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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 Nursing Practice II
Suggested 10 semester hrs
☒ New Course * NURS 213 Nursing Practice II
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

John W. Wines 2-25-00
Department Chair

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

Charles J. Zorzi 15 July 00
College Dean

+ Director of Liberal Studies (where applicable)

* Provost (where applicable)

NURS 213 Nursing Practice II**0c-3l-1sh****Prerequisites:** NURS 211, 212**Corequisites:** NURS 236, 214

This course builds on Nursing Practice I and provides opportunities for students to continue to build professional knowledge and skills with diverse individuals and families in a variety of settings.

Emphasis is placed on developing ability to perform health assessments, use therapeutic communication and execute basic nursing skills while promoting healthy behaviors.

I. Course Description

NURS 213 NURSING PRACTICE II

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

Prerequisites: NURS 211, 212

Corequisites: NURS 236, 214

This course builds on Nursing Practice I and provides opportunities for students to continue to build professional knowledge and skills with diverse individuals and families in a variety of settings. Emphasis is placed on developing ability to perform health assessments, use therapeutic communication and execute basic nursing skills while promoting healthy behaviors.

II. Course Objectives

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

1. Utilize appropriate medical terminology in nursing practice
2. Demonstrate skill in assisting clients with health promotion behaviors
3. Correctly use health assessment techniques in a variety of settings
4. Competently perform selected assessment and other nursing skills
5. Demonstrate behaviors consistent with professional nursing standards

III. Course Outline

Weeks 1-7	A. Medical terminology (part II)	1 hr.
	B. Skills for Health	19 hrs.
	1. Hygiene and Comfort Measures 2. Bed making 3. Body mechanics and transfer techniques 4. Range of motion	
	Mid-term Exam	1 hr.
Weeks 8-9	C. Implementing Special Nursing Skills	6 hrs.
	1. Injections S.Q. 2. Medication administration routes	
Weeks 10-14	D. Assessing Health	15 hrs.
	1. Health histories 2. Psychosocial issues 3. Physical assessment	
Finals Week:	Final Exam	

IV. Evaluation Methods*

The grade for this course will be calculated based on:

- 1. The pass/fail grade 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

In order to pass clinical performance the student must demonstrate competency in all of the following areas:

1. Mouth care
2. Bathing
3. Bed making
4. Correct body mechanics
5. Client transfer technique
6. Positioning
7. Injections
8. Health assessment of body systems
 - a. Integumentary
 - b. Respiratory
 - c. Circulatory
 - d. Gastrointestinal-Abdominal
 - e. Genital urinary
 - f. Head and Neck
 - g. Sensory
 - h. Neurological/Mental Status
 - i. Musculoskeletal
 - j. Male and female reproductive

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

V. Required Texts

Bickley, L. S. (1999). Bates guide to physical examinations and history taking (7th ed.). Philadelphia: Lippincott.

Ellis, J., Nowlis, E., Bentz, P. (1996). Modules for basic nursing skills, Vol. I and II (6th 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 (4th 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

Castilli, S. (1999). Strategies techniques and approaches to thinking: case studies in clinical nursing. Philadelphia: Saunders.

Cravin, R., & Hirnle, C. (2000). Fundamentals of nursing: Human health and function (3rd ed.). Philadelphia: Lippincott.

Deglin, J. & Vallerand, A. (1998). Davis Drug Guide (6th 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.

Flaaten, L. (1996). Introduction to Transcultural Assessment: An Interactive CD-ROM Tutorial. Philadelphia: Saunders.

Hadley, S., Chang, M., & Rogers, K. (1996). Effect of syringe size on bruising following subcutaneous heparin injection. American Journal of Critical Care Nursing, 5(4), 271-276.

Hayes, C. (1998). Practical procedures for nurses. Injection technique: subcutaneous. Nursing Times, 94(41), 14-20.

Mastering Clinical Skills (Vol. 2). (1999). [CD-ROM]. New York: Lippincott.

Metzler, D. & Harr, J. (1996). Positioning your patient properly. American Journal of Nursing, 96(3), 33-37.

Nugent, P. & Vitale, B. (2000). Test success: Test-taking techniques for beginning nursing students. Philadelphia: Davis.

Nicol, M., Bavin, C, Bedford-Turner, S., Cronin, P., & Rawlings-Anderson, K. (1999). Essential nursing skills. St. Louis: Mosby.

Oral care: The inside story. (1999). Nursing 99, 29(3), 1-16.

Peragallo-Dittko, V. (1997). Research for practice. Rethinking subcutaneous injection technique. American Journal of Nursing, 97(5), 71-72.

Potter, P., & Perry, A. (1998). Pocket guide to basic skills and procedures. St. Louis: Mosby.

Stewart, K., & Murray, H. (1997). How to use crutches correctly. Nursing 97, 27(5), 20-22.

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, C. (1999). Taber's Cyclopedic Medical Dictionary (18th ed). Philadelphia: Davis.

COURSE ANALYSIS QUESTIONNAIRE
NURS 213 Nursing Practice II

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 would be 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 Each section of 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 specialty 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 would be necessary. The department currently has a mechanism in place for placing needs for updated texts in priority order and recommending future purchases for the library holdings.
 - c. Some clinical components will be held at affiliating agencies
- C3 No grant funds are associated with this course

- C4 This course will be offered in the Spring 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.