

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-35b.	AP-1/22/08	App-2/26/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Department of Nursing and Allied Health	Phone 724-357-3257

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)	
<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
NURS 212 Professional Nursing I	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate	
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)
<input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals	
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Catalog Description Change
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Program Title Change
<input type="checkbox"/> New Track	<input type="checkbox"/> Program Revision
<input type="checkbox"/> Other	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
4. Approvals	
Department Curriculum Committee Chair(s)	Date
<i>Theresa Gropelli</i>	12/3/07
Department Chair(s)	
<i>Dr. Michele Derruck</i>	12/3/07
College Curriculum Committee Chair	
<i>Elizabeth Palmer</i>	12/10/07
College Dean	
<i>Parleen F. Zoni</i>	12-19-07
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	
<i>Gail Sedquist</i>	2/6/08

* where applicable

<p>Received FEB 11 2008 Liberal Studies</p>	<p>Received FEB 06 2008 Liberal Studies</p>	<p>Received JAN 17 2008 Liberal Studies</p>
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Part II. Description of Curriculum Change

1. New Syllabus of Record

NURS 212 Professional Nursing I

2 lecture hours
0 lab hours
2 credits
(2c-0l-2cr)

Prerequisites: Sophomore Standing

Introduces students to the discipline of nursing and values that are fundamental to practice. Caring, as a concept central to the practice of professional nursing, will provide the framework for examining the values of the profession. Human diversity and the effects that culture, socioeconomics, ethnicity, and religion have on health status and response to health care will be studied. An overview of the healthcare system in the US and access issues will be examined. As a foundation for client contact in subsequent courses, students will learn therapeutic communication skills and theory related to teaching and learning. Team building experiences will be an integral component of the course.

II. Course Objectives

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

1. Discuss the history and philosophical foundations of the nursing profession
2. Examine the foundational values espoused by the profession
3. Differentiate among the concepts of primary, secondary, tertiary prevention/intervention
4. Distinguish between therapeutic and non-therapeutic communication behaviors
5. Practice the basic principles of effective teaching and evaluating learning outcomes
6. Participate effectively as a team member

III. Course Outline

Week 1	A. Development of modern nursing 1. early historical influences 2. nursing in U.S.	2 hrs.
Weeks 2-3	B. Nursing as a discipline 1. professional practice as a domain 2. characteristics of a profession 3. educational preparation and entry issues 4. licensure and credentialing in health care 5. research in clinical practice	4 hrs.
Week 4	C. US health care system 1. historical perspective 2. current structure and trends 3. primary, secondary, tertiary care systems	2 hrs.
Week 5	D. Systems theory 1. as a framework for organizing patient data 2. primary, secondary, tertiary prevention/intervention	2 hrs.

3. as a framework for organizing nursing actions

Weeks 6-8	Mid-term Exam	1 hr.
	E. Communication theory/interpersonal skills	5 hrs.
	1. therapeutic vs. non-therapeutic communication	
	2. listening skills	
	3. interviewing techniques	
	4. documentation	
Weeks 9-11	F. Teaching/ learning principles	6 hrs.
	1. strategies for effectiveness	
	2. measuring learning outcomes	
Weeks 12-13	G. Foundational values for professional nursing	4 hrs.
	1. Altruism	
	a. human service profession	
	b. reasons for choosing nursing as a career	
	c. respect for differences/diversity	
	d. advocacy issues	
	2. Autonomy	
	a. professional practice: dependent and independent functions and roles	
	b. self determination of clients	
	c. informed decision making	
	3. Human dignity	
	a. values clarification	
	b. respect for worth and uniqueness of individuals and populations	
	c. cultural awareness/sensitivity	
	d. privacy and confidentiality issues	
	4. Integrity	
	a. truth and honesty	
	b. accountability for own actions	
	5. Social justice	
	a. economic influences in health care	
	b. fair and non-discriminate in actions	
Week 14	H. Broad roles in practice - scope and responsibility	2 hrs.
	1. provider of care	
	2. designer/manager/coordinator of care	
	3. member of profession	

Finals Week: **Final Exam**

IV. Evaluation Methods*

30% Mid-term exam (multiple choice and essay)

30%	Final exam (multiple choice)
20%	Written assignments
20%	Role-playing client interviews

V. Grading scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69% average on exams OR 60-69% average on all other assignments
F	Less than 60% average on exams OR less than 60% average on all other assignments

***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.**

VI. Course Attendance Policy

Attendance in all classes is expected. Arrangements for extensions on assignment deadlines must be made in advance of the posted due date. Late assignments will not receive full credit. Refer to the department's Test Policy in the Student Information Handbook for information about make up exams.

