New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 621

Course Title: Advanced Clinical I
Abbreviated Course Title (≤ 30 chars):
First Semester to be Offered: Summer 2014
Submitted by: Lynn Taylor
Submitter’s Contact Info: Phone, Email: x 3500; lynnt@np
Instructor: Deb Kern, MSN, APRN, FNP-BC
Department: Nursing
College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.
Department Head’s signature indicates that course has been approved by the process used within the Department.
The Chair of the College Curriculum Committee signs to indicate college academic approval (if required).
The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.
The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.
Provost’s Office reviews the new course request.
Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (591) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.

APPROVALS

Submitter * 2-13-14
Department Head * 2-13-14
Chair, College Curriculum Comm. * 2-13-14
Graduate School Dean * 3-25-14
Assoc. Provost * 3-26-14

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OFFICE OF THE PROVOST
The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.

   www.mus.edu/Qtools/CCN/ccn_default.asp

   • If a course exists with at least 80% of the same outcomes, the course is considered “equivalent” to the proposed new course, and the new course should use the existing rubric and course number.
   • If no “equivalent” course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

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**Requested Rubric, Course Number, Core Designation (if needed):**

- **Course Title:** Advanced Clinical I
- **Abbrev. Course Title (≤ 30 char):** NRSG 621
- **Credits:** 6
- **Department Offering Course:** Nursing
- **College:** Nursing

**Is this course “equivalent” to a course in the MUS System?:**

- Yes
- No

**Learning Outcomes for the Course:**

1. Demonstrate effective communication and collaboration skills in providing treatment, preventive care, and advocacy for childbearing and childrearing families with emphasis on rural, primary care settings.

2. Analyze individual and family responses to primary health care issues, guided by a variety of relevant theoretical and interdisciplinary perspectives.

3. Evaluate healthcare strategies, guided by identified concepts and perspectives for treatment and preventive primary care of childbearing and childrearing families.

4. Disseminate findings from evidence based interventions for health promotion and treatment of primary health care needs of childbearing and childrearing families.

5. Implement diagnostic reasoning skills, critical thinking and science of therapeutics to improve patient outcomes for childbearing and...
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):
- NRSG 621
- Advanced Clinical

Course Title (for Catalog):
- NRSG 621
- Advanced Clinical

Semester to be Offered:
- Summer 2014

Restricted Entry/Consent of Instructor Required:
- Yes
- No

Instructor’s GID (last 4 digits only):
- 1398

Department Offering Course:
- Nursing

College:
- Nursing

Is the requested course number available? (x4155 to check):
- Yes
- No

Frequency of course offering:
- Annually
- Alternate Years, starting

Semester(s) offered (check all that apply):
- Summer
- Fall
- Spring

Summer Options (check all that apply):
- First 6 weeks
- Second 6 weeks
- 12 weeks

Credits by mode of instruction:
<table>
<thead>
<tr>
<th>Mode of Instruction</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>3</td>
</tr>
<tr>
<td>Seminar</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
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<tr>
<td>Lab/Studio</td>
<td>3</td>
</tr>
<tr>
<td>Recitation/Discussion</td>
<td></td>
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</tbody>
</table>

TOTAL CREDITS: 6

Primary Mode(s) of Delivery:
- Face-to-face
- Web-Enhanced (small on-line comp.)
- On-Line Only
- Blended (significant on-line portion)

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

- Assigned Day(s): M, Tu, W, Th, F, Sa, Su
- Assigned Time(s):
- Assigned Building:
- Assigned Room:
- Capacity (room capacity, or enrollment “cap”): 20

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

- Prerequisite(s): NRSG 604 Evidence Based Practice I; NRSG 601 Advanced
- Co-Requisite(s):

Course Description – Provide a course description of 40 words or less for the MSU Catalog.

Focus on comprehensive assessment, intervention and preventive care for childbearing and childrearing families in primary health care. Includes content on physiological, pathophysiological, psychological, developmental, sociocultural and spiritual primary health care needs of childbearing and child.
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified. The Dean's Statement is the place to document how the costs of the proposed new course will be covered.

This course essentially replaces an existing 6 credit clinical course that has been offered to master's nurse practitioner students. With the introduction of the DNP program into the graduate nursing curriculum, the master's nurse practitioner courses are no longer offered.

