Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: School of Nursing
   Department:

2. Course Prefix and Number: NURS 7440
   3. Effective Term: Fall 2014

4. Course Title: Primary Care I: Women and Children
   Abbreviated Title (30 characters or less): Primary Care I

5. Requested Action:
   - [ ] Reumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course

6. Course Credit:
   Contact/Group Hours | Scheduled Type (e.g.: Lab, Lecture, Practicum, Directed Study) | Weekly or Per Term? | Credit Hours | Anticipated Enrollment
   Maximum Hours (Repeatability): 3
   | 1 | Lecture | 1 | 1 | 25 |
   | 2 | Practicum | 120/term | 2 | 25 |
   Total Credit Hours: 3

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use "P:" to indicate a prerequisite, "C:" to indicate a corequisite, and "P/C:" to indicate a prerequisite with concurrency.

P- NURS 7330; NURS 7550
C-NURS 7550

9. Restrictions: List specific restriction in space above.
   - [ ] College
   - [ ] Major
   - [ ] Standing
   - [ ] Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Focus is on the primary care nurse practitioner's role in managing common acute and chronic health care problems in women and pediatric patients in a variety of primary care settings.

11. May Count Either
    - (NA) or (NA) (Indicate if this particular course cannot be counted for credit in addition to another)

12. Affected Program(s):
    (Respond "NA" if not included in any program; attach memorandum if more space is required)

<table>
<thead>
<tr>
<th>Program Type (e.g.: minor, major, etc.)</th>
<th>Program Title (e.g.: MS in Chemistry, Performance Option, Minor in Art)</th>
<th>Requirement or Elective? (required or optional?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
<td></td>
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</tbody>
</table>

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification:

This course provides primary care practitioner graduate nursing students with knowledge and skills in managing acute and chronic health problems of women and children in a variety of primary health care settings. Additionally, this course meets key elements of the criteria for accreditation by the Commission on Collegiate Nursing Education, the accreditation agency used by the AU/AUM Joint MSN Program.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources:

No new resources needed at this time

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary, if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes:

Utilize information from pathophysiology, health assessment and pharmacology in the formulation of diagnoses and decisions about education and therapeutic interventions for a variety of women and children.
2. Identify discrepancies in practice and identified standards and formulate appropriate evidence-based interventions to improve the safety and quality of health care delivery in women and children.
3. Integrate technologies and information systems to enhance health care delivery across the health wellness-illness continuum in women and children.
4. Provide holistic patient care based on legal, ethical and regulatory standards for the nurse practitioner.
5. Collaborate with the interdisciplinary health care team to design, coordinate and evaluate patient-centered care and patient outcomes.
6. Develop and implement patient-centered and culturally responsive clinical prevention and health promotion interventions and services for individuals, families, communities and aggregate clinical populations.
7. Employ leadership and management skills in the healthcare setting to encourage lifelong learning for self and peers related to quality improvement, professional standards and accountability.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline:

1. Overview of Issues Related to Women and Children in the Health Care System
2. Health and Development of Women and Children through the Life Cycle
3. Women and Sexuality
4. Menstruation and Related Problems and Concerns
5. Fertility/Infertility, Birth Control
6. Vaginitis and Sexually Transmitted Disease
7. Common Gynecologic Pelvic Disorders
8. Breast Health
9. The Climacteric Menopause and the Process of Aging
10. Common Medical Problems for Women and Children: Cardiovascular through Hematologic Disorders
12. Domestic Violence/Abuse/Sexual Assaults/Neglect
13. Infection: Bacterial, Spirochetal, Parasitic, Mycotic, Viral Rickettsial
14. Inborn Error of Metabolism, Genetics
15. Emergencies, Injury, Poisonings
16. Psychiatric and Psychosocial Aspects of Women and Children

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:

Module Learning Activities/Quizzes
Women's/Child Health Promotion Assignment
Case Study (2: 1 women, 1 child)
Clinical Reflections/Clinical Roundtable Discussions
SOAP Notes (3)
Patient Encounter Logs
Clinical Evaluation
To be successful in this course the student must have a Satisfactory on the
Patient Encounter Log and the Clinical Evaluation (Expected or Above
Expected).

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each
assignment that clarifies its contribution to the course's learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Module Learning Activities/Quizzes</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women's/Child Health Promotion Assignment</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study (2: 1 women, 1 child)</td>
<td>25%</td>
</tr>
<tr>
<td>Clinical Reflections/Clinical Roundtable Discussions</td>
<td>10%</td>
</tr>
<tr>
<td>SOAP Notes (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Patient Encounter Logs</td>
<td>S/U</td>
</tr>
<tr>
<td>Clinical Evaluation</td>
<td>S/U</td>
</tr>
</tbody>
</table>
| To be successful in this course the student must have a Satisfactory on the
Patient Encounter Log and the Clinical Evaluation (Expected or Above
Expected). |
| 90-100 A/S |
| 80-89 B/S |
| 79-70 C/S |
| Below 70 U |

List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate
point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade

20. Justification for Graduate Credit:

This course provides advanced skills and knowledge in the care of
women and children in the primary care setting. Additionally, this
course meets key elements of the criteria for accreditation by the
Commission on Collegiate Nursing Education, the accreditation
agency used by the AUJAUM Joint MSN Program.

(Include a brief statement explaining how the course meets graduate educational standards [i.e.: rigorous standards for
evaluation, development of critical thinking and analytical skills, etc.]

(Include below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the
academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the
Tiger Cub, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event
of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of
the student's immediate family, the death of a family member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for
university classes, trips for participation in intercollegiate athletic events, subpoenas for a court appearance, and religious holidays. Students who wish to have an
excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of
the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such
notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the Tiger Cub for more
information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. hour exams, mid-term exams) due to properly authorized excused absences
must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence
of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in
extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided for by the Americans With Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodation Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (VP/TT).