VII. Required Textbooks

Anderson, K.N. (Ed.). (2002). *Mosby's medical nursing and allied health dictionary* (6th ed.). St. Louis, MO: Mosby.

Kozier, B., Erb, G., Berman, A., & Snyder, S. (2004). *Fundamentals of nursing: Concepts, process, and practice* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

VIII. Special Resource Requirements

None

IX. Bibliography

Benner, P.E. (2001). *From novice to expert: Excellence and power in clinical nursing practice*. (commemorative ed.). Upper Saddle, NJ: Prentice Hall.

Buresh, B. & Gordon, S. (2000). *From silence to voice: What nurses know and must communicate to the public*. Ottawa: Canadian Nurses Association.

Clark, A.P., & Gerhardt, S.D. (2003). HIPPA is here: Did you hear what that nurse just said? *Clinical Nurse Specialist*, 17(4), 188-190.

Colling, K.B. & Rogers, A.E. (1999). Nursing students "surf" the web: Resources for patient teaching. *Journal of Nursing Education*, 38, 286-288.

George, J.B. (2002). *Nursing theories: The base for professional nursing practice*. (5th ed.). Upper Saddle River, NJ: Prentice Hall.

- Houser, B.P. & Player, K.N. (2004). *Pivotal moments in nursing: Leaders who changed the profession*. Indianapolis, IN: Sigma Theta Tau International.
- Kalish, P.A. & Kalish, B.J. (1987). *The changing image of the nurse*. Menlo Park, CA: Addison-Wesley.
- Kramer, M. & Schmalenberg, C. (2004). Essentials of a magnetic work environment. *Nursing2004*, 35(6), 50-54.
- Nightingale, F. (1852). *Notes on nursing*. London.
- Norman, E.M. (1999). *We band of angels: The untold story of American nurses trapped in Batan by the Japanese*. New York, NY: Pocket Books.
- Publication Manual of the American Psychological Association* (5th ed.). (2001). Washington, DC: American Psychological Association.
- Sullivan, E.J. & Decker, P.J. (2005). *Effective leadership and management in nursing* (6th ed.). Upper Saddle River, NJ: Prentice Hall.
- Spector, R.E. (2000). *Cultural diversity in health and illness* (5th ed.). Upper Saddle River, NJ: Prentice Hall.
- Zwerdling, M. (2004). *Postcards of nursing: A worldwide tribute*. Philadelphia, PA: Lippincott Williams & Wilkins.

Part II.**2. Summary of Proposed Revisions**

The term “Service/learning” is deleted from the last line of the course description. The last sentence in the course description should read

Team building experiences will be an integral component of the course.

3. Justification

The term service learning appears in two course descriptions in the current curriculum, NURS 212 Professional Nursing I and NURS 337 Adult Health Clinical I. Faculty in the department prefer to delete reference to service learning in course descriptions. This will allow faculty the option of incorporating service learning into these courses, consistent with all other courses in the curriculum.

Part II. 4. Old Syllabus of Record

NURS 212 Professional Nursing I

2 lecture hours
0 lab hours
2 semester hours
(2c-0l-2sh)

Prerequisites: Sophomore Standing

This course introduces students to the discipline of nursing and values that are fundamental to practice. Caring, as a concept central to the practice of professional nursing, will provide the framework for examining the values of the profession. Human diversity and the effects that culture, socioeconomics, ethnicity, and religion have on health status and response to health care will be studied. An overview of the healthcare system in the US and access issues will be examined. As a foundation for client contact in subsequent courses, students will learn therapeutic communication skills and theory related to teaching and learning. Service/learning and team building experiences will be an integral component of the course.

