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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Marie Twal Phone 7-3259
Department Nursing and Allied Health Professions

II. PROPOSAL TYPE (Check All Appropriate Lines)

- COURSE Foundations of Nursing
Suggested 10 instructor title
- New Course * NURS 236 Foundations of Nursing
Course Number and Full Title
- Course Revision _____
Course Number and Full Title
- Liberal Studies Approval + _____
for new or existing course Course Number and Full Title
- Course Deletion _____
Course Number and Full Title
- Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title
- Course or Catalog Description Change _____
Course Number and Full Title
- PROGRAM: Major Minor Track
- New Program * _____
Program Name
- Program Revision * _____
Program Name
- Program Deletion * _____
Program Name
- Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Marie E. Twal 2-25-00 Department Curriculum Committee
Carol Kusenow 2-25-00 Department Chair
Mary E. Smith 7/14/00 College Curriculum Committee
Charles C. Zoni 15 July 00 College Dean
W. S. [Signature] 8/7/00
+ Director of Liberal Studies (where applicable) * Provost (where applicable)

NURS 236 Foundations of Nursing

(3c-01-3sh)

Prerequisites: Sophomore Standing, CHEM 102

This course introduces students to fundamental nursing concepts that apply to the practice of professional nursing with individuals. Topics include: nursing theories related to professional practice; elements of holistic care; promotion of psychosocial and physiologic health, and application of pharmacology in nursing practice.

I. Course Description

NURS 236 Foundations of Nursing

3 lecture hours
0 lab hours
3 semester hours
(3c-01-3sh)

Prerequisites: Sophomore Standing
CHEM 102

This course introduces students to fundamental nursing concepts that apply to the practice of professional nursing with individuals. Topics include: nursing theories related to professional practice; elements of holistic care; promotion of psychosocial and physiologic health, and application of pharmacology in nursing practice.

II. Course Objectives

At the conclusion of this course the student will be able to:

1. Discuss the utility of selected nursing frameworks as a guide to professional nursing practice
2. Discuss the elements of Neuman's holistic care model in wellness, illness, and disease management
3. Analyze psychosocial and physiological factors that are vital to health promotion, risk reduction, and disease prevention
4. Explain the components of the nursing process
5. Describe the basic principles of pharmacology in nursing practice

III. Course Outline

Weeks 1-2	A. Theories and conceptual frameworks for nursing practice	6 hrs.
	1. Introduction to nursing frameworks	
	2. Key concepts common to nursing models	
	3. The health process	
	a. Neuman Systems Model	
	1) Concepts of the model	
	2) Lines of defense	
	3) Basic structure of client system	
	4) Identification of stressors	
	b. Orem's self-care model	
	1) Concepts of the model	
	2) Universal self-care activities	
	3) Activities related to health deviation self-care requisites	
	4) Nursing interventions in the Orem model	
	c. King's mutual goal attainment	
	1) Mutuality and responsibility of the nurse	
	2) Nurse-client transactions	
	3) Patient decision-making	
	4) Nursing interventions	

	<ul style="list-style-type: none"> d. Watson's Model of Human Care <ul style="list-style-type: none"> 1) The nature of the helping relationship 2) Concepts of trust, empathy and hope 3) Nursing interventions 	
Weeks 3-4	<ul style="list-style-type: none"> B. The nursing process <ul style="list-style-type: none"> 1. Assessment 2. Identify nursing diagnosis 3. Planning 4. Implementation 5. Evaluation 	6 hrs.
Weeks 5-6	<ul style="list-style-type: none"> C. Elements of holistic care <ul style="list-style-type: none"> 1. Wellness, health, and illness <ul style="list-style-type: none"> a. General concepts b. Health continuum 2. Health promotion, risk reduction, and disease prevention <ul style="list-style-type: none"> a. Pender's health promotion model b. Perceptions promoting healthful behaviors c. Modifying factors influencing healthful behaviors d. Nursing interventions influencing healthful behaviors e. The sick role f. Stressor management 3. Elements and settings of community health practice <ul style="list-style-type: none"> a. Individuals, families, and groups 4. Ethnicity and culture <ul style="list-style-type: none"> a. Leininger's transcultural nursing theory b. Complementary health care practices 5. Spirituality <ul style="list-style-type: none"> a. Religious beliefs related to health care b. Spiritual health and the nursing process 	6 hrs.
Week 7	<ul style="list-style-type: none"> D. Promoting psychosocial health <ul style="list-style-type: none"> 1. Role relationship <ul style="list-style-type: none"> a. Concept of self and self-esteem b. Maintenance and evaluation of self-esteem 2. Stress, adaptation, and coping 3. Loss, grieving, and death 	3 hrs.
Weeks 8-9	Mid-term Exam	1 hr.
	<ul style="list-style-type: none"> E. Promoting physiological health <ul style="list-style-type: none"> 1. Activity and rest 2. Sleep 3. Comfort and pain 4. Nutrition 5. Fluid, electrolytes, and acid-base balance 6. Oxygenation 7. Elimination 8. Sensory perception and cognition 	5 hrs.

