

LSC Use Only Proposal No:  
LSC Action-Date:

UWUCC Use Only Proposal No: 12-696.  
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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Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

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)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: NURS 211 Nursing Practice I

Proposed course prefix, number and full title, if changing: NURS 211 Fundamentals I Clinical

2. Liberal Studies Course Designations, as appropriate

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

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy		

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> New Track	<input type="checkbox"/> Other
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Liberal Studies Requirement Changes in Program	

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	10/16/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	10/16/12
College Curriculum Committee Chair	<i>Jan K. Wachter</i>	11/12/12
College Dean	<i>Mary E. Seuler</i>	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	<i>Gail Sechrist</i>	2/12/13

Please Number All Pages

Received

JAN 28 2013

Liberal Studies

Received

NOV 15 2012

Liberal Studies

## Part II. Description of Curriculum Change

### 1. New syllabus of record:

#### I. CATALOG DESCRIPTION

NURS 211 Fundamentals I Clinical	0 class hours
	3 lab hours
	1 credit
	(0c-3l-1cr)

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

**COREQUISITE:** NURS 212

Presents concepts and basic nursing skills fundamental to the safe practice of professional nursing. Provides a foundation for students to build their professional knowledge base as well as develop interpersonal and psychomotor skills in a variety of settings with a focus on patient-centered care for adults and older adults.

#### II. COURSE OUTCOMES

Students will be able to:

1. Demonstrate oral, written, and electronic communication skills in the clinical setting to optimize health care outcomes.
2. Perform nursing skills and selected assessments according to nursing standards of care.
3. Demonstrate behaviors consistent with professional nursing standards and practice.
4. Identify evidence-based practice and critical reasoning activities in the clinical setting.
5. Demonstrate basic care and comfort measures for clients in the clinical setting.

#### III. COURSE OUTLINE

A. Application of Nursing Process and Medical Terminology	1 hr
B. Demonstration, Skill, and Technique of:	2 hr
1. Hand washing	
2. Personal protective equipment	
3. Standard precautions	

C. Clinical Site Orientation	1.5 hr
D. Nursing Care Involving Body Function Indicators	1.5 hr
1. Collaborative care with the interdisciplinary team	
2. Provide evidence-based nursing care	
3. Provide patient education	
a. Temperature	
b. Pulse	
c. Blood pressure	
d. Respiration	
e. Oxygen therapy	
E. Nursing Care Involving Basic Nursing Skills	6 hr
1. Collaborative care with the interdisciplinary team	
2. Provide evidence-based nursing care	
3. Provide patient education	
a. Intake and output	
b. Height and weight	
c. Bed pan	
d. Bed making	
e. Urinal	
f. Bed side commode	
g. Foley care	
F. Clinical Application	
1. Therapeutic communication	4 hr
2. Vital signs	
<b>Mid Term Examination</b>	2 hr
G. Nursing Care Involving Hygiene Skills	3 hr
1. Collaborative care with the interdisciplinary team	
2. Provide evidence-based nursing care	
3. Provide patient education	
a. Bed bath	
b. Oral care	
c. Personal care	
d. Anti-embolism stocking	
e. Back massage	
H. Nursing Care Involving Nutrition and Elimination	2 hr
1. Collaborative care with the interdisciplinary team	
2. Provide evidence-based nursing care	
3. Provide patient education	
a. Feeding	
b. Diet	
c. Suction	

L. Nursing Care Involving Activity and Safety	4 hr
1. Collaborative care with the interdisciplinary team	
2. Provide evidence-based nursing care	
3. Provide patient education	
a. Turning and positioning	
b. Transferring techniques	
c. Assistive devices	
d. Fall prevention	
e. Environmental safety	
M. Clinical Application	9 hr
N. Simulation Scenarios and Activities	3 hr
O. Competency Testing and Evaluation	3 hr

**Final Examination** 2hr

Possible Clinical Sites

- Assisted living facilities
- Long term care facilities
- In-patient hospital units with adults and older adults
- Other settings with adults and older adults

#### IV. EVALUATION METHODS

An example of the evaluation method is as follows:

-A pass/fail grade in clinical performance, including:

- Assignments
- Clinical competencies
- Appropriate professional behavior
- Clinical evaluation with pass for all behaviors

-Mid-term exam – 50%

-Final exam – 50%

#### V. EXAMPLE GRADING SCALE

- A 90-100% + pass in clinical performance
- B 80-89 % + pass in clinical performance
- C 70-79 % + pass in clinical performance
- D 60-69 % or an average on course exams of 60-69% + pass in clinical performance
- F Less than 60% or an average on course exams less than 60% or F in clinical performance

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**

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2011). *Fundamentals of nursing* (7th ed.).

Philadelphia, PA: Lippincott Williams & Wilkins.

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2011). *Taylor's video guide to clinical*

*nursing skill:; StudentsSet on CD- ROM* (2nd ed.). Philadelphia, PA: Lippincott

Williams & Wilkins.

