The Committee will meet at 2:00 PM on Tuesday, March 18, 2003 in Humanities room 346.

Agenda

1. Consideration of Minutes of the February 25, 2003 meeting
2. Chair's Report
3. Course Revisions, Nursing (see attachment 1)
4. Course revision, ST-101 (see attachment 2)
5. New Business
February 21, 2003

Dr. David Lieberman
Chairperson Curriculum Committee
Queensborough Community College

Dear Dr. Lieberman:

Attached are revisions in our nursing course descriptions. These changes more accurately reflect the scope and content of the courses. As students move through the nursing program classes increase in complexity. Students are provided with the theoretical content and clinical skills to meet these demands. We as faculty wanted the course description to accurately reflect this progression.

Sincerely
Nursing Curriculum Committee
1. Proposed Change in Course Title and Description

From: NU-101 Introduction to Universal Self-Care Needs/Deficits

Prerequisite: (a) completion of Pre-Clinical Sequence with at least a 2.75 grade-point average; and (b) satisfactory score on the Mathematics Placement Tests, or MA-010.
Corequisite: BI-302, SS-520

[Note: Beginning in Fall 2001, admission to evening clinical sequence (NU-101) will be in the Fall semester only.]

Provides [the] introduction to the practice of nursing in the acute and community healthcare settings. The theoretical basis and practical application of nursing concepts underlying the practice of nursing as it applies to normalcy/health across the life cycle is emphasized. Universal self-care needs/deficits, communication techniques both written and oral, legal/ethical parameters of nursing, normal nutrition, and basic pharmacology, and teaching-learning principles are described and utilized in beginning practice. The nursing process as a problem-solving tool provides the basis for patient care. Students learn [comprehensive] assessment skills as they apply to individuals and communities [utilizing] critical thinking techniques which are necessary for diagnosing and treating human responses to actual or potential health problems. Learning experiences are provided in the College laboratories, hospitals, and community settings.

To: NU-101 Introduction to Nursing Care of Persons with Universal Self-Care Needs/Deficits

Prerequisite: (a) completion of Pre-Clinical Sequence with at least a 2.75 grade-point average; and (b) satisfactory score on the Mathematics Placement Tests, or MA-010.
Corequisite: BI-302, SS-520, BCLS Certification

Provides an introduction to the practice of nursing with an emphasis on professional behaviors in the acute and community healthcare settings. The theoretical basis and practical application of nursing concepts underlying the practice of nursing as it applies to normalcy/health across the life cycle is emphasized. Universal self-care needs/deficits, communication techniques both written and oral, legal/ethical parameters of nursing, normal nutrition, and basic pharmacology, as well as teaching-learning principles are described and utilized in beginning practice. The nursing process as a problem-solving tool provides the basis for patient care. Students learn basic assessment skills as they apply to individuals and communities. Critical thinking techniques, which are necessary for diagnosing and treating human responses to actual or potential health problems, are utilized. Learning experiences are provided in the college laboratories, hospitals, and community settings.

Rationale: The revised course description more accurately reflects the scope and content of the course. In this first semester nursing course, professional behavior is emphasized. BCLS certification was added to meet guideline set forth by clinical agencies.
2. Proposed Change in Course Title and Description

From: NU-102 Nursing Care of Persons with Self-Care Needs and Selected Self-Care Deficits

Prerequisite: NU-101 (completed with C or better), BI-302, SS-520. Corequisite: BI-311

Provides the student with the theoretical basis and application of nursing as it relates to [selected] self-care needs/deficits across the life cycle. Emphasis [will be] placed on assisting patients with selected [physical and psychosocial] deficits to achieve and maintain their optimal level of self-care. Therapeutic nutrition, [and] pharmacology are presented [as treatment modalities.] Physical assessment and critical thinking [skills] continue from NU-101. Learning experiences are provided in the college laboratories as well as selected hospitals and community health care settings.

To: NU-102 Nursing Care of Persons with Developmental Self-Care Needs and Selected Self-Care Deficits; Intermediate Level, Part I. Writing Intensive

Prerequisite: NU-101 (completed with C or better), and BI-302, SS-520. Corequisite: BI-311, BCLS Certification.

Provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to select developmental self-care needs/deficits across the life cycle. End of life issues and spiritual aspects of care are included. Emphasis is placed on assisting patients with selected self-care needs/deficits to achieve and maintain their optimal level of self-care. Relevant therapeutic nutrition, pharmacology and holistic healing modalities are presented and discussed. Instruction on physical assessment and critical thinking strategies continue from NU-101. Learning experiences are provided in the college laboratories as well as selected hospitals and community health care settings.

Rationale: The revised course description more accurately reflects the scope and content of the course. As students advance in practice, underlying concepts are emphasized. End of life issues and spiritual aspects of care are emphasized to reflect current changes in health care. BCLS certification was added to meet guideline set forth by clinical agencies.
3. Proposed Change in Course Title and Description

From: NU-201 Nursing Care of Persons with Developmental Self-Care Needs and Selected Self Care Deficits

Prerequisite: NU-102 (completed with C or better), and BI-311.