Helen Melland, Dean
College of Nursing
NEW GRADUATE COURSE NARRATIVE
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description: NRS 621

What are the special goals or purposes of the course that support a “graduate” level of the course? This course focuses on comprehensive assessment, intervention and preventive care for childbearing and childrearing families in primary health care settings. Recognizing and valuing the holistic nature of individuals within families, this graduate nursing course will include content on physiological, pathophysiological, psychological, developmental, sociocultural and spiritual primary health care needs of childbearing and childrearing families.

a. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this course is part of the new Doctor of Nursing Practice (DNP) degree.

b. Provide a course syllabus containing all major topics to be covered. Syllabus attached.

c. List required texts or other required references. Please refer to the syllabus.

2. Level of Offering:

a. Has the course been offered previously as a 591? No
   i. If so, when?
   ii. What was the enrollment?
   iii. What level of students took the course?
   iv. What were the evaluations?

b. Does the course represent an upgraded version of an undergraduate level course? No
   i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)

c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) NRS 601 Advanced Health Assessment; NRS 602 Advanced Physiology/Pathophysiology; NRS 603 Advanced Pharmacology I; NRS 604 Evidence Based Practice I; NRS 607 Diagnostic Reasoning; NRS 605 Evidence Based Practice II.

d. What performance requirements are placed on students which make this a graduate course? Students will be expected to perform as advanced practice nurses
   i. Specifically state the written requirements or products of this course.
   
   There will be 2 exams and a comprehensive final exam. Family Assessment Paper: This will be a written assessment of a family contacted through clinical. Students are responsible for doing at least two home visits during which you will do a thorough assessment of family function and health. Apply a conceptual framework, determine strengths and issues as well as identify strategies for intervention.

   ii. How will the student's learning be assessed and graded?

   1. Exam 1 20%
   2. Exam 2 20%
   3. Comprehensive Final Exam 30%
4. Family Paper 15%
5. Case Studies on D2L 15%
6. Clinical Lab S/U

You must have an average of 70% for all exams in order to pass the course.

**Course Grading:** A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%,

3. Relationship to other courses, curricula, and Departments:
   
a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? Yes it builds on previous coursework. This is a required course in the DNP curriculum.
b. Does this course replace one or more courses that will not be offered? No. If so, which one(s)? N/A
c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? N/A
d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? No.
e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. N/A.
f. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable.

4. Students Served:
   
a. Does the proposed course serve:
      i. Majors only? Yes
      ii. Non-majors only? State area(s) or discipline(s) to be served. No
      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 20

6. Resources (including instructor):
   
a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course? Yes
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). CV attached.
   c. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:
   
a. How will the students evaluate the course and instructor? Online Knapp evals and in-house new course evaluation form
   b. How will the department evaluate the course and instructor? Same as above.
8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
NRSG621 Advanced Clinical I
Primary Care for Childbearing and Childrearing Families
Syllabus
Graduate DNP Program
Summer 2014

Faculty:

Deb Kern, MSN, APRN, FNP-BC,  Course Coordinator
Cell phone:   (406) 539-1081
fax:           (406) 994-6020
email:

Clinical Faculty:

Stacy Stellflug, MN, APRN-BC, FNP
Office:        406.657.1740
Cell phone:    406.672.3353 (if calls or texts after 6pm, will respond next day,
if over the weekend, will respond on Monday)
email:         stacy.stellflug@montana.edu
Course Syllabus

N621 Advanced Clinical I, Primary Care for Childbearing and Childrearing Families
6 Credits: 3 lecture, 3 clinical lab

Course Description:
This course focuses on comprehensive assessment, intervention and preventive care for childbearing and childrearing families in primary health care settings. Recognizing and valuing the holistic nature of individuals within families, this graduate nursing course will include content on physiological, pathophysiological, psychological, developmental, sociocultural and spiritual primary health care needs of childbearing and childrearing families.