Weeks 10-14	<p>F. Application of pharmacology in nursing practice</p> <ol style="list-style-type: none"> 1. Medication legislation and standards 2. Pharmacokinetics <ol style="list-style-type: none"> a. Absorption, distribution, metabolism, and excretion 3. Pharmacodynamics <ol style="list-style-type: none"> a. Mechanisms of drug actions, receptors, agonists, and antagonists b. Dose-response relationship c. Patient-related factors that affect drug response 4. Nursing responsibilities in medication administration 5. Legal implications 	15 hrs.
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Finals Week: **Final Exam**

IV. Evaluation Methods*

The grade for this course will be calculated based on:

- 30% Mid-term exam (multiple choice and essay questions)
- 30% Final exam (multiple choice)
- 20% Case studies
- 10% Written assignments
- 10% Care plan based on case study

Grading scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Less than 60%

***To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exams AND at least a 70% average grade on all other assignments.**

V. Required Textbooks:

Kozier, B., Erb, G., Berman, A.J., & Burke, K. (2000). Fundamentals of nursing: Concepts, process, and practice (6th ed.). Upper Saddle River, NJ: Prentice Hall Health. Units 3, 4, 8, 9, 10.

Reed, S. (1993). Betty Neuman: Neuman systems model. Newbury Park, CA: Sage.

VI. Special Resource Requirements

None

VII. Bibliography

Abernethy, D.R. (1999). Aging effects on drug disposition and effect. Geriatric Nephrology Urology, 9, 15-19.

Bomar, P.J. (Ed.) (1996). Nurses and family health promotion: Concepts, assessment and intervention (2nd ed.). Philadelphia: W.B. Saunders.

Callahan, D. (1998). Managed care and the goals of medicine. Journal of the American Geriatric Society, 6(3), 385-388.

Edelman, C.L. & Mandle, C.L. (1998). Health promotion throughout the lifespan. St. Louis: Mosby.

Feldman, P.J. (1999). The impact of personality on the reporting of unbound symptoms and illness. Journal of Personality and Social Psychology, 77(2), 370-378.

Focht, S. (1998). Spirituality becomes a prominent component of holistic care. Oncology Nursing Forum, 25(6), 988-990.

Gunby, S.S. (1996). The lived experience of nursing students in caring for suffering individuals. Holistic Nurse Practitioner, 10(3), 63-73.

Hanchett, E.S. (1998). Nursing framework and community as a client: Bridging the gap. East Norwalk: Appleton and Lange.

Kiedyma, E. (1999). Culturally competent drug administration. American Journal of Nursing, 99(8).

Lilly, L. & Guanoi, R. (1998). Anticipating drug response. American Journal of Nursing, 98(9), 12.

Maresch, K. (1999). Applied Pharmacology. Dimensions of Critical Care Nursing.

McHolm, F.A. (1998). Application of the Neuman systems model to teaching health assessment and nursing process. Nursing Diagnosis, 9, 23-33.

Miller, M. (1999). Aging and water metabolism in health and illness. Z Gerontol Geriatric, 32, 120-126.

Narayan, M.C. (1997). Environmental assessment. Home Healthcare Nurse, 15(5), 798-805.

Neuman, B. (1996). The Neuman systems model in research and practice. Nursing Science Quarterly, 9(2), 67.

Osborne, J. (1999). Nurses' perceptions: When is it a medication error. Journal of Nursing Administration, 29(4), 33.

Pender, N. (1996). Health promotion in nursing practice (3rd ed.). Stamford: Appleton and Lange.

Segbefia, I. (1997). Are your patients taking their medications correctly?

Shuster, J. (1997). Adverse drug reactions. Nursing 97, 27(11), 35-39.

Smith, C. (1996). Care of the older hypothermic patient using a self-care model. Nursing Times, 92(3), 29-31.

Ufema, Joy. (1999). Insight on death and dying. Nursing 99, 29.

Williams, A. (1998). The experience of the female nurse who is a patient: powerless or in control. AADE ED J, 5, 32-38.

Winkleman, C. (1999). A review of pharmacodynamics and pharmacokinetics in seizure management. Journal of Neuroscience Nursing, 31(1), 50.

Wright, K.B. (1998). Professional, ethical, and legal implications for spiritual care in nursing.
Image: Journal of the Nursing Scholar, 30(1), 81-83.

COURSE ANALYSIS QUESTIONNAIRE
NURS 236 Foundations of Nursing

Section A: Details of the Course

- A1 This course will fit into the sophomore year of the Bachelor of Science degree in the Nursing program. It is a required course for students in the major.
- A2 This course is part of the curriculum revision in the Nursing program.
- A3 This course has never been offered at IUP.
- A4 This course is not intended to be offered as a dual-level course.
- A5 This course is not intended to be taken for variable credit.
- A6 This material on the theoretical foundations of nursing practice is included in other baccalaureate nursing programs.
- A7 The content in this course is necessary to practice nursing (Commission on Collegiate Nursing Education, State Board of Nursing Professional and Vocational Standards). The information taught in this course is consistent with the test plan for the licensing exam for nursing (NCLEX-RN).

Section B: Interdisciplinary Implications

- B1 This course will be taught by one faculty member within the Nursing Department.
- B2 This course does not overlap with any other courses at the University.
- B3 No seats in the course will be reserved for students in Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course.
- C2 Other Resources
 - a. Current space allocations are adequate to offer this course
 - b. Currently Stapleton Library subscribes to a number of nursing journals that would be helpful for students in this course. These journals include: American Journal of Nursing, Holistic Nursing Practice, Nursing Outlook, and Journal of Geriatric Nursing. In addition, the Department of Nursing and Allied Health Professions receives subscriptions to other journals which might be useful to students in this course. These journals include: Journal of Professional Nursing, and Image. The library also has a holding of textbooks related to nursing. Periodic updates of these holdings are necessary. The department currently has a mechanism in place for identifying needs for updated texts in priority order and recommending future purchases for the library holdings.
- C3 No grant funds are associated with this course
- C4 This course will be offered in the Spring semester only.

- C5 One section of this course will be offered at a time.
- C6 Eighty students will be accommodated in this course.
- C7 No professional society limits enrollment in a course of this nature.