

LSC Use Only Proposal No:  
LSC Action-Date:

UWUCC Use Only Proposal No: 12-694  
UWUCC Action-Date: App-2/12/13 Senate Action Date: App-2/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person(s) Theresa Gropelli	Email Address tgroupell@iup.edu
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 236 Foundations In Nursing

Proposed course prefix, number and full title, if changing: NURS 236 Fundamentals II 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)	<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. Seese</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>Crail Stehriest</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 236 Fundamentals II Theory	2 class hours 0 lab hours 2 credits (2c-0l-2cr)
---------------------------------	--

PREREQUISITES: BIOL 150, NURS 211, 212

PREREQUISITE OR COREQUISITE: BIOL 151

COREQUISITES: NURS 213, 214

Introduces students to fundamental nursing concepts that apply to the practice of professional nursing. Topics include elements of holistic care, promotion of psychosocial and physiologic health, and introduction to medication administration in nursing practice. Provides physiological rationale for nursing interventions with a focus on knowledge and skills to ensure safe delivery of nursing care.

#### II. COURSE OUTCOMES

Students will be able to:

1. Discuss the importance of collaboration with other health care providers to advocate for patients and their families in order to provide safe, patient centered, and quality nursing care.
2. Analyze psychosocial and physiological factors that are vital to health promotion, risk reduction, and disease prevention.
3. Recognize the principles of safety required to perform patient care.
4. Provide rationale for patient centered nursing practice.

#### III. COURSE OUTLINE

A. Introduction to the Healthcare Team	1 hr
1. Collaboration	
2. Advocacy	
B. Review of Nursing Process	3 hr
C. Patient Centered Care	.5 hr
D. Quality and Safety	.5 hr
E. Skin Integrity and Wound Care Concepts (Wound assessment, sterile technique, sterile dressing, and wound culture)	2 hr
1. Rationale	
2. Planning for patient-centered care	

- 3. Evaluation of interventions
- 4. Evidence-based practice considerations
- F. Urinary Elimination Concepts (Urinary catheter, bladder scanner, and urine specimen collection) 1 hr
  - 1. Rationale
  - 2. Planning for patient-centered care
  - 3. Evaluation of interventions
  - 4. Evidence-based practice considerations
- G. Bowel Elimination Concepts (Enemas, stool removal, ostomy care, and stool specimen collections) 2 hr
  - 1. Rationale
  - 2. Planning for patient-centered care
  - 3. Evaluation of interventions
  - 4. Evidence-based practice considerations
- H. Nutritional Concepts (Nasogastric tubes and Gastrostomy tubes) 2 hr
  - 1. Rationale
  - 2. Planning for patient-centered care
  - 3. Evaluation of interventions
  - 4. Evidence-based practice considerations

**Examination One** 1 hr

- J. Orientation to the NCLEX RN Test Plan 1 hr
- L. Cultural Diversity Concepts 1 hr
  - 1. Cultural influences on healthcare
  - 2. Cultural influences on health and illness
  - 3. Culturally competent nursing care
- M. Spirituality 1 hr
  - 1. Spiritual dimension
  - 2. Concepts related to spiritual health
  - 3. Spiritual health and healing
  - 4. Factors affecting spirituality
- N. Loss, Grief, and Dying 2 hr
  - 1. Concepts of loss and grief
  - 2. Dying and death
  - 3. Factors that affect grief and dying
  - 4. The nurse as role model

**Examination Two** 1 hr

- P. Comfort and Pain Management 3 hr
  - 1. Pain experience
  - 2. Rationale
  - 3. Pain assessment
  - 4. Planning for patient-centered care
  - 5. Evaluation of interventions

6. Evidence-based practice consideration
- Q. Introduction to Nursing Pharmacology 6 hr
1. Medication abbreviations
  2. Use of the drug guide
  3. Introduction to medication administration

**Final Examination** 2 hr

#### IV. EVALUATION METHODS

An example of the evaluation method is as follows:

Exam 1 – 30%  
 Exam 2 – 30%  
 Final Exam – 40%

#### 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

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

None.

## IX. BIBLIOGRAPHY

Abraham, S. (2010). Technological trends in health care: Electronic health record. *The Health Care Manager, 29*(4), 318-323.

