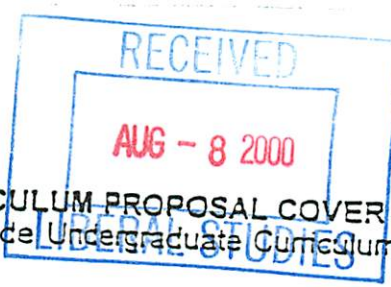


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Action-Date: \_\_\_\_\_

00-320

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 Nursing Practice I  
Suggested 10 character title

New Course\* NURS 211 Nursing Practice I  
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

Janet W. ... 2-25-00  
Department Chair

Marv E. ... 7/14/00  
College Curriculum Committee

Robert P. ... 15 July 00  
College Dean

+ Director of Liberal Studies (where applicable)

\*Provost (where applicable)

**NURS 211 Nursing Practice I**

**0c-3l-1sh**

**Prerequisites:** Sophomore standing

**Prerequisites or Corequisites:** BIOL 105, BIOL 150 or 151

This is the first of two clinical courses that present the concepts and abilities fundamental to the practice of professional nursing and provide a foundation on which students can build their professional knowledge base as well as their interpersonal and psychomotor skills. Clinical assignments in a variety of settings provide opportunities for students to develop basic clinical practice skills.

## I. Course Description

### NURS 211 NURSING PRACTICE I

**0 lecture hours**  
**3 lab hours**  
**1 semester hour**  
**(0c-3l-1sh)**

**Prerequisites:** Sophomore standing

**Prerequisites or Corequisites:** BIOL 105  
BIOL 150 or 151

This is the first of two clinical courses that present the concepts and abilities fundamental to the practice of professional nursing and provide a foundation on which students can build their professional knowledge base as well as their interpersonal and psychomotor skills. Clinical assignments in a variety of settings provide opportunities for students to develop basic clinical practice skills.

## II. Course Objectives

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

1. Define terms utilized in the health care profession
2. Demonstrate safe behaviors as a health care professional
3. Document according to nursing standards
4. Correctly perform selected assessment and other nursing skills
5. Demonstrate behaviors consistent with professional nursing standards

## III. Course Outline

Weeks 1-2	A. Medical terminology (part I)	2 hrs.
	B. Test taking skills	2 hrs.
	C. Documentation	2 hrs.
Weeks 3-4	D. Skills for Protecting Health and Disease Prevention	6 hrs.
	1. Universal precautions	
	2. Medical Asepsis	
	3. Environmental	
	a. Personal	
	b. Client	
	c. Assessment of residence hall or private residence	
Weeks 5-6	E. Basic assessment skills	5 hrs.
	1. Vital Signs	
	2. Height/Weight	
	<b>Mid-term Exam</b>	1 hr.
Weeks 7-13	F. Integral Components of Client Care	21 hrs.
	1. Therapeutic communication	
	2. Interviewing	
	3. Teaching and learning	
	a. Client/Peer teaching	

Week 14      G. Implementation of Special Nursing Skills      3 hrs.  
                  1. Principles of medication administration - 6 Rights  
                  2. IM injections

Finals Week:   **Final Exam**

#### **IV. Evaluation Methods\***

The grade for this course will be calculated based on:

- 1. The grade (P/F) in clinical performance, including:**
  - a. Written assignments
  - b. Clinical competencies
  - c. Appropriate professional behavior
- 2. 50% Mid-term exam (multiple choice nursing process questions)**
- 3. 50% Final exam (multiple choice)**

#### **Grading Scale:**

- |   |  |
|---|--|
| A | 90-100% + Pass in clinical performance     |
| B | 80-89% + P                                 |
| C | 70-79% + P                                 |
| D | 60-69% + P                                 |
| F | Less than 60% or F in clinical performance |

**\*To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exams and satisfactorily complete all assignments.**

#### Clinical Competencies

To pass clinical performance the student must demonstrate competency in all of the following areas:

1. Correct handwashing
2. Clean technique
3. Sterile technique
  - a. Gloving
  - b. Handling sterile equipment
4. Vital signs/taking blood pressure, temperature, pulse and respiration
5. Height
6. Weight
7. Therapeutic communication
8. Interviewing/Health history
9. IM injections

Content will be provided through CAI, written module, video, post conference, or other appropriate methods.

