

New Course Proposal Checklist

Submission Date: 10/29/2021

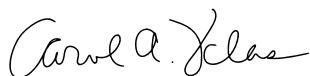
Department: Nursing

Course Title: NUR280 Nursing and the Liberal Arts

Prepared by: Carol Velas

Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
X	Cover page that includes the department's endorsement	
X	A brief rationale for proposing a new course	
X	Course description for the catalogue	
X	Prerequisites	
X	Course Credit Units	
N/A	Modified catalog requirements showing new course placement in each major track and minor (if appropriate)	
X	Syllabus that follows the guidelines for syllabus preparation	
X	Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
X	- other (specify) FALL AND SPRING	
	Resources application: Check the appropriate box:	
X	- staffing requirements (adjunct)	
X	- IT resources	
	- other resources such as equipment, space, lab resources	
NA	Attached Letter /Email from Provost if resources are required	
NA	Library resources : Attached Letter/Email from the Library Director or Associate Library Director if resources are required	
NUR280	Requested Course number: Final determination by the Registrar upon consultation with the Department Chair	



10/29/2021

Department Chair (signature)

Date



To: Academic Senate
From: Department of Nursing-ABSN Program
Subject: Proposal for new course, NUR280 Nursing and the Liberal Arts
Date: November 1, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

New course

NUR280 Nursing and the Liberal Arts is a 2-unit course placed in the third semester. We are proposing this course so students see how their nursing practice will be enriched or informed by a variety of liberal arts topics. Topics include genetics, nature versus nurture, population genetics, the effects of race and ethnicity, genomics and bioinformatics, genetics profiling, pharmacogenetics, and genetic therapies.

The attached syllabus enumerates the Course Learning Outcomes and includes the mapping of Institutional Learning Outcomes to Program Learning Outcomes.

The course will be offered two times per year in varying semesters as the program admits two cohorts of students. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required curriculum for the Bachelor of Science in Nursing Program. The placement of this course in the curriculum is permanent in the third semester.

Westmont catalog course description

Nursing is a multidisciplinary field which has been long recognized to rely on the natural sciences, behavioral science, and social sciences. More recently, the field of the medical humanities has shown how the classic humanities (English, history, philosophy, religious studies, art, music, and foreign language) can support and inform health care practice. Therefore, nursing can be enriched by disciplines across the entire breadth of the liberal arts. This seminar is designed to illustrate the connections between nursing or health care and one or more areas of the liberal arts. Different seminars will be offered each semester.



NUR280 Nursing and the Liberal Arts

2022

NUR280 Nursing and the Liberal Arts Seminar Course

3 units/credits

2 weeks

Pre-requisites: Acceptance into ABSN program

Placement in curriculum: Liberal Arts Course

Time: TBD

Room: Westmont Downtown

Course Faculty: Dr. Eileen McQuade

Faculty office: Provost's Office in Kerrwood

Faculty email: mcquade@westmont.edu

Faculty phone: 805-565-6117

Faculty office hours: Monday 11:00-noon, Wednesday 11:00-noon, or by appointment

I. Seminar Description:

Nursing is a multidisciplinary field which has been long recognized to rely on the natural sciences, behavioral science, and social sciences. More recently, the field of the medical humanities has shown how the classic humanities (English, history, philosophy, religious studies, art, music, and foreign language) can support and inform health care practice. Therefore, nursing can be enriched by disciplines across the entire breadth of the liberal arts. This seminar is designed to illustrate the connections between nursing or health care and one or more areas of the liberal arts. Different seminars will be offered each semester.

The topic of this particular course is focused on genetics and how it is rapidly changing health care practice. We will review the basics of human genetics and what genes can and cannot tell us about our health. Genomics and the power of "big data" will also be explored. We will then shift to exploring how the genetic variants a patient has can inform diagnosis and treatment. This course will include a field trip to the Ridley-Tree Cancer Center and discussions with genetics counselors.

ABSN Program Mission

Prepares faithful servant leaders to provide compassionate, patient-centered and family supported safe quality care for diverse populations and communities across the lifespan and in all care settings.

Course Learning Outcomes (CLO)

1. Students can articulate how their nursing practice will be enriched or informed by the topic of the seminar.
2. Students understand the foundational principles in human genetics and can describe its contribution to precision medicine.
3. Students can appropriately analyze genetic information to identify the clinically relevant information and use it to develop a health care plan.

4. Students will be able to use ethical frameworks to make judgements about case studies in genetic screening and genetic modification.

