

LSC Use Only Proposal No:
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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)		
☐ 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 213 Nursing Practice II		
Proposed course prefix, number and full title, if changing: NURS 213 Fundamentals II Clinical		
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)	<i>Theresa Gropelli</i>	10/16/12
Department Chairperson(s)	<i>Don K. Wachter</i>	11/12/12
College Curriculum Committee Chair	<i>Elizabeth Palmer</i>	10/16/12
College Dean	<i>Henry D. Smith</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 Sedquist</i>	2/12/13

Please Number All Pages

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Liberal Studies

Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION

NURS 213 Fundamentals II Clinical

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

PREREQUISITES: BIOL 150, NURS 211, 212

PREREQUISITE OR COREQUISITE: BIOL 151

COREQUISITES: NURS 214, 236

Builds on the Fundamentals I Clinical course. Provides opportunities for students to continue to develop professional knowledge and skills with diverse individuals and families in a variety of settings with a focus on adults and older adults. Emphasizes developing the ability to perform comprehensive health assessments, use therapeutic communication, and provide basic nursing skills while promoting safe and quality health care.

II. COURSE OUTCOMES

Students will be able to:

1. Integrate oral, written, and electronic communication skills in the clinical setting to optimize health care outcomes.
2. Incorporate evidence-based practice and critical reasoning into clinical practice.
3. Perform a complete health assessment on the adult and older adult.
4. Practice safe nursing care behaviors consistent with professional nursing standards and practice.
5. Discuss the advocacy role of the nurse.

III. COURSE OUTLINE

- | | |
|---|------|
| A. Introduction to course | 1 hr |
| B. Skills refresher session | 2 hr |
| C. Nursing care involving skin integrity and wound care | 4 hr |
| 1. Collaborative care with the interdisciplinary team | |
| 2. Provide evidence-based nursing care | |
| 3. Provide patient education | |
| i. Sterile technique | |
| ii. Sterile dressing | |

- iii. Wound dressing
 - iv. Wound culture
- D. Nursing care involving urinary elimination 4 hr
 - 1. Collaborative care with the interdisciplinary team
 - 2. Provide evidence-based nursing care
 - 3. Provide patient education
 - 4. Quality and safety issues
 - i. Foley insertion
 - ii. Bladder scanner
 - iii. Urine specimen collections
- E. Nursing care involving bowel elimination 4 hr
 - 1. Collaborative care with the interdisciplinary team
 - 2. Provide evidence-based nursing care
 - 3. Provide patient education
 - i. Enemas
 - ii. Stool removal
 - iii. Ostomy care
 - iv. Stool specimen collections

Exam one

- F. Nursing care involving nutrition 3 hr
 - 1. Collaborative care with the interdisciplinary team
 - 2. Provide evidence-based nursing care
 - 3. Provide patient education
 - 4. Quality and safety issues
 - i. Nasogastric tubes
 - ii. Gastrostomy tubes
- G. Skills review 1 hr

Midterm examination 2 hr

- H. Mental status 3 hr
 - 1. Assessment
 - 2. Documentation and communication of findings
- I. Respiratory system 3 hr
 - 1. Assessment
 - 2. Documentation and communication of findings
- J. Circulatory system (cardiovascular and peripheral vascular) 3 hr
 - 1. Assessment
 - 2. Documentation and communication of findings
- K. Abdominal / Gastrointestinal 1 hr
 - 1. Assessment
 - 2. Documentation and communication of findings
- L. Male and female reproductive system .5 hr
 - 1. Assessment

2. Documentation and communication of findings	
M. Breast	.5 hr
1. Assessment	
2. Documentation and communication of findings	

Exam Two	1 hr
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N. Musculoskeletal system	1 hr
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1. Assessment
2. Documentation and communication of findings

O. Neurological system	1 hr
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1. Assessment
2. Documentation and communication of findings

P. Integumentary system	1 hr
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1. Assessment
2. Documentation and communication of findings

Q. Head, face, neck, and lymphatic	1 hr
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1. Assessment
2. Documentation and communication of findings

R. Eyes, ears, nose, mouth, and throat	1 hr
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1. Assessment
2. Documentation and communication of findings

S. Complete head to toe assessment	1 hr
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1. Assessment
2. Documentation and communication of findings

Simulation scenarios – Lab	1.5 hr
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Competency testing and evaluation - Lab	1.5 hr
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Final Examination	2 hr
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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:

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

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

-Exam 1 – 15%

- Exam 2 – 15%
- Midterm – 30%
- Final Exam – 40%

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*

skills; Student set 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, M. 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, 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.
- 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.
- 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.
- 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.
- 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.
- Wesson, L., & Chapman, B. (2010). A dementia education scheme. *Nursing Older People*, 22(2), 22-25.
- Wong, S. (2011). Nutrition and stress. *Canadian Young Scientist Journal*, 11(1), 13-19.

2. A summary of the proposed revisions:

The course name, description, outcomes, and outline were changed and updated to reflect current nursing standards. The course bibliography has also been updated. The course has been adjusted to include more fundamental and basic skills. Course content has been adjusted from the junior level to the sophomore level. 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 213 NURSING PRACTICE II

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

Prerequisites: NURS 211, 212

Corequisites: NURS 214, 236

Builds on Nursing Practice I and provides opportunities to continue to build professional knowledge and skills with diverse individuals and families in a variety of settings. Emphasizes developing ability to perform health assessments, using therapeutic communication and executing 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.

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

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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.

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

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