II. Course Objectives

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

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Weeks 6-8	Mid-term Exam	1 hr.
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	b. reasons for choosing nursing as a career	
	c. respect for differences/diversity	
	d. advocacy issues	
	2. Autonomy	
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	b. self determination of clients	
	c. informed decision making	
	3. Human dignity	
	a. values clarification	
	b. respect for worth and uniqueness of individuals and populations	
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Week 14	H. Broad roles in practice - scope and responsibility	2 hrs.
	1. provider of care	
	2. designer/manager/coordinator of care	
	3. member of profession	

Finals Week: **Final Exam**

IV. Evaluation Methods*

30% Mid-term exam (multiple choice and essay)

			1 hr.
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IV. Evaluation Methods*

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30%	Final exam (multiple choice)
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20%	Role-playing client interviews

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 1, 2, and 6.

VI. Special Resource Requirements

None

VII. Bibliography

Brown, S.A. & Hanis, C.L. (1999). Culturally competent diabetes education for Mexican Americans: The Starr County study. Diabetes Educator, 25(2), 226-236.

Chafey, K. (1997). Caring is not enough: Ethical paradigms for community-based care. In B.W. Spradley & J.A. Allender (Eds.), Readings in community health nursing (pp. 210-220). Philadelphia: Lippincott.

Chapman, G.F. (1999). Documenting a pain assessment. Nursing, 29(11), 25.

Clark, M.J. (1996). Nursing in the community (2nd ed.). Stamford: Appleton and Lange.

Colling, K.B. & Rogers, A.E. (1999). Educational innovations. Nursing students "surf" the web: Resources for patient teaching. Journal of Nursing Education, 38(6), 286-288.

Cugliari, A.M., Sobal, J., & Miller, T. (1999). Use of a video tape for educating patients about advance directives. American Journal of Health Behavior, 23(2), 105-114.

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Dossey, B.M. (1998). Florence Nightengale. Journal of Holistic Nursing, 16(2), 168.

Kattapong, V.J., Longstreth, W.T., Kakull, W.A., Howard, D.B., Bowes, J.I., Wilson, B.E., Bigney, J.B., & Becker, T.M. (1999). Health Care for Women International, 19(4), 313-325.

Luniewski, M., Reigle, J., & White, B. (1999). Card sort: An assessment tool for the educational needs of patients with heart failure. American Journal of Critical Care, 8(5), 297-302.

Mason, W.H. & Mason R.A. (1995). Solution oriented management. Nursing Management, 26(8), 74.

McConnell, E. (1998). Using therapeutic communication. Nursing, 28(11), 74.

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McGuckin, M., Waterman, R., Porten, Bello, S., Caruso, M., Juzaitis, B., Krug, E., Mazer, S., & Ostrawski, S. (1999). Patient education model for increasing handwashing compliance. American Journal of Infection Control, 27(4), 309-314.

Measuring medications accurately... Teaspoons (tsp), tablespoons (tbs), and cups. (1999). Nursing, 29(2), 56hh7.

Michl, D. (1999). News, notes, & tips. Renal teaching cards: A visual way to teach patients. Nurse Educator, 24(5), 5.

Nightingale, F. (1992). Notes on Nursing. Philadelphia: J.B. Lippincott Co.

Oermann, M. (1997). Professional Nursing Practice. Stamford, CT: Appleton and Lange.

Quick take: "Tear out" sheets for quick reference. Teaching kids about medicine: What you can do to help parents. (1999). Consultant, 39(2), 562.

Slatkin, A. (1996). Enhancing negotiation training therapeutic communication. FBI Law Enforcement Bulletin, 65(5), 1.

Spector, R.E. (2000). Cultural Diversity in Health and Illness (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Street, R.L., Van Order, A., Bramson, R., & Manning, T. (1998). Preconsultation education promoting breast cancer screening: Does the choice of media make a difference? Journal of Cancer Education, 13(3), 152-161.

Weinhardt, J. & Parker, C. (1999). Issues and interventions. Developing a patient education video as a tool to case manage patients who have had strokes. Nursing Case Management, 4(4), 198-200.

Wilson, A.H. & Robeledo, L. (1999). Role play: Listening to Hispanic mothers: Guidelines for teaching. Journal of the Society of Pediatric Nurses, 4(3), 125-127.

Wolfe, M.N. (1997). Nursing compensation: A historical review. Hospital Topics, 75(2), 168.

Zimm, A. (1998). The need to understand addressing issues of low literacy and health. On Call, 1(4), 20-23.