

ACADEMIC POLICIES COMMITTEE
School of Nursing Resilience Program

- Proposals should use this long form if they:
 - Need faculty and/or WASC approval.
 - Request elimination, addition or revision of multiple courses and/or courses impacting other departments or schools.
 - Request elimination, addition or revision of a major, minor, concentration or credential program.
 - All submitted proposals need to adhere to the following template in order to facilitate the work of the Academic Policies Committee.

Section 1: Proposal Summary

1. **Today's Date:** December 11, 2018 **Revised:** January 18, 2019
2. **Academic Unit Name:** School of Nursing
3. **Submitted by:** Kris Lambert, PhD, RN
4. **Recorded Department/School Vote** (Please provide the number and percentage of department/school faculty who voted in approval for this proposal):
 - a. Curriculum Evaluation Committee 100% support on December 7, 2018
 - b. School of Nursing 100% support on December 11, 2018
5. **Academic Year** (Provide academic year and semester changes are to take place):
Fall 2019, all levels (e.g. Pre-nursing, Sophomore, Junior & Senior)
6. **Is this proposal a result of a Program Review (YES/No)? If not, please provide explanation:**
7. **Overall Proposal Rationale** (Briefly describe the nature of the proposed changes or the proposed new academic offering):

The mission of PLNU is to teach, shape and send. The call to "shape" our students asks members of the faculty and staff to ensure that our students have the resources and opportunities they need to learn, grow and thrive in a challenging academic environment. Faculty in the School of Nursing (SON) have identified a gap in the ability of students to successfully manage and navigate the stressors they face as a result of the rigorous academic, financially taxing and socially demanding university environment.

Today's students encounter unprecedented challenges in their academic, personal and professional lives that require them to exercise capacities for resilience. Institutions of higher education have an important role to play in helping young adults develop these capacities (Resilience Consortium, 2017). In AY 2014 and 15 there was a marked difference in the coping abilities of incoming freshmen pre-nursing students. The increasing number of students expressing suicidal ideation, engaging in self harm, and using alcohol/illicit substances, during the transition to college life was alarming for the SON. At that time, the dean requested that a program be established to assist pre-nursing and sophomore students develop effective coping strategies and build resilience skills.

Dr. Kris Lambert led this initiative in the Fall 2016: To address the needs of students in the undergraduate nursing program, the School of Nursing conducted a pilot study focused on building resilience in students to assist them in mediating stress associated with academic social and personal challenges. In conjunction with the University of Massachusetts Amherst, the School of Nursing offered 18 hours of resilience training utilizing the Chandler ABCS of Resilience and Intervention Program entitled: Changing Minds Changing Lives during the 2016-2017 and 2017-2018 academic years. Students anecdotally reported reduced stress, increased emotional awareness, increased use of coping strategies, increased sense of belonging, increased leadership capacity and an increased respect for individual differences. As a result of the outcomes associated with the pilot project and the continued needs of our students in an academically challenging service-oriented program, the decision to develop and integrate a sustainable resilience building program throughout the nursing curriculum was warranted.

The following proposal seeks curricular change to re-define and re-distribute course unit loads to provide the opportunity to introduce a formalized, evidence-based program. The proposal is designed to build on pre-existing student strengths as well as expand coping resources and deepen social connections to promote student success in the classroom and clinical arenas. It is the third part of a comprehensive, paradigm shift within the SON BSN program:

- **Community Welcome:** an annual opportunity to enhance positive engagement and connection among pre-nursing and nursing students, faculty and staff in the SON.
- **Personal Academic Tactical Help (PATH),** an integrated program to assist pre-nursing students (NSG 150) develop skills to enhance academic performance prior to entering the rigors of the nursing major.
- **Curriculum Integration** at Sophomore and Junior Levels: See Proposal Items 1 & 2
- **Learning Activity Enhancement** at the Senior Level including small exploratory group focused on supporting transitions to professional practice

Section 2: Impact

1. **Impact on Other Department(s)/School(s)** (Are there other departments/schools impacted by this proposal? If so, how did the other department[s]/school[s] vote on this proposal?): NO
2. **Impact on Library Services:**
 - a. Will there be any new library acquisitions needed to support the proposed changes? (Yes/No): NO
 - b. If yes, please contact the Director of Ryan Library and provide further information below.
 - i. Provide the date the director was contacted:
 - ii. Briefly describe the needed acquisitions:

Section 3: What and Why

Proposals (For each proposal or group of proposals, provide a description and rationale.):

PROPOSAL - Item 1: NSG 255: Changing Minds, Changing Lives (1 unit)

Course Description: The development of resilience is studied and applied. Evidence-based concepts exploring strategies important in adapting to adversity using a strengths based model are explored and employed.