Course Objectives:
The student will:

1. Demonstrate effective communication and collaboration skills in providing treatment, preventive care, and advocacy for childbearing and childrearing families with emphasis on rural, primary care settings.
2. Analyze individual and family responses to primary health care issues, guided by a variety of relevant theoretical and interdisciplinary perspectives.
3. Evaluate healthcare strategies, guided by identified concepts and perspectives for treatment and preventive primary care of childbearing and childrearing families.
4. Disseminate findings from evidence based interventions for health promotion and treatment of primary health care needs of childbearing and childrearing families.
5. Implement diagnostic reasoning skills, critical thinking and science of therapeutics to improve patient outcomes for childbearing and childrearing families.
6. Evaluate the effectiveness of nursing strategies used to provide primary care for childbearing and childrearing families.
7. Synthesize knowledge about culture and ethnicity into the development, implementation and evaluation of nursing strategies.

Required Textbooks:

Course Requirements:

Course Expectations

1. Effective verbal and written communication consistent with gradual level performance standards.
2. Accountable to MSU’s code of conduct as defined in the student catalog and MSU Student Code of Conduct.
3. Critical thinking ability – the use of analysis and synthesis skills such as: accurate interpretation of evidence, statements, graphics, questions, data, etc.; identification of salient arguments (reasons and claims) pro and con; thoughtful analysis and evaluation of major alternative points of view; drawing warranted, judicious, nonfallacious conclusions; justification of key results and procedures, explanations of assumptions and reasons; and fair-minded following where reason and evidence lead (Faccione and Faccione, 1994).
4. Students are responsible for their own learning. Faculty act as mentors and facilitators in the learning process. The level of learning which the student achieves is dependent on the complex relationships between the student, faculty, clinical supervision and preceptors. The student must be an active participant in the learning process in order for learning to occur.
5. Travel to clinical sites and face-to-face course offerings are expected at Montana State University. Clinical experiences can take place in rural settings, as well as the settings near the campus. The student is responsible for travel expenses associated with this experience.
6. Graduate education requires extensive reading of current literature. These may be assigned readings for courses, may be research of course assignments or projects, or may be work necessary for professional projects/theses. The student is responsible for completion of these expectations and the time and costs associated with any needed reproduction of these materials. Students are bound by the appropriate copyright laws and proper citation of materials used.
7. Compliance with HIPPA regulations
8. Satisfactory completion of both the theory and clinical components of the course is required to pass the course.

Course Assignments

- **Exams:** There will be 2 exams and a comprehensive final exam. These will be given over D2L.
- **Reading:** Reading for this course will be from your required textbooks as well as articles. Articles will be posted under course content in D2L. You are also responsible for the applicable material you have learned in previous classes.
- **Family Assessment Paper:** This will be a written assessment of a family you have contacted through clinical. You are responsible for doing at least two home visits during which you will do a thorough assessment of family function and health. You will apply a
conceptual framework, determine strengths and issues as well as identify strategies for intervention. Due date in course calendar.

- **Case Studies:** You will be divided into small groups at the beginning of the semester. Each of you will be responsible for presenting a case study to your group based on a patient seen in clinical. Each of you is responsible for responding to the case study. Your responses are to be significant and add to the discussion, incorporating evidence based information with references. Specific grading criteria will be posted on D2L.

**Course Evaluation**

1. Exam 1          20%
2. Exam 2          20%
3. Comprehensive Final Exam         30%
4. Family Paper 15%
5. Case Studies on D2L 15%
6. Clinical Lab S/U

You must have an average of 70% for all exams in order to pass the course.

**Course Grading:** A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%

**Required Clinical Activities**

This clinical experience should focus on the management of childbearing and childrearing families. Each student will work in the assigned clinical area(s) an average of eight hours each week for a total of 135 clinical hours for the semester. Pediatric hours should be a total of 90 hours and ob/gyn a total of 45 hours. You are responsible for keeping a log for your clinical faculty with the number of hours worked each week.

- **SOAP Notes:** Initially you will be required to submit 1 SOAP note per clinical day to your clinical faculty. Your clinical faculty will give you more detail as to how these notes should be submitted. Specific information about due dates for notes as well as the total number you will be required to complete will be determined by your clinical faculty. This will be individually based on evidence of documentation skills.

- **History and Physical:** You will be required to turn in one complete History and Physical for a Well Child and one for a Well Woman exam.

- **Clinical Log:** You will keep a clinical log each day you are in clinical. Your clinical faculty will specify what should be included in this log but normally includes date, client initials, diagnosis, critical observation, assessment and treatment plan. Clinical logs will be turned into your clinical faculty as determined by that faculty member.