Amoah, C. (2011). The central importance of spirituality in palliative care. *International Journal of Palliative Nursing, 17*(7), 353-358.

Boyd-Seale, D., Wilkie, D. J., Kim, Y. O., Suarez, M. L., Lee, H., Molokie, R., Zhao, Z., & Zong, S. (2010). Pain barriers: Psychometrics of a 13-item questionnaire. *Nursing Research, 59*(1), 93-101.

Chambers, D., & Thompson, S. (2009). Empowerment and its application in health promotion in acute care settings: Nurses' perceptions. *Journal of Advanced Nursing, 65*(1), 130-139.

Cohen, H., & Shastay, A. D. (2008). Getting to the root of medication errors. *Nursing, 38*(12), 39-47.

D'Arcy, Y. (2009). Overturning barriers to pain relief in older adults. *Nursing, 39*(10), 32-38.

Eigsti, J. E. (2011). Innovative solutions: Beds, baths, and bottoms: A quality improvement initiative to standardize use of beds, bathing techniques, and skin care in a general critical-care unit. *Dimensions of Critical Care Nursing, 30*(3), 169-176.

Fero, L. J., Witsberger, C. M., Wesmiller, S. W., Zullo, T. G., & Hoffman, L. A. (2009). Critical

- thinking ability of new graduate and experienced nurses. *Journal of Advanced Nursing*, 65(1), 139-148.
- Greenwalt, K. (2009). How are all those medications affecting your older client? *Nursing*, 39(5), 56-57.
- LaDuke, S. (2009). Playing it safe with barcode medication administration. *Nursing*, 39(5), 32-35.
- Lowe, J., & Archibald, C. (2009). Cultural diversity: The intention of nursing. *Nursing Forum*, 44(1), 11-18.
- Mancuso, L. (2009). Providing culturally sensitive palliative care. *Nursing*, 39(5), 56-57.
- Miller, D. A. (2009). Are you ready to care for a patient with an insulin pump? *Nursing*, 39(10), 57-60.
- Thede, L. (2008). Informatics: The electronic health record: Will nursing be on board when the ship leaves? *Online Journal of Issues in Nursing*, 13(3), 6.
- Yackel, E. E., McKennan, M. S., & Fox-Deise, A. (2010). A nurse-facilitated depression screening program in an Army primary care clinic: An evidence-based project. *Nursing Research*, 59, S58-S65.

## **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. This course is now a 2 credit course and content regarding pharmacology has been significantly reduced and integrated into other courses. One credit was moved to NURS 214.

## **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 236 Foundations of Nursing	3 class hours 0 lab hours 3 credit hours (3c-0l-3cr)
---------------------------------	---

Prerequisites: CHEM 102, NURS 212

Corequisites: NURS 213, 214

Introduces fundamental nursing concepts that apply to the practice of professional nursing with individuals. Topics include nursing theories related to professional practice, elements of holistic care, promotion of psychosocial and physiologic health, and application of pharmacology in nursing practice.

### **II. Course Objectives**

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

1. Discuss the utility of selected nursing frameworks as a guide to professional nursing Practice
2. Discuss the elements of Neuman's holistic care model in wellness, illness, and disease Management
3. Analyze psychosocial and physiological factors that are vital to health promotion, risk reduction, and disease prevention
4. Explain the components of the nursing process
5. Describe the basic principles of pharmacology in nursing practice

### **III. Course Outline**





3. Ethnicity and culture
  - a. Leininger's transcultural nursing theory
  - b. Complementary health care practices
4. Spirituality
  - a. Religious beliefs related to health care
  - b. Spiritual health and the nursing process

**Week 7 D. Promoting psychosocial health**

1. Role relationship
  - a. Concept of self and self-esteem
  - b. Maintenance and evaluation of self-esteem
2. Stress, adaptation, and coping
3. Loss, grieving, and death

**Weeks 8-9 Mid-term Exam** 1 hr.

**E. Promoting physiological health** 5 hrs.

1. Activity and rest
  - a. Factors affecting
  - b. Potential alterations
  - c. Selected interventions
2. Comfort and pain
  - a. Factors affecting
  - b. Potential alterations
  - c. Selected interventions
3. Oxygenation
  - a. Factors affecting
  - b. Potential alterations
  - c. Selected interventions
4. Circulation
  - a. Factors affecting
  - b. Potential alterations
  - c. Selected interventions

