

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 12-690
UWUCC Action-Date: App-2/12/13 Senate Action Date: App-2/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

1. Course Proposals (check all that apply)

- | | | |
|---|---|--|
| ☐ New Course | ☐ Course Prefix Change | ☐ Course Deletion |
| ☒ Course Revision | ☒ Course Number and/or Title Change | ☒ Catalog Description Change |

Current course prefix, number and full title: NURS 212 Professional Nursing I

Proposed course prefix, number and full title, if changing: NURS 212 Fundamentals I Theory

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- | | | | |
|--|---|---|---|
| ☐ Learning Skills | ☐ Knowledge Area | ☐ Global and Multicultural Awareness | ☐ Writing Across the Curriculum (W Course) |
| ☐ Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one) | | | |
| ☐ Global Citizenship | ☐ Information Literacy | ☐ Oral Communication | |
| ☐ Quantitative Reasoning | ☐ Scientific Literacy | | |

3. Other Designations, as appropriate

- | | |
|--|---|
| ☐ Honors College Course | ☐ Other: (e.g. Women's Studies, Pan African) |
|--|---|

4. Program Proposals

- | | | | |
|---|---|---|--------------------------------|
| ☐ New Degree Program | ☐ Catalog Description Change | ☐ New Track | ☐ Other |
| ☐ New Minor Program | ☐ Program Title Change | ☐ Liberal Studies Requirement Changes in Program | |

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Theresa Gropelli	11/8/12
Department Chairperson(s)	Elizabeth Palmer	11/9/12
College Curriculum Committee Chair	Janet Wachter	11/12/12
College Dean	Wendy E. Sunder	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	Gail Sedquist	2/12/13

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Liberal Studies Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION

NURS 212 Fundamentals I Theory	2 class hours
	0 lab hours
	2 credits
	(2c-0l-2cr)

PREREQUISITES: NURS Majors only, BIOL 105, CHEM 101, CHEM 102, sophomore standing

COREQUISITE: NURS 211

Introduces students to the nursing discipline, nursing process, professional standards, and values that are foundational to practice. Provides an overview of the various levels of healthcare services and the professional nursing role. Concepts for effective nurse-client relationships are examined including therapeutic communication, evidence-based nursing interventions, quality patient-centered care, and safe nursing practice.

II. COURSE OUTCOMES

Students will be able to:

1. Apply the nursing process as a systematic method of providing patient-centered care for the adult and older adult.
2. Examine theoretical basis of select nursing interventions.
3. Identify the use of evidence-based practice for clinical decision making in the healthcare system.
4. Display actions consistent with the professional nurses' role.

III. COURSE OUTLINE

A. Development of Modern Nursing	2 hr
B. Nursing Process	3 hr
C. Nurses Role in Assessing Indicators of Body Function Regulated Through Homeostatic Mechanisms	2 hr
1. Temperature	
2. Pulse	
3. Blood pressure	
4. Respirations	
5. Oxygenation	
D. Nursing as a Discipline	2 hr
E. Exam 1/Standardized Assessment Exam	2 hr
F. Therapeutic Communication	2 hr
G. Influences on Safe Nursing Practice	2 hr

1. Safety initiatives (QSEN, IOM, etc)	
2. Accountability for safety	
H. US Health Care Systems	
I. Promoting Healthy Physiologic Responses	4 hr
1. Meeting individual's hygiene needs	
2. Promoting optimal circulation	
3. Nutrition and elimination	
J. Nursing Concepts Related to Activity and Safety	3 hr
1. Turning and positioning	
2. Transferring techniques	
3. Assistive devices	
4. Fall prevention	
5. Environmental safety	
Examination Two	1 hr
K. Professional Nursing Values	2 hr
L. Evidence-Based Practice	2 hr
Examination Three	1 hr
Final Examination	2 hr

IV. EVALUATION METHODS

An example of the evaluation method is as follows:

Exam 1 – 20%

Exam 2 – 20%

Exam 3 – 20%

Final exams - 20%

Group activities and presentations – 20%

V. EXAMPLE GRADING SCALE

A 90-100%

B 80-89 %

C 70-79 %

D 60-69 % or an average on course exams of 60-69%

F Less than 60% or an average on course exams less than 60%

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ANA's Foundation of Nursing Package (Scope of Standards, Code of Ethics, Social Policy Statement-current edition)

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2011). *Fundamentals of nursing: The art and science of nursing care* (7th ed.). Philadelphia , PA: Lippincott, Williams & Wilkins.

VIII. SPECIAL RESOURCE REQUIREMENTS

None.

IX. BIBLIOGRAPHY

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bannigan, K. (2009). Evidence-based practice is an evolving concept. *International Journal of Disability, Development and Education*, 56(3), 301-305.

Casey, A., & Wallis, A. (2011). Effective communication: Principle of nursing practice. *Nursing Standard*, 25(32), 35-37.

Cassidy, E. D., Britsch, J., Griffin, G., Manolovitz, L. S., & Turney, L. (2010). Higher education and emerging technologies: Student usage, preferences, and lessons for library services. *Reference & User Services Quarterly*, 50(4), 380-391.

Dossey, B. M. (2010). Holistic nursing: From Florence Nightingale's historical legacy to 21st century global nursing. *Alternative Theories in Health & Medicine*, 16(5), 14-16.

- Ehrlich, A., & Schroeder, C. L. (2009). *Medical terminology for health professions* (6th ed.). Clifton Park, NY: Delmar Learning.
- Ford, C. (2009). Surviving APA style. *Med-Surg Matters*, 18(1), 10.
- Hanks, R. G. (2010). The medical-surgical nurse perspective of advocate role. *Nursing Forum*, 45(2), 97-107.
- Huckabay, L. M. (2009). Clinical reasoned judgment and the nursing process. *Nursing Forum*, 44(2), 72-78.
- Jasmine, T. (2009). The use of effective therapeutic communication skills in nursing practice. *Singapore Nursing Journal*, 36(1), 35-38.
- Kameg, K., Clochesy, J, Mitchell, A. M., & Suresky, J. M. (2010). The impact of high fidelity human simulation on self-efficacy of communication skills. *Issues in Mental Health Nursing*, 31, 315-323.
- Kelley, T. F., Brandon, D. H., & Docherty, S. L. (2011). Electronic nursing documentation as a strategy to improve quality of patient care. *Journal of Nursing Scholarship*, 43(2), 154-162.
- Stanley, D. (2010). Lamp light on leadership: Clinical leadership and Florence Nightingale. *Journal of Nursing Management*, 18, 115-121.
- Vanzant-Cartwright, R. (2011). Standards of care. *Journal of Legal Nurse Consulting*, 22(1), 15-18.
- Young, A. (2010). Professionalism and ethical issues in nurse prescribing. *Nurse Prescribing*, 8(6), 284-290.

2. A summary of the proposed revisions

The course name, description, outcomes, and outline were changed and updated to reflect current nursing standards. This course has been changed to reflect a more nursing fundamentals theory course. The course bibliography has also been updated. The total credit hours remain the same.

3. Justification/rationale for the revision

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

4. The old 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, socioeconomic, 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** **4 hrs.**
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

Week 4

- C. US health care system** **2 hrs.**
1. historical perspective
 2. current structure and trends
 3. primary, secondary, tertiary care systems

Week 5

- D. Systems theory** **2 hrs.**
1. as a framework for organizing patient data
 2. primary, secondary, tertiary prevention/intervention
 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.

5. Liberal Studies course approval form – N/A

Part III. Letters of Support or Acknowledgment – N/A