Provides the student with the theoretical basis and application of nursing as it relates to selected concepts underlying the practice of nursing as it relates to developmental needs and selected self-care deficits across the life cycle including the child bearing family. Emphasis on the nursing process, physical and psychosocial assessment and critical thinking skills continues. Therapeutic nutrition and pharmacology continue as a major focus. Learning experiences are provided in the college laboratory as well as selected hospitals and community health care settings.

To: NU-201 Nursing Care of Adults and Family with Developmental Self-Care Needs and Selected Self Care Deficits Intermediate Level, Part II

Prerequisite: NU-102 (completed with C or better), and BI-311. Co-requisite BCLS Certification

Provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to selected developmental self-care needs/deficits within the context of the family. Emphasis is placed on assisting adults and families across the life cycle with selected self-care needs/deficits to achieve and maintain their optimal level of health. Refinement of assessment, critical thinking strategies and health promotion skills along with development of professional accountability continues. Related therapeutic nutrition and pharmacology continue as a focus of practice. Learning experiences are provided in the college laboratory as well as selected hospitals and community health care settings.

Rationale: The revised course description more accurately reflects the scope and content of this course which progresses from NU-102 in complexity. Changes also reflect increased student accountability and refinement of skills. BCLS certification was added to meet guideline set forth by clinical agencies.
4. Proposed Change in Course Title and Description

From: NU-202 Nursing Care of Persons with [Chronic,] Complex [and Multi-system ]Self-Care Needs/Deficits

**Prerequisite: NU-201 (completed with grade of C or better).**

**Corequisite: NU-203**

Provides the knowledge and skills necessary to assist patients, residents and family to manage self-care needs/deficits. Emphasis is on physical, psychosocial and environmental assessment, critical thinking skills, multiple patient assignments and interdisciplinary team functioning. Opportunity is provided for increased self-direction in the utilization of the nursing process in acute and long-term and community health care settings.

To: NU-202 Advanced Nursing Care of Persons with Complex Self-Care Needs/Deficits

**Prerequisite: NU-201 (completed with grade of C or better).**

**Corequisite: NU-203, BCLS Certification**

Provides the knowledge and skills needed to manage nursing care of persons with complex physiological and psychosocial self-care needs/deficits. Emphasis is on advanced physical assessment, patient management and critical thinking strategies with a focus on communication techniques utilized in interdisciplinary collaboration. Opportunity is provided for increased self-direction in the utilization of the nursing process and accountability for professional practice. Clinical experiences are provided in college laboratories, hospitals and community health care settings.

**Rationale:** The revised course description more accurately reflects the scope and content of the course with emphasis on advanced assessment and practice in the last semester course. Students are provided skills to manage complex patients with an emphasis on interdisciplinary collaboration. BCLS certification was added to meet guideline set forth by clinical agencies.
5. Proposed Change in Course Title and Description

From: NU-203 Issues and Trends in Nursing

[Designed to explore] professional and legal [aspects] in nursing. Historical perspectives, political issues, [and selected legal-ethical problems in health care] included. The transition from the role of student nurse to professional nurse is explored.

To: NU-203 Issues and Trends in Nursing *Writing Intensive*

This course is designated as a writing intensive course. In addition to improving the students’ ability to think critically and communicate effectively using writing, the course explores professional, ethical and legal issues in nursing. Historical perspectives and political issues, as they impact selected health-care problems are included. The utilization of Nursing Research in the clinical area is examined. The transition from the role of student nurse to professional nurse is discussed.

*Rationale*: The revised course description more accurately reflects the scope and content of the course. It has been designed as a writing-intensive course which enhances students critical thinking and communication skills as well. Utilization of nursing research enhances the professional role of the nurse.
TO: Prof. David Lieberman, Chair  
FROM: Stanley L. Rustin, Director of Counseling  
DATE: January 16, 2003  
RE: Adding Pre-requisites to ST 101 - Strategies for College Success

I am writing to you on behalf of my colleagues and myself who have taught “Strategies for College Success” for the past three semesters. As you may recall when the curriculum committee and the Academic Senate passed the course we did not require any pre-requisites for students who wished to enroll in it. Our collective experience as well as input from Professor Julia Carroll of the Basic Skills Department, suggests that we need to have students complete the lower levels of remediation in reading and writing if they are going to do well in this class. We are particularly concerned about ESL students who have not been able to adequately read the text book or satisfactorily complete written assignments. The ESL students are at a disadvantage unless they have completed BE 203 and BE 225. The other students need to have completed BE 121 and BE 111 in order to successfully complete the course.

Therefore we respectfully request that the curriculum committee allow the inclusion of the following courses as pre-requisites for ST 101 beginning in the Fall 2003 semester. The courses are: BE 203  
BE 225  
BE 121  
BE 111

If you would like my colleagues and I to meet with you and the committee to discuss this matter we would be pleased to do so.

cc. Vice President Evanoski  
   Dr. Stephen Beltzer  
   Ms. Wilma Anthony  
   Dr. Victor DeFazio  
   Dr. Martin Jacobs