-based findings are used to make informed nursing management decisions relevant to the practice of nursing

management. Students will become familiar with management theories, organizational behavior theories and leadership styles. A capstone component is included in this course.

Proposed or New Catalog Description (include all prerequisites):

This course focuses on the theory, research and practical application essential to effective nursing leadership and introduces the managing role of the leader within a variety of nursing practice settings. Concepts such as the role of the leader and manager, health care organizations, care delivery strategies, managing resources, interpersonal and personal skills, and career management that were introduced at the ASN level are further explored in this course. Managerial concepts and leadership skills needed to promote high quality nursing care delivery outcomes are examined. Emphasis is placed on combining leadership and management concepts to a complex healthcare system in various clinical settings.

Course Outcome Objectives:

1. Examine strategic planning, effective team building, budget concepts for patient care and allocation of resources for effective staffing and delegation of patient care.
2. Discuss legal and ethical aspects of patient care, cultural diversity and spirituality, and collective bargaining.
3. Develop and demonstrate knowledge of concept of change, conflict resolution, power and time management to nursing management.
4. Determine personal leadership style based on nursing leadership models.
5. Analyze evidence based practice when making decisions used in the management of health care personnel in various settings.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRS 463

COURSE SCHEDULE

Didactic

COURSE TITLE: LEADERSHIP AND MANAGEMENT FOR THE RN

COURSE CREDITS: 5

CATALOG DESCRIPTION

This course focuses on the theory, research and practical application essential to effective nursing leadership and introduces the managing role of the leader within a variety of nursing practice settings. Concepts such as the role of the leader and manager, health care organizations, care delivery strategies, managing resources, interpersonal and personal skills, and career management that were introduced at the ASN level are further explored in this course. Managerial concepts and leadership skills needed to promote high quality nursing care delivery outcomes are examined. Emphasis is placed on combining leadership and management concepts to a complex healthcare system in various clinical settings.

COURSE OBJECTIVES

1. Examine strategic planning, effective team building, budget concepts for patient care and allocation of resources for effective staffing and delegation of patient care.
2. Discuss legal and ethical aspects of patient care, cultural diversity and spirituality, and collective bargaining.
3. Develop and demonstrate knowledge of concept of change, conflict resolution, power and time management to nursing management.
4. Determine personal leadership style based on nursing leadership models.
5. Analyze evidence based practice when making decisions used in the management of health care personnel in various settings.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.

6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

Phone Number/s

Email

Office Hours

REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

COURSE POLICIES

Attendance

Disabilities/Accommodations

Put Montana State University Northern Nondiscrimination Statement here

Nursing Student Functional Expectations

COURSE EVALUATION

Grading

Define what is to be graded.....tests, concept maps/care plans, written assignments, etc.

Grading Scale

A= 93-100%

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C=78-82%

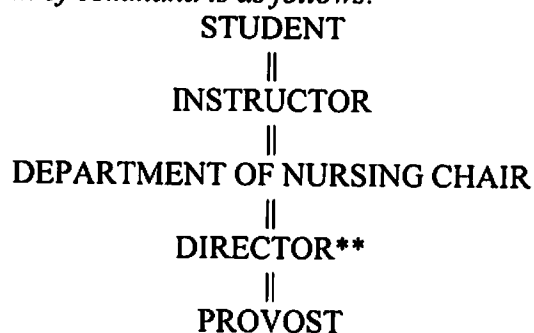
D=66-77%

F=Below 66%

Include current handbook statement about 78% average on tests.

MSU-Northern Department of Nursing Chain of Command

If a student encounters an issue with an assignment, grade, or Professional Behavior Expectations policy, the chain of command is as follows:



*****It is strongly encouraged that you see faculty advisor for guidance if you decide to proceed to department of nursing director***

GENERAL COURSE REQUIREMENTS

Class Participation

Student Expectations

Tests and Assignments

Safety Issues

Academic Misconduct

Use current MSU Northern policy

CONTENT OUTLINE

TEACHING STRATEGIES

CONTENT SCHEDULE AND ASSIGNMENTS

By Week. Include date, class day/time, topics, chapter/assignments, SLOs and Cos

ATTACHMENTS

Grading Rubrics

Clinical Objectives and Schedule

CEASN PROPOSAL TRACKING SHEET

(Document to Be Originated By CEASN Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEASN Administrative Assistant.
2. The CEASN Administrative Assistant forwards them to the appropriate CEASN Committee.

