



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Course Request

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|---|---|
| <u>SDSU</u> | <u>College of Nursing / Undergraduate Nursing</u> |
| Institution | Division/Department |
| Dennis D. Hedge | 2/24/2021 |
| Institutional Approval Signature | Date |

Section 1. Course Title and Description

| Prefix & No. | Course Title | Credits |
|--------------|-----------------------|---------|
| NURS 404 | Nurse as Health Coach | 2 |

| | |
|---------------------------|--|
| Course Description | <p>This course introduces the learner to the concept of health coaching from a nursing perspective. Health coaching is a rapidly growing field in which nurses have the opportunity to be leaders, with an opportunity for specialty certification. Students will learn strategies and gain tools to approach client care with a coaching and growth mindset, encouraging client autonomy, choice, and empowerment in their own health and wellness. Students will have the opportunity to apply coaching skills through the use of peer-to-peer coaching.</p> |
|---------------------------|--|

Pre-requisites or Co-requisites

| Prefix & No. | Course Title | Pre-Req/Co-Req? |
|--------------|--------------|-----------------|
| None | | |

Registration Restrictions

| |
|------|
| None |
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Section 2. Review of Course

2.1. Will this be a unique or common course?

Unique Course

| Prefix & No. | Course Title | Credits |
|--------------|-------------------------|---------|
| HLTH 100 | Wellness for Life | 1 |
| HLTH 302 | Wellness and the Family | 2 |

Provide explanation of differences between proposed course and existing system catalog courses below:

HLTH 100 Wellness for Life discusses the holistic nature of personal wellness and fitness, giving students knowledge and skills in making healthy lifestyle choices. Similarly, HLTH 302 Wellness and the Family gives an overview of health promotion applied to a family through all stages of development. These courses do not incorporate the concept of coaching others in the methods of health and wellness from a nursing standpoint.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

No. Schedule Management, explain below: One to two times per year, offered the first half of the semester. This course will be in a 7-week format.

3.2. Existing program(s) in which course will be offered: Nursing (BSN) – standard, accelerated and RN to BSN

3.3. Proposed instructional method by university: D – Discussion/Recitation

3.4. Proposed delivery method by university: 015 – Internet Asynchronous – Term Based Instruction, 019 – Internet Asynchronous – Non-Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? Yes No

3.7. Will grade for this course be limited to S/U (pass/fail)? Yes No

3.8. Will section enrollment be capped? Yes, max per section: No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? Yes No

3.10. Is this prefix approved for your university? Yes No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: SNUR

4.2. Proposed CIP Code: 51.3801

Is this a new CIP code for the university? Yes No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

| | | |
|----------------------------|------------------|-------------|
| Heidi Pelzel | Heidi Pelzel | 1/15/2021 |
| Request Originator | Signature | Date |
| Melinda Tinkle | Melinda Tinkle | 1/19/2021 |
| Department Chair | Signature | Date |
| Melinda Tinkle | Melinda Tinkle | 1/19/2021 |
| School/College Dean | Signature | Date |

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Using a health coaching framework, the nurse provides client care that integrates science, such as use of evidence, research, and tools with art, such as self-awareness, presence, and creativity (Dossey, 2013). The practice of nurse coaching is grounded in the following tenets, as outlined by Dossey (2013):

1. Care that is client-centered, culturally sensitive, and individualized
2. Coaching relationship, promoting client empowerment and partnership
3. Human caring as a moral ideal
4. Process-oriented, evidence-based care
5. Holism

Seventy percent of deaths in our country are due to chronic diseases (Raghupathi & Raghupathi, 2018). The onset of chronic diseases, such as heart disease, Alzheimer’s, type 2 diabetes, and cancer is heavily influenced by lifestyle and environmental factors, such as poor nutrition, lack of physical activity, and substance use (CDC, 2020). In fact, it is estimated that 80% of chronic diseases are caused by lifestyle and environmental factors (Hyman, Ornish, & Roizen, 2009). Yet, less than 3% of national spending on healthcare goes toward prevention of these factors (Himmelstein & Woolhandler, 2016). Pair those statistics with the fact that lifestyle intervention is known to be more effective in reducing cardiovascular disease, hypertension, heart failure, stroke, cancer, and diabetes than any other medical intervention, and the need for leaders in system change is apparent (American College of Lifestyle Medicine, 2019). Nurses, with their education and client-centered way of approaching health care, are well-positioned to be leaders in this field, supporting clients with lifestyle behavior change in a nurse coaching role.

2. Note whether this course is: Required Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 25
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Elizabeth Pasquariello, Lecturer, MSN/ED, RN, HN-BC
7. Note whether adequate facilities are available and list any special equipment needed for the course.
No special equipment is needed and adequate facilities are available.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? Yes No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A