ILO and PLO Alignment Table

Number	Institutional Learning Outcomes	Program Learning Outcomes
1	<p>Christian Understanding, practices, and affections</p> <p>The graduate will demonstrate literacy in biblical and orthodox Christian faith (<i>Christian Understanding</i>). The graduate will demonstrate faithfulness in Christian service (<i>Christian Practices/ Affections</i>)</p>	1. Exhibit Christian character and servant leadership while caring for a diverse population in communities across state, national, and global settings.
2	<p>Global Awareness</p> <p>The graduate will analyze global patterns from at least two different perspectives (social, cultural, economic, political, religious, technological or educational) (Global Awareness)</p>	6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.
3	<p>Diversity</p> <p>The graduate will effectively analyze topics and human experiences using categories such as race, ethnicity, gender, sexuality, socio-economic status, and disability with respect to a biblical vision of human flourishing (<i>Diversity</i>)</p>	<p>1. Exhibit Christian character and servant leadership while caring for a diverse population in communities across state, national, and global settings.</p> <p>3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.</p> <p>6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.</p>
4	<p>Communication (Written and Oral)</p>	3. Create patient education plans that are culturally specific to the

Number	Institutional Learning Outcomes	Program Learning Outcomes
	<p>The graduate will write effectively in various contexts (<i>Competence in Written Communication</i>)</p> <p>The graduate will effectively communicate orally in various contexts (<i>Competence in Oral Communication</i>)</p>	<p>patient and that incorporate the family support system.</p> <p>4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.</p>
5	<p style="text-align: center;">Critical thinking/Quantitative Reasoning</p> <p>The graduate accurately evaluate the strength of evidence in support of a claim (<i>Critical Thinking</i>)</p> <p>The graduate applies relevant scientific, mathematical and logical methods to analyze and solve problems effectively (<i>Quantitative Reasoning</i>)</p>	<p>2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.</p>
6	<p style="text-align: center;">Information Literacy</p> <p>The graduate will identify, evaluate, and integrate sources effectively and ethically in various contexts (<i>Information Literacy</i>)</p>	<p>4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.</p> <p>5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.</p>

Course Learning Outcomes	Assignments that will be used to assess outcomes	Alignment to:	
		Nursing Program Learning Outcomes	Westmont Institutional Learning Outcomes
1.) Students can articulate how their nursing practice will be enriched or informed by the topic of the seminar.	Nursing and the Liberal Arts Reflection Essay		
2.) Students understand the foundational principles in human genetics and can describe its contribution to precision medicine.	Exams, Quizzes		
3.) Students can appropriately analyze genetic information to identify the clinically relevant information and use it to develop a health care plan.	Genetic Profile Project		Critical Thinking; Information Literacy
4.) Students will be able to use ethical frameworks to make judgements about case studies in genetic screening and genetic modification.	Essay on Exam		Christian Understanding, Practices, and Affection
Course Learning Outcomes	Assignments that will be used to assess outcomes	Alignment to:	
		Nursing Program Learning Outcomes	Westmont Institutional Learning Outcomes
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3.) Students can appropriately analyze genetic information to identify the clinically relevant	Genetic Profile Project		Critical Thinking; Information Literacy

information and use it to develop a health care plan.			
4.) Students will be able to use ethical frameworks to make judgements about case studies in genetic screening and genetic modification.	Essay on Exam		Christian Understanding, Practices, and Affection

Alignment of Course Learning Outcomes to Program and Institutional Learning Outcomes

Required Textbooks

The course reader of journal articles and reviews will be provided.

Class Preparation

In order to fully engage in class time, you must read the assignments. Each time we meet, you will need to bring paper, a writing utensil, your calculator, and your textbook.

Attendance

Regular attendance is absolutely crucial to success in this course since concepts all build from one another. Missing several class periods in a row will put you at a significant disadvantage.

Academic Integrity

When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with [the entire Westmont College Academic Integrity Policy](#). This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur.

Inclusive Language: Many women and men no longer find “man,” “men,” “mankind” acceptable as generic terms. Such language, though once normative in our speaking and writing, now tends increasingly to alienate a substantial group of people. In light of this reality, students are expected to use gender inclusive language for all assignments whenever appropriate; for example, when referring to a human being in the generic sense, use “humans, human being, humanity, humankind, or people” instead of “man, men, or mankind”; other cases (possessive, objective, or predicate) should follow the practice accordingly (e.g., his or her, one’s, their).

Support Services

Office hours. If you would like individual assistance from me in order to understand the course material or to prepare to take an exam or to write an essay, please see me during my office hours at a time I have regularly scheduled for that purpose or at a time the two of us agree on if you cannot see me during a scheduled office hour. Also, please feel free to drop by my office during my office ours (or at a pre-arranged time) for conversation, whether about the course material or any other topic you would like to discuss with me. My office hours this semester are: Mondays, Tuesdays, Wednesdays, and Thursdays 3:15 p.m.–4:30 p.m.

