

CATALOG YEAR 2013
(Please use separate form for each add/change)

COLLEGE/SCHOOL/SECTION: _____ College of Nursing and Health Sciences

Course: Add: _____ Delete: _____
(check all that apply) Change: Number X Title _____ SCH _____ Description X Prerequisite _____

New course will be part of major _____ minor _____ as a required X
or elective _____ course

New course will introduce _____, reinforce _____, or apply _____ concepts

If new, provide Course Prefix, Number, Title, **Measurable** Student Learning Outcomes, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current online catalog, provide change and attach text with changes in red and provide a brief justification.

Program: Delete: _____ Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current online catalog, provide change and attach text with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor. If in current online catalog, provide change and attach text with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry. If in current online catalog, provide change and attach text with changes in red.

College Introductory Pages: Add information: _____ Change information: _____
Attach new/changed information. If in current online catalog, provide change and attach text with changes in red.

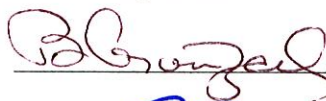
Other: Add information: _____ Change information: X Attach new/changed information. *Change in course number and description. All RN to BSN courses will now have a change in course prefix from NURS to NURN, to clarify that it is for the RN to BSN track specifically.*
NURS 3590 Nurse Role & Practice Transition to NURN 3590 Nurse Role & Practice Transition
Change in course description and objectives to be in line with the Texas Board of Nursing requirements for nurses returning to school to obtain a bachelor's degree.

Approvals:

Signature

Date

Chair
Department Curriculum Committee



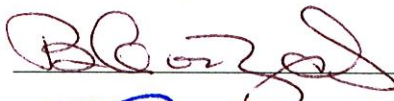
01-04-13

Chair
Department



1/7/13

Chair
College Curriculum Committee



01-04-13

Dean



1/7/13

~~NURS 3590 Nurse Role & Practice Transition~~ ~~This course provides the student with an organizing framework for defining professional nursing practice as a learned and complex therapeutic process through which the nurse engages individuals, families, or communities for the purpose of meeting health needs. The health needs of individuals, families and communities are examined within relevant theoretical contexts. Nursing philosophies are explored, with special emphasis given to the interpretation of the influence of culture and caring on health. Comprehensive NLN exam taken for upper and lower division credits. To earn credit, this course must be completed with a grade of "C" or better. Prerequisites: NURS 3302, NURS 3405 and NURS 3414.~~

NURN 3590 Nurse Role & Practice Transition (3 hour theory, 6 clinical laboratory)

Course Description: This course provides the student with an organizing framework for defining professional nursing practice at the baccalaureate level, as a learned and complex therapeutic process through which the nurse engages individuals, patients, families, communities or vulnerable populations for the purpose of meeting health needs. The health needs of individuals, patients, families, communities or vulnerable populations are examined within relevant theoretical contexts. Nursing philosophies and theories are explored, with special emphasis given to interpretation of the influence of culture on health. (Core complete or permission of instructor.) Writing Intensive Course (WIN)

Course Objectives: Upon completion of this course, the student will have had opportunities to:

1. Analyze the clients' needs for nursing care throughout the lifespan and apply conceptual and theoretical frameworks to plan and direct care. (1, 2, 3, 4)
2. Construct a plan of care based on the cultural needs and expression of the client. (2, 3)
3. Demonstrate critical thinking using the nursing process and teaching/learning process with diverse patient populations. (3)
4. Demonstrate effective collaboration skills with patients, families and interdisciplinary health team members. (4)
5. Demonstrate competence in nursing care planning for promotion, maintenance, and restoration of health across the lifespan within a transcultural context. (1, 2, 3, 4, 5)
6. Integrate the multiple professional nursing role components required to provide comprehensive care for individuals, patients, families, communities or vulnerable populations. (6)
7. Analyze the socioeconomic and political factors influencing the historical, contemporary, and emerging roles of the professional nurse. (6, 7)
8. Demonstrate the legal and ethical principles, which underlie nursing and health care. (8, 10)
9. Develop and critically analyze a personal philosophy of professional nursing practice at the baccalaureate level. (9)
10. Compare and contrast the research process with the problem solving process. (3)
11. Create a personal plan for maintaining current knowledge about nursing and health care trends/issues. (9, 10)
12. Demonstrate responsibility and accountability for independent learning and self-evaluation. (9)
13. Demonstrate the ability to express his/her ideas in clear English using discipline specific language and APA formatting. (WIN)