Turley, S. (2011). *Medical language. Immerse yourself* (2nd ed.). Upper Saddle River, NJ:

Pearson Education.

Venes, D. (2009). *Tabers cyclopedia medical dictionary*, (21st ed.). Philadelphia, PA: F.A.

Davis.

## **VIII. 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.

## IX. BIBLIOGRAPHY

Alspach, G. (2008). Protecting your patients, colleagues, family, and yourself from infection:

First wash. *Critical Care Nurse*, 28(1), 7-12.

Busuttil-Leaver, R. (2011). Urinary stress incontinence. *Practice Nurse*, 41(12), 32-38.

Corbin, J. (2008). Is caring a lost art in nursing? *International Journal of Nursing Studies*, 45(2),

163-165.

Davis, R. L., Beel-Bates, C., & Jensen, S. (2008). The longitudinal elder initiative: Helping students learn to care for older adults. *Journal of Nursing Education*, 47(4), 179-182.

D'Hondt, A., Kaasalainen, S., Prentice, D., & Schindel Martin, L. (2011). Bathing residents with dementia in long-term care: Critical incidents described by personal support workers.

*International Journal of Older People Nursing*. DOI: 10.1111/j.1748-3743.2011.00283.x

Ferrell, B. A. (2010). Assessing pain in the elderly. *The Journal of the American Society of Consultant Pharmacists*, 25(A), 5-10.

Gantt, L. T., & Webb-Corbett, R. (2010). Using simulation to teach patient safety behaviors in undergraduate nursing education. *Journal of Nursing Education*, 49(1), 48-51.

Jones, L. (2009). The healing relationship. *Nursing Standard*, 24(3), 64-65.

O'Driscoll, B. R., Howard, L. S., & Davision, A. G. (2011). Emergency oxygen use in adult patients: Concise guidance. *Clinical Medicine*, 11(4), 372-375.

McCorry, L. K. & Mason, J. (2011) *Communication skills for the healthcare professional*. Philadelphia, PA: Lippincott Williams & Wilkins.

McNeill, C., Shattell, M., Rossen, E., & Bartlett, R. (2008). Relationship skills building with older adults. *Journal of Nursing Education*, 47(6), 269-271.

Persad, C. C. (2010). Assessing falls in the elderly: Should we use simple screening tests or a

comprehensive fall risk evaluation? *European Journal of Physical and Rehabilitation Medicine*, 46(3), 457-460.

Slater, R. (2011). Preventing infection with long-term indwelling urinary catheters. *British Journal of Community Nursing*, 16(4), 168-172.

Wong, S. (2011). Nutrition and stress. *Canadian Young Scientist Journal*, 11(1), 13-19.

Petterson, M. J., Schwab, W., van Oostrom, J. H., Gravenstein, N., & Caruso, L. J. (2010).

Effects of turning on skin-bed interface pressures in healthy adults. *Journal of Advanced Nursing*, 66(7), 1556-1564.

Wesson, L., & Chapman, B. (2010). A dementia education scheme. *Nursing Older People*, 22(2), 22-25.

## 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 was restructured to be more of a traditional nursing fundamentals 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

### I. Course Description

NURS 211 NURSING PRACTICE I

0 class hours  
3 lab hours  
1 credit hour  
(0c-3l-1cr)

Prerequisites: Sophomore standing

Prerequisites or Corequisites: BIOL 105 BIOL 150 or 151

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

**Mid-term Exam**

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.

## V. Required Texts

Ellis, J., Nowlis, E., & Bentz, P., (1996). *Modules of 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.). Stamford, 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

Ahern, J. (1999). Love songs. *RN*, 62(2), 32.

Anderson, D. (1998). On being an advocate. *RN*, 61(9), 96.

Arnold, E. & Boggs, K., (1999). *Interpersonal relationships: Professional communication skills for nurses* (3rd ed.). Philadelphia: Saunders.

Arnold, L. (1997). My needle stick. *Nursing* 97, 27(9), 48-50.

Bliss, D. & Lehmann, S. (1999). Administration tips. *RN*, 62(8), 29-31.

Braun, S., Preston, P., & Smith, R. (1998). Getting a better read on thermometry. *RN*, 61, 57-60.

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

Chase, S. (1997). Pharmacology in practice: Back to basics. *RN*, 60(3), 22-26.

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

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- Nicol, M., Bavin, C, Bedford-Turner, S., Cronin, P., & Rawlings-Anderson, K. (1999). *Essential nursing skills*. St. Louis: Mosby.
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- Rice, K. (1999). Measuring thigh BP. *Nursing* 99, 29(8), 58-59.
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- 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*, (18th ed.). (1998). Philadelphia: Davis.
- Talton, C. (1995). Touch-of all kinds-is therapeutic. *American Journal of Nursing*, 58(2),61-64.

**5. Liberal Studies course approval form – N/A**

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