Proposal Number: 2015-2016 # 55	Title: Leadership and Management for the RN Clinical
---------------------------------	--

Date

Received by CEASN Administrative Assistant

4.25.16

Forwarded to CEASN College Meeting

4.27.16

Approved 6

Disapproved _____



5/29/16

Chair
Signature

Date

Returned to CEASN Administrative Assistant

5.24.16

Forwarded to Dean for Signatures

5.25.16

 5-25-16

Dean
Signature

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to Professional Education Unit

No

Approved _____

Disapproved _____

Signature

Date

Returned to CEASN Administrative Assistant

5.25.16

Forwarded to ACAD Senate

9.13.16

COURSE REVISION FORM

NEW___ DROPPED___ MAJOR REVISION X FOR INFORMATION ONLY___

College_____ Program Area_____ Date_____

Submitter Andy Williams Dean_____ Date_____

Signature

Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

A new statewide RN-BSN Completion program was developed by a committee of nursing educators across the state of Montana and approved by the Montana Board of Regents May, 2016. The course description and course outcomes were standardized for transferability between Montana Nursing Programs. The course title, description and course outcome objectives for NRS 486, Nursing Leadership and Management Clinical, were reviewed and updated as described below.

Please provide the following information:

College: COEASN

Program Area: RN-BSN Completion Program

Date: 3-15-16

Course Prefix & No.: NRS 464

Course Title: Leadership and Management for the RN Clinical

Credits: 1

Required by: RN-BSN Completion Program

Selective in:

Elective in:

General Education:

Lecture:

Lecture/Lab:

Gradable Lab:

Contact hours lecture:

Contact hour's lab: 45 hours

Current Catalog Description (include all prerequisites):

This practicum provides opportunity for the student to work with a BSN prepared preceptor in utilizing evidence-based practice to apply leadership and management concepts in a health care organization. It enhances students' leadership skills in maintaining best practices and standards of care. Students collaborate with faculty and preceptors to examine the functions of nurse leader/manager.

Proposed or New Catalog Description (include all prerequisites):

The clinical experience part of this course enables the student to further develop leadership abilities, communication, critical thinking skills, and decision-making in the role of nurse leader and manager in a variety of settings.

Course Outcome Objectives:

1. Apply the concept of change, conflict resolution, power and time management to nursing management in a variety of settings
2. Apply personal leadership style to clinical setting
3. Explore the role of the nurse manager through the clinical experience.
4. Collaborate with other health care professionals and patients in the community by fostering effective communication and informatics when providing leadership in structured and unstructured environments.

Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.

No additional resources needed.

**MONTANA STATE UNIVERSITY NORTHERN
DEPARTMENT OF NURSING
COURSE SYLLABUS**

SEMESTER & YEAR

COURSE NUMBER: NRS 464

COURSE SCHEDULE

Didactic
Clinical

COURSE TITLE: LEADERSHIP AND MANAGEMENT FOR THE RN CLINICAL

COURSE CREDITS: 1 (45 HOURS)

CATALOG DESCRIPTION

The clinical experience part of this course enables the student to further develop leadership abilities, communication, critical thinking skills, and decision-making in the role of nurse leader and manager in a variety settings.

COURSE OBJECTIVES

1. Apply the concept of change, conflict resolution, power and time management to nursing management in a variety of settings.
2. Apply personal leadership style to clinical setting.
3. Explore the role of the nurse manager through the clinical experience.
4. Collaborate with other health care professionals and patients in the community by fostering effective communication and informatics when providing leadership in structured and unstructured environments.

RN-BSN COMPLETION STUDENT LEARNING OUTCOMES

1. Provide leadership in coordinating patient-centered care which respects patient values, preferences and needs.
2. Demonstrate collaborative leadership with patients and interprofessional teams, to foster mutual respect, open communication, and shared decision-making.
3. Integrate evidence-based practices with clinical expertise for delivery of optimal health care.
4. Analyze and evaluate patient and health care data to support quality improvement within health care systems.
5. Analyze health care systems and processes to identify actual and potential risks based on national safety initiatives.
6. Analyze the use of technology to communicate, inform, and support decision-making while managing patient-centered care.

INSTRUCTOR/S & CONTACT INFORMATION

Name

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REQUIRED TEXTBOOKS

OPTIONAL TEXTBOOK

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Disabilities/Accommodations

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COURSE EVALUATION

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Grading Scale

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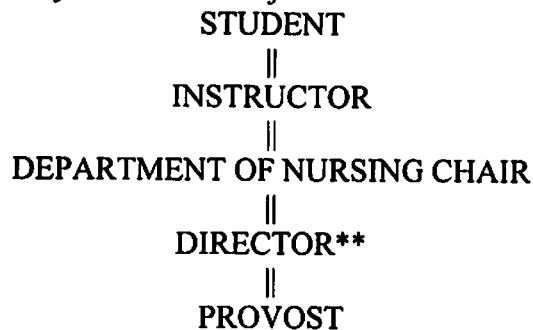
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Include current handbook statement about 78% average on tests.

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GENERAL COURSE REQUIREMENTS

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CONTENT OUTLINE

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Clinical Objectives and Schedule