#### **V. Required Texts**

Ellis, J., Nowlis, E., & Bentz, P., (1996). Modules of basic nursing skills, Vol. I and II (6<sup>th</sup> ed.). Philadelphia: Lippincott.

Olsen, J.L. & Giangrasso, A.P. (2000). Medical dosage calculations. Upper Saddle River, NJ: Prentice-Hall, Inc.

Rice, J. (1999). Medical terminology with human anatomy (4<sup>th</sup> ed.). Stanford, CT: Appleton and Lange.

## VI. Special Resource Requirements

All nursing students are responsible for and required to have the following:\*

1. Current CPR certification
2. Professional liability insurance
3. Health requirements
4. Student uniforms and physical assessment equipment
5. Clearance papers  
(Criminal Record Check and Child Abuse; Act 34 and 151 Clearance forms)
6. Clinical agencies requirements

**\*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items.**

Students will not be permitted to attend clinical without meeting these requirements.

## VII. Bibliography

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- Arnold, L. (1997). My needle stick. Nursing 97, 27(9), 48-50.
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- Braun, S., Preston, P., & Smith, R. (1998). Getting a better read on thermometry. RN, 61, 57-60.
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- Deglin, J. & Vallerand, A. (1998). Davis Drug Guide (6<sup>th</sup> ed.). Philadelphia: Davis.
- Doenges, M., Moorhouse, M., & Burley, J. (2000). Application of nursing process and nursing diagnosis: An interactive test for diagnostic reasoning. Philadelphia: Davis.
- Grensing-Pophal, L. (1997). 8 signs of poor communication. Nursing 97, 27 (10), 64.
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- McDonald, D. (1998). Meeting special learning needs. RN, 61(4), 33-34.

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- Nugent, P. & Vitale, B. (2000). Test Success: test-taking techniques for beginning nursing students Philadelphia: Davis.
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- Rice, K. (1999). Measuring thigh BP. Nursing 99, 29(8), 58-59.
- Roper, M. (1996). Back to basics: Assessing orthostatic vitals signs. American Journal of Nursing, 96(8), 43-46.
- Sheff, B. (1998). VRE & MRSA: Putting bad bugs out of business. Nursing 98, 28(3), 40-44.
- Shelp, S. (1997). Your patient is deaf, now what? RN, 60(2), 37-40.
- Sullivan, G. (1996). Is your documentation all it should be? RN, 59(10), 59-61.
- Sullivan, G. (1998). How to deal with an angry patient. RN, 61(10), 63-64.
- Taber's Cyclopedic Medical Dictionary, (18<sup>th</sup>.ed.). (1998). Philadelphia: Davis.
- Talton, C. (1995). Touch-of all kinds-is therapeutic. American Journal of Nursing, 58(2),61-64.

**COURSE ANALYSIS QUESTIONNAIRE**  
**NURS 211 Nursing Practice I**

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 Similar material on the fundamentals of nursing practice is included in all other baccalaureate nursing programs
- A7 The content of 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 Each section of this course will be taught by one faculty member at a time 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, RN, and Nursing. The library also has a satisfactory holding of references related to nursing. Periodic updates of these holdings are necessary. The department currently has a mechanism in place for identifying and recommending future purchases for the library holdings.
  - c. Some clinical components will be taught at affiliating agencies
- C3 No grant funds are associated with this course
- C4 This course will be offered in the Fall semester only.

- C5 Eight sections of this course will be offered at a time.
- C6 Eighty students will be accommodated in this course.
- C7 Size of clinical section is based on the nature of the clinical experiences, the limitations established by the affiliating agencies, and guidance by the Pennsylvania State Board of Nursing.