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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 Prof. Nursing I
Suggested 10 semester hrs

☒ New Course * NURS 212 Professional Nursing 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

Paula Kwan 2-25-00
Department Chair

Mary E. Seem 7/14/00
College Curriculum Committee

Barbara C. Zori 15 July 00
College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

NURS 212 Professional Nursing I**2c-01-2sh****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.

NURS 212 Professional Nursing I

**2 lecture hours
0 lab hours
2 semester hours
(2c-01-2sh)**

Prerequisites: Sophomore Standing

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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 3. as a framework for organizing nursing actions	2 hrs.

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

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.

Donaldson, E., Rutledge, D.N., & Pravikoff, D.S. (1999). Principles of adult-focused education in nursing. Online Journal of Clinical Innovations, 2(2), 1-22.

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.

McInerney, C. (1998). Professional outlook: The growing importance of patient education. On Call, 1(7), 8-9.

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. & Robledo, 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.

COURSE ANALYSIS QUESTIONNAIRE
NURS 212 Professional Nursing 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 An introductory course to the nursing profession and health care delivery in the United States 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, RN, Nurse Educator, and 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: Research in Nursing and Health, Journal of Professional Nursing, and Journal of Nursing Scholarship. 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.
- C3 No grant funds are associated with this course
- C4 This course will be offered in the Fall 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.