**Exam** 1 hr

**Weeks 10-14 F. Application of pharmacology in nursing practice** 15 hrs.

1. Medication legislation and standards
2. Pharmacokinetics
  - a. Absorption, distribution, metabolism, and excretion
3. Pharmacodynamics
  - a. Mechanisms of drug actions, receptors, agonists, and antagonists
  - b. Dose-response relationship
  - c. Patient-related factors that affect drug response
4. Nursing responsibilities in medication administration
5. Legal implications
6. Drug classifications

- a. Anticoagulants
- b. Antidiabetics
- c. Antihypertensives affecting systemic vascular resistance
- d. NSAIDS
- e. Antibiotics

Exam

1 hr

Finals Week: Final Exam

#### IV. Evaluation Methods\*

The grade for this course will be calculated based on:

- 30% Mid-term exam (multiple choice and essay questions)
- 30% Final exam (multiple choice)
- 20% Case studies
- 10% Written assignments
- 10% Care plan based on case study

#### Grading scale:

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F Less than 60%

#### 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 3, 4, 8, 9, 10.

#### VI. Special Resource Requirements

None

#### VII. Bibliography

Abernethy, D.R. (1999). Aging effects on drug disposition and effect. *Geriatric Nephrology Urology*, 9, 15-19.

Bomar, P.J. (Ed.) (1996). *Nurses and family health promotion: Concepts, assessment and intervention* (2nd ed.). Philadelphia: W.B. Saunders.

Callahan, D. (1998). Managed care and the goals of medicine. *Journal of the American Geriatric Society*, 6(3), 385-388.

- Edelman, C.L. & Mandle, C.L. (1998). *Health promotion throughout the lifespan*. St. Louis: Mosby.
- Feldman, P.J. (1999). The impact of personality on the reporting of unfound symptoms and illness. *Journal of Personality and Social Psychology*, 77(2), 370-378.
- Focht, S. (1998). Spirituality becomes a prominent component of holistic care. *Oncology Nursing Forum*, 25(6), 988-990.
- Gunby, S.S. (1996). The lived experience of nursing students in caring for suffering individuals. *Holistic Nurse Practitioner*, 10(3), 63-73.
- Hanchett, E.S. (1998). *Nursing framework and community as a client: Bridging the gap*. East Norwalk: Appleton and Lange.
- Kiedyma, E. (1999). Culturally competent drug administration. *American Journal of Nursing*, 99(8).
- Lilly, L. & Guanoi, R. (1998). Anticipating drug response. *American Journal of Nursing*, 98(9), 12.
- Maresch, K. (1999). *Applied Pharmacology. Dimensions of Critical Care Nursing*.
- McHolm, F.A. (1998). Application of the Neuman systems model to teaching health assessment and nursing process. *Nursing Diagnosis*, 9, 23-33.
- Miller, M. (1999). Aging and water metabolism in health and illness. *Z Gerontol Geriatric*, 32, 120-126.
- Narayan, M.C. (1997). Environmental assessment. *Home Healthcare Nurse*, 15(5), 798-805.
- Neuman, B. (1996). The Neuman systems model in research and practice. *Nursing Science Quarterly*, 9(2), 67.
- Osborne, J. (1999). Nurses' perceptions: When is it a medication error. *Journal of Nursing Administration*, 29(4), 33.
- Pender, N. (1996). *Health promotion in nursing practice (3rd ed.)*. Stamford: Appleton and Lange.
- Segbefia, I. (1997). Are your patients taking their medications correctly?
- Shuster, J. (1997). Adverse drug reactions. *Nursing* 97, 27(11), 35-39.
- Smith, C. (1996). Care of the older hypothermic patient using a self-care model. *Nursing Times*, 92(3), 29-31.

Ufema, Joy. (1999). Insight on death and dying. *Nursing99*, 29.

Williams, A. (1998). The experience of the female nurse who is a patient: powerless or in control. *AADE ED J*, 5, 32-38.

Winkleman, C. (1999). A review of pharmacodynamics and pharmacokinetics in seizure management. *Journal of Neuroscience Nursing*, 31(1), 50.

Wright, K.B. (1998). Professional, ethical, and legal implications for spiritual care in nursing. *Image: Journal of the Nursing Scholar*, 30(1), 81-83.

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

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