- **Site Visit:** There should be a minimum of one onsite visit with clinical faculty. The need for additional visits will be determined by your clinical faculty with input from your preceptor. If your clinical is in another state, this site visit may be done by someone in that area as determined by your clinical faculty.
• You will meet with your clinical faculty to review SOAP notes and discuss clinical and role issues. Meeting times and format will be determined by the clinical faculty member.

Clinical Evaluation
An unsatisfactory clinical grade constitutes failure of course regardless of theory grade.

• Satisfactory - completion of at least 135 clinical hours, completion of clinical log, submission of SOAP notes as discussed, participation in meetings with faculty as agreed upon, and satisfactory clinical performance during clinical site visit as well as validated by clinical preceptor. The student uses learning opportunities to achieve the course objectives. The student may experience difficulty with some new experiences, but is at ease with tasks encountered previously. Identifies learning and/or faculty consultative needs reliably with appropriate assistance from the faculty. A satisfactory performance is characterized by the level of nursing behavior and the attitude of inquiry for the advanced practice nurse.

• Unsatisfactory – failure to attain the course objectives and performance criteria by the time of course completion. Unsatisfactory can also occur if: 1) the student, given the opportunity to learn, fails to engage in learning activities which lead him/her to inability to obtain objective(s); or 2) the student continues to have marked difficulty with commonly encountered advanced nursing practice problems; or 3) the student consistently requires a level of faculty/preceptor supervision unusual for her/his level as a learner; or 4) the student’s performance is so inconsistent that she/he is considered unsafe.

Clinical Faculty/Supervisor Responsibilities:
  a. Formally evaluate the student 1-2 times each semester
  b. Activate problem-solving discussions with preceptor and student when problems arise
  c. Maintain bi-monthly contact with preceptor
  d. Provide supervisory conferences with student as negotiated
  e. Evaluate and provide guidance to aid student to progress in health assessment process
  f. Evaluate, provide guidance and support for level of learning
  g. Assess and problem solve with the student (as role assimilation)
  h. Identify and control for nursing, health promotion and family foci
  i. Evaluate and provide guidance for student (as record keeping)
  j. Track student clinical time of quality of learning experience
  k. Give feedback on SOAP notes.
  l. Conduct at least monthly seminars to discuss charting or case studies.
  m. Maintain balance between academic and clinical goals
  n. Review selective cases seen by student in the clinical area for in-depth discussions of differential diagnosis and management issues
Behavioral Expectations
Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information reference see http://www2.montana.edu/policy/student_conduct/student_conducte-code_2006-2007.htm.

Collaboration
University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Plagiarism
Paraphrasing or quoting another's work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another's work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Academic Misconduct
Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others' misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.

Academic Expectations
Section 310.00 in the MSU Conduct Guidelines states that students must:

A. be prompt and regular in attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled;
E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
F. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

Students with Disabilities
If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.
Email Policy
I expect that you will check your university email daily. Since this course is being conducted primarily in an online venue, you need to be consistently checking email and the D2L link for this course.

Student Educational Records
All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

_Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students office at 994-2826_

_-The course schedule is subject to change at any time during the semester._
Montana State University - Bozeman  
College of Nursing Graduate Program  
Preceptor Vita Short Form

Name & Title: Deb Kern, FNP

Agency Name: Community Health Partners, Belgrade

Agency Address: 19 East Main Street, Belgrade, MT 59714-3715

Telephone: (406) 922 - 820  E-mail address: kernd@chphealth.org

Today's Date: February 28, 2012  Number of years experience in current role: 10 year(s)

Higher Education Degree/s and dates of degree: Postgraduate - FNP 1993, MSN - 1983  
BSN, 1975

Number of hours of continuing education in the last two years: 34

Board Certified:  ☒ YES  ☐ NO

Certifying Body:  ☒ ANCC

Certification Number: 0343566  Date of Expiration: 10/31/14

Montana State License (Type and Number): APN21240

State License Number: APN21240  Date of Expiration: 12/30/2014

For APRN Preceptors

Do You Have Prescriptive Authority?  ☒ YES  ☐ NO

Do You Have a DEA Number?  ☒ YES  ☐ NO