Rationale: Students at PLNU have on average more units devoted to clinical practicum hours than other BSN programs. The Board of Registered Nursing does not prescribe the number of practicum hours each school must offer its students. San Diego is an extremely impacted area (number of nursing programs vs number of clinical hours/sites) making it difficult to achieve the number of hours required to meet the hours posted in the SON catalog. In addition to learning theory and attending clinical practicum hours, students are in need of guidance and instruction on what it means to fully be a servant leader. Our current curriculum does not fully realize skills often associated with servant leadership. A servant leader must recognize their own strengths, weaknesses and values while appreciating other people's 'different styles, preferences, values and needs. In addition, servant leaders are community builders creating spaces and places that invite people to work together, get to know each other, and develop a shared purpose.

Building Resilience Part 2: Changing Minds, Changing Lives is a 15 week strengths based course that includes an introduction to mindfulness, evidence-based research presentations, and a reflective writing practice; allowing students to build a new sense of self-efficacy. Outcomes previously reported include: reduced stress, increased emotional awareness, increased coping, and increased sense of belonging, increased leadership capacity and increased respect for differences.

PROPOSAL - Item 2: NSG 355: Mindful Based Stress Reduction/Self-Compassion (1 unit)

Course Description: The key aspects of mindfulness as it relates to stress reduction, coping with pain and illness and enhancing well-being and self-care practices for students in healthcare related professions are introduced and practiced.

Rationale: Students at PLNU have on average more units devoted to clinical practicum hours than other BSN programs. The Board of Registered Nursing does not prescribe the number of practicum hours each school must offer its students. San Diego is an extremely impacted area (number of nursing programs vs number of clinical hours/sites) making it difficult to achieve the number of hours required to meet the hours posted in the SON catalog. In addition to learning theory and attending clinical practicum hours, students are in need of guidance and instruction on what it means to Inquire Faithfully: one of the five School of Nursing program values. Two of the desired outcomes students are evaluated on include: a) demonstrates the use of evidence-based practices as an advocate for self and others and b) engages in self-care practices that facilitate optimal care of clients.

To help students achieve these outcomes and to assist them with the challenges faced in a rigorous academic program, a course focused on cultivating a different relationship between students and the things that challenge them in their busy, complex lives is offered. This course relies upon the strengths students already possess to cultivate strategies that will assist them in coping stress producing event. Techniques including mindfulness based stress reduction (Zinn, 1979) and mindful self-compassion (Germer, 2009) are utilized. Specifically, mindfulness activities are designed to help students more fully access the ability to be non-judgmental, compassionate, patient, present and aware. Self-compassion assists students in recognizing when they are under stress, how stress impacts their lives and how to take a kinder and more sustainable approach to life's challenges. Mindfulness-based programs have a huge and growing body of research supporting their usefulness to address the challenges individuals face in their personal, social and professional lives including enhancing emotional health, and reducing feelings of anxiety and depression.

Section 4: *FOR NEW PROGRAMS ONLY*****

A. Course Learning Outcomes – Please provide the course learning outcomes.

NSG 255: Changing Minds, Changing Lives (1 unit)

Upon completion of this course the student will:

1. Utilize health-promoting stress management strategies as a way to mitigate stress and anxiety.
2. Verbalize the ability to see challenges as opportunities to succeed and grow
3. Develop a diminished sense of isolation and increase the ability to socially connect others.
4. Foster a sense of community across lines of difference in background, identity and culture.
5. Apply five identified strengths (Strengths Quest) in daily practice.

Approved

NSG 355 Mindful Based Stress Reduction/Self-Compassion (1 unit)

Upon completion of this course, the student will:

1. Articulate the key aspects of mindfulness as it relates to stress reduction, coping with pain and illness and enhancing well-being.
2. Practice mindfulness techniques in both personal and professional settings as a means of contending more effectively with the demands of both settings.
3. Integrate self-compassion tools into a variety of challenging scenarios occur.

Not Approved

B. Assessment Plan – Please provide an assessment plan.

The two new courses will be incorporated in the current SON assessment plan and monitored by the SON Program Assessment Committee.

Section 5: Catalog Edits

Step 1:

- o Use *track changes* to revise, add or eliminate the current and/or proposed catalog text. This applies to majors, minors, concentrations or certificates. This proposed text will accompany the proposal. If you need a copy of your catalog sections sent to you, contact sfruchey@pointloma.edu.

