




MEMORANDUM

FINAL FACULTY SENATE APPROVAL ON 03/08/2016

TO: Faculty Senate
FROM: Jack Kirby 
DATE: March 1, 2016
SUBJECT: Curriculum Proposal #15-16-11, REV #1
Nursing and Allied Health – ALLH 3341

I recommend approval of the attached REVISION #1 Curriculum Proposal 15-16-11. This proposal changes the outcomes of ALLH 3341.


Dr. Christina Lavorata
Dr. Sharon Boni
Dr. Veronica Gallo
Ms. Leslie Lovett
Ms. Cheri Gonzalez
Dr. Shayne Gervais





MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: February 10, 2016

SUBJECT: Curriculum Proposal #15-16-11
Nursing and Allied Health – ALLH 3341

I recommend approval of the attached Curriculum Proposal 15-16-11. This proposal changes the outcomes of ALLH 3341.

Dr. Christina Lavorata
Dr. Sharon Boni
Dr. Veronica Gallo
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CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: 15-16-11

School/Department/Program: Nursing and Allied Health

Preparer/Contact Person: Veronica Gallo

Telephone Extension: 4997

Date Originally Submitted: Feb. 2, 2016

**Revision (Indicate date and label it
Revision #1, #2, etc.):** March 1, 2016 (Revision 1)

Implementation Date Requested: Fall 2016

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

This proposal changes the outcomes of ALLH 3341 Death and Dying. The new outcomes are in alignment with IOM recommendations for improving quality and honoring individual preferences near the end of life, as well as basic tenets of thanatology. The new outcomes also use language approved by the curriculum committee.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s) N/A

Total hours deleted. _____

- B. Addition of course(s) or credit(s) from program(s) N/A

Total hours added. _____

- C. Provision for interchangeable use of course(s) with program(s) N/A

- D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog. See Appendix A

- E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

- F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.
N/A

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog. See Appendix A

3. Include, as an appendix, a detailed course outline consisting of at least two levels. See Appendix A

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee. See Appendix B

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

N/A. This course is currently offered as an elective and is not required for completion of any degree. The proposed revisions will allow this course to also fulfill specified general studies requirements and therefore give students increased flexibility when selecting courses to fulfill requirements.

III. **RATIONALE FOR THE PROPOSAL.**

A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

Changes reflect approved language for outcomes set forth by the curriculum committee. Furthermore, changes to this course reflect the Institute of Medicine's published recommendations for the improvement of quality care at end of life. Recommendations include the delivery of quality, person-centered, family-oriented care to individuals and families nearing and at end of life, as well as recommendations for public education and engagement about end of life care. This course will allow both students interested in health careers and students from other disciplines to gain knowledge related to death, dying, and end of life care.

B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

The revised course will maintain focus on basic concepts of death and dying, but will increase the focus on the role of health professionals related to death and dying and emphasis on the IOM's recommendations. No new faculty, facilities, equipment, or library materials will be required.

IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
Nursing and Allied Health	M. Sharon Boni	<i>Mary Sharon Boni</i>

V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal. N/A

VI. **ADDITIONAL COMMENTS.**

Appendix A

Catalog Description

ALLH 3341 Death and Dying.....3 hours

This course provides a general overview of death and dying and related concepts. In addition to learning about the physical manifestations of death and dying, students will explore cultural perspectives, grief and bereavement, and ethical and legal issues associated with death and dying. Students will also discuss the role of healthcare professionals when caring for individuals and families experiencing death and dying. IOM recommendations for care of families and individuals at or near end of life are emphasized.

ALLH 3341

Death and Dying

Course Outline

- I. Overview of Death and Dying
 - a. Definitions and perspectives of life, health, illness, death and dying
 - b. Epidemiology of death and dying across the lifespan
 - c. Physiologic manifestations of death and dying
 - d. After death practices
- II. Cultural perspectives of death and dying
 - a. Cultural influences on death and dying
 - b. Death and dying in America
 - c. Death and dying across cultures
- III. Grief and Bereavement
 - a. Definitions of grief and bereavement
 - b. Stages of grief
 - c. Coping with grief and bereavement
- IV. Ethical and legal issues related to death and dying
 - a. Laws related to death and dying
 - b. Ethical Principles
 - c. Special Circumstances r/t death and dying
- V. Health Professionals' roles related to death and dying
 - a. Health professionals scope of practice
 - b. IOM recommendations r/t dying in America
 - c. Death and dying specialties
 - d. Providing care to individuals and families experiencing death and dying
- VI. Developing a personal philosophy on life, death, and dying

Appendix B

Course Outcomes and Measures

Course Outcome	Measure
Describe processes of death and dying	Video assignment
Discuss grief and bereavement	Video assignment
Develop personal philosophy regarding life, death, and dying	Personal philosophy paper
Discuss social and cultural views and practices related to death and dying	Comparison and contrast paper
Describe the role of health professionals related to individuals and families experiencing death and dying	What if? Scenarios
Analyze legal and ethical issues related to death and dying	Case Study

Description of Measures

Video Assignment: After viewing a video that depicts families and individuals experiencing death and dying, students will complete a written assignment that describes the processes of death and dying as well as the stages of grief displayed in the video. Descriptions must be supported by accurate information from the video and other credible resources.

Comparison and Contrast Paper: Students will select a cultural group to research. Students will compare and contrast the views and practices of that cultural group (in relation to death and dying) with those of their personal cultural group in a professionally written 2-3 page essay. Students must support ideas with credible sources.

What if? Scenarios: Students will be presented with several “what if?” scenarios related to death and dying and construct responses for appropriate ways for healthcare professionals to handle scenarios. Answers must reflect recommendations put forth by the IOM, be fully developed, and logical.

Case Study: Students will be asked to analyze a death and dying case study using legal and ethical principles learned in class.

Personal Philosophy paper: As a final assignment, students will develop and write their personal philosophy of life, death, and dying. Philosophies must be professionally written and reflect concepts presented throughout the class.