Academic Accommodations. Students who have been diagnosed with a disability (chronic medical, physical, learning, and/or psychological) are strongly encouraged to contact the Disability Services Office as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Disability Services Office. These accommodations may be necessary to ensure your full participation and the successful completion of this course. For more information, contact Sheri Noble, Director of Disability Services, snoble@westmont.edu, 565-6186, or visit (<http://www.westmont.edu/offices/disability>)

Writers' Corner, Westmont’s writing center, is a creative space where student writers can find friendly “test readers” as they develop projects for professors, employers, and others. Tutors coach and collaborate with students as they mature into more skillful and confident writers. Come visit them in Voskuyl Library 215. Clients with appointments are given first priority; drop-in clients are also welcome. All tutorials are free of charge. Make an appointment [here](#). For more information, visit [the writing center website](#).

II. Course Policies

Assignment Description:

1.) Nursing and the Liberal Arts Reflection Essay

You will write a 2-page, single-paged typed essay reflecting on how the contents of this course expanded or challenged your view of nursing, health care, or wellness. The exact prompt will be provided near the end of the course.

2.) Quizzes

A short 5-question quiz will be given in the beginning of each class to review the contents of the previous lecture and related readings.

3.) EXAMS

Two exams will be given, each covering about 3 1/2 lectures. On the exam there will be multiple choice questions, short answer, and possibly a longer essay.

4) Genetic Profile Project

You will be placed in groups of three and given a fictional raw genetic report of a patient along with their intake form assembled by a genetic counselor. You need to summarize the relevant results and formulate a P4 (predictive, preventative, personalized, and participatory) patient plan. Your group will give a presentation on this in the last class.

Late work: All work is expected to be handed-in on time during class. Handing in an assignment after class, even if it's on the same day as the class meeting, is considered late. The minimal penalty for late work is an automatic decrement of one-half grade for every day it is late. An unexcused absence for an exam will give you a zero for that assignment. I do grant extensions in cases of extreme illness or family/personal emergency.

Grading

Letter grades are based on the total points you earn. You are encouraged to monitor your progress using the "Grades" function on Canvas.

All assignments and exams will be graded as a percentage and then final grades will be determined by the weightings listed below. The final letter grade for the semester will be assigned as follows: A, 90-100%; B, 80-90%; C, 70-80%; D, 60-70%; F, below 60%. Pluses and minuses will be awarded at my discretion. Class attendance, cooperation with classmates, and effort could all contribute to my decision.

Exam I	20%
Exam II	20%
Quizzes (lowest grade dropped)	10%
Genetic profile project	35%
Attendance and participation	10%
Reflection Essay	5%

All Questions/concerns: Any questions or concerns regarding any portion of the course can be addressed directly to me. If you believe there is an error on any grade assigned, please ask me within a week of occurrence, and it will be promptly addressed.

Grading Scale

Letter grades will be assigned in the following manner based on points earned on exams, answered discussion questions, presentation / research paper, participation, and attendance (out of 500 total points):

A	463 points or more
A-	448-462 points
B+	433-447 points
B	413-432 points
B-	398-412 points
C+	383-397 points
C	363-382 points
C-	348-362 points
D+	333-347 points
D	313-332 points
D-	298-312 points
F	297 points or less

Grading

Grade points per unit of credit are assigned on the following scale:

A	4 grade points
A-	3.7 grade points
B+	3.3 grade points
B	3.0 grade points
B-	2.7 grade points
C+	2.3 grade points
C	2.0 grade points
C-	1.7 grade points
D+	1.3 grade points
D	1.0 grade points
D-	0.7 grade points
P (At least D-)	No grade points assigned. Not computed in the grade point average.
F	0 grade points
NC (F)	No grade points assigned. Not computed in the grade point average.
W	No grade points assigned. Not computed in grade point average.
WF	No grade points assigned. Not computed in grade point average.
WP	No grade points assigned. Not computed in grade point average.
WX	No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).

Instructor Initiated Exceptions:

1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Office of Disability Services

Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information:

<http://www.westmont.edu/offices/disability>

Dress Code

Comfortable, non-binding clothing

Technology in the Classroom

Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Recording lectures is also at the discretion of the faculty and permission must be granted.

Emergencies

In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at <https://integready.app.box.com/AnticipatingInClass> and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

This course meets for 2 hours and 45 minutes each day for 2 weeks (15 min break included).

***Subject to change at any time, you will be notified of any changes**

Week	Content	Reading	Outcome Measurement
Week 1, Day 1	Course introduction; Human genetics and inheritance		
Day 2	Nature vs. Nurture" and the interaction of genes and the environment		Quiz #1
Day 3	Population genetics (including the effects of race and ethnicity)		Quiz #2
Day 4	Genomics and Bioinformatics		Quiz #3
Day 5	Introduction to Genetics ProfileProject		Exam #1
Week 2, Day 1	Genetic Screening		Quiz #4
Day 2	Pharmacogenetics		Quiz #5
Day 3	Therapeutic Genetics (Gene Therapy and Genome editing)		Quiz #5
Day 4	Field Trip		
DAY 5	Genetic profile presentations		Exam #2