Step 2:

- o Arrange a meeting with the APC chair to review the completed portion of the proposal and to receive assistance from the Records liaison in submission of current and/or draft proposed catalog copy called for.

Lower-Division Requirements

- NSG 150 - Caring Faithfully: An Introduction to Nursing (2) *
- NSG 250 - Nursing of Individuals: Adult Health I (3.0)
- NSG 251 - Nursing of Individuals: Clinical Practicum I (3.0)
- NSG 255 - Changing Minds, Changing Lives (1)
- NSG 260 - Nursing of Individuals: Adult Health II (4)
- NSG 261 - Nursing of Individuals: Clinical Practicum II (3)
- NSG 270 - Pharmacology in Nursing (2)
- BIO 130 - Human Anatomy and Physiology I (GE) (4) *
- BIO 140 - Human Anatomy and Physiology II (4) *
- BIO 220 - Microbiology of Infectious Diseases (4) †
- CHE 103 - Introduction to General, Organic, and Biological Chemistry (GE) (4) *
- FCS 150 - Human Development (3) ††
- FCS 225 - Fundamentals of Nutrition (3) ††
- MTH 203 - Introduction to Statistics (3)
- PSY 101 - Psychology of Personal Development - First Year Experience (GE) (3) *

Approved

Select 3-4 General Education units from The Social World

Total: 52 Units

Note(s):

**Prerequisite to Nursing program, i.e., admission to NSG 250 and NSG 251.*

†May be allowed to complete concurrent with first Nursing course.

††Must be completed by the end of the sophomore year.

A grade of at least "B" in NSG 150 and a minimum GPA of 3.0 in all pre-requisite and nursing courses are required for admission to the Nursing Major.

Upper-Division Requirements

- NSG 310 - Nursing of Families: Child/Adolescent Focus (2)
- NSG 311 - Nursing of Families: Child/Adolescent Clinical Practicum (2.5)
- NSG 330 - Nursing of Families: The Childbearing Process (2)
- NSG 331 - Nursing of Families: The Childbearing Process Clinical Practicum (2.5)
- NSG 340 - Nursing of Families: Adult Health III (2)
- NSG 341 - Nursing of Families: Adult Health III Clinical Practicum (3)
- NSG 355 - Mindful Based Stress Reduction/Self-Compassion (1)
- NSG 399 - Nursing Research (2)
- NSG 450 - Nursing of Communities: Mental Health Focus (3)
- NSG 451 - Nursing of Communities: Mental Health Clinical Practicum (3)
- NSG 460 - Nursing of Communities: Community Health Focus (3)
- NSG 461 - Nursing of Communities: Community Health Focus Clinical Practicum (1)
- NSG 470 - Leading Faithfully: A Synthesis and Transition to Professional Nursing Practice (3)
- NSG 480 - Nursing Capstone (1)
- NSG 481 - Nursing Capstone Practicum (3)
- PSY 321 - Abnormal Psychology (3)
- SOC 360 - Race and Ethnicity (3)

Total: 40 Units

Not Applicable

Section 6: Summary Checklist

Review course and staffing impact with your academic unit's direct report (College Dean or Provost).

Total course additions: 2 |
 Total course deletions: 0
 Total unit additions: 2 |
 Total unit deletions: 2 |

Course	Current academic units	Proposal academic units	Current staff impact	Proposed staff impact
NSG 250	4	3.0	12 (4 units X 3 sections)	9 (3.0 units X 3 sections)
NSG 251	3	3.0	30 (3 units X 10 sections)	30 (3.0 units X 10 sections)
NSG 255	0	1	0	3 (1 unit X 3 sections)
NSG 311	3	2.5	15 (3 units X 5 sections)	12.5 (2.5 units X 5 sections)
NSG 331	3	2.5	12 (3 units X 4 sections)	10 (2.5 units X 4 sections)
NSG 355	0	1	0	2 (1 unit X 2 sections)
TOTAL	13	13	69	66

Staff impact (increase or decrease): See table above
 Rotation of courses or deletions of sections to accommodate additions:

I have reviewed this proposal and the items above and believe the proposal meets all university requirements and is ready for APC review.

Department or School Direct Report: (Changes to original proposal highlighted)

Kris Lambert PhD, RN for Barbara Taylor PhD RN Date 1/18/19

College Dean or Provost as applicable: _____ Date _____