

**UCC/UGC/ECCC**

Proposal for New Course

***Please attach proposed Syllabus in*** [***approved university format***](http://www4.nau.edu/avpaa/UCCForms/syllabus.doc)***.***

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| --- | --- | --- | --- |
| 1. Course subject and number: | **NUR 336** | 2. Units: | **3** |

 [**See upper and lower division undergraduate course definitions.**](http://www4.nau.edu/avpaa/UCCPolicy/Uplow.doc)

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| 3. College:  | **Health and Human Services**  | 4. Academic Unit: | **Nursing**  |

5**.** Student Learning Outcomes of the new course. *(*[*Resources & Examples for Developing Course Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/CourseLearningOutcomesPDF_090712.pdf)*)*

***Upon completion of the course, the successful student:***

***Clinical Practice and Prevention***

* **Describes the relationship of health assessment to health promotion.**
* **Identifies the roles of the nursing process in nursing care.**
* **Identifies strategies and planning to promote health and wellness.**

***Communication***

* **Demonstrates beginning professional communication skills in interactions with peers and faculty in all situations.**
* **Demonstrates appropriate, respectful, and accurate written and verbal communication.**

***Critical Reasoning***

* **Integrates multiple ways of knowing and the ability to use critical thinking to relate health assessment and physical examination findings to the health status of individuals across the life span.**
* **Incorporates knowledge from the behavioral, biological, and natural sciences to patient assessment and the planning and evaluation of safe and appropriate nursing care.**
* **Plans nursing care with sensitivity to individual patient needs across a variety of settings.**

***Leadership***

* **Identifies the opportunities for nurses to take a leadership role in creating environments for health promotion.**

***Professionalism and Professional Values***

* **Examines the role of the professional nurse in performing health assessments.**
* **Demonstrates an understanding of the principles of basic nursing care within the legal, ethical, and regulatory framework of nursing practice.**

**Global Health**

* **Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society.**
* **Demonstrates flexibility and openness to continued learning about culture and diversity.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(*[*Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes*](http://www4.nau.edu/avpaa/Assessment/ProgramLearningOutcomesPDF_090712.pdf)*).*

**NUR 336 and NUR 336L are being created to eliminate redundancies, to improve student comprehension of the holistic nature of health assessment and fundamentals of nursing, to respond to student and faculty feedback about the disconnected nature of the previous courses, and to improve consistency in teaching the nursing process, documentation, and foundations of nursing practice. The content from NUR 319/319L and NUR 332/332L is being integrated into these new courses.**

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| 7. Effective **BEGINNING** of what term and year? | **Summer 2014**  |   |
|  [**See effective dates calendar**](http://www4.nau.edu/avpaa/timelines/1314Effective.xls)**.** |  |  |

|  |  |
| --- | --- |
| 8.  Long course title: | **FOUNDATIONS OF NURSING PRACTICE** |
|  *(max 100 characters including spaces)* |
|  |
| 9. Short course title: | **FNDTNS NURSING PRACTICE** |
|  *(max. 30 characters including spaces)* |

10. Catalog course description *(max. 60 words, excluding requisites):*

**Study of fundamental concepts of nursing practice including the foundations of cognitive and psychomotor skill development needed to implement safe and effective patient care. Emphasis is placed on building the knowledge base needed to complete health and physical assessments, along with learning to recognize expected findings in patients across the life span.**

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?

                                                                                                                                    Yes [x]  No [ ]

 If yes, include the appropriate plan proposal.

**Nursing-Accelerated Option BSN.**

12. Does this course duplicate content of existing courses? Yes [x]  No [ ]

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

**This course integrates the content of NUR 319 and NUR 332 in order to remove redundancy and improve teaching consistency.**

13. Will this course impact any other academic unit’s enrollment or plan(s)?              Yes [ ]  No [x]

       If yes, include a letter of response from each impacted academic unit.

14. Grading option:      Letter grade [x] Pass/Fail **[x]**Both **[ ]**

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| 15. Co-convened with: |  | 14a. UGC approval date\*: |  |
| (For example: ESE 450 and ESE 550) [See co-convening policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc). \*Must be approved by UGC before UCC submission, and both course syllabi must be presented. |

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| 16. Cross-listed with: |  |  |
|  (For example: ES 450 and DIS 450) [See cross listing policy](http://www4.nau.edu/avpaa/UCCPolicy/crosslist.doc).      Please submit a single cross-listed syllabus that will be used for all cross-listed courses. |
| 17. May course be repeated for additional units? |  |  Yes [ ]    No [x]  |
|  17a. If yes, maximum units allowed? |  |  |
|  17b. If yes, may course be repeated for additional units in the same term? |  | Yes [ ]     No [ ]  |
| 18. Prerequisites: | **Admission to the accelerated nursing program.** |  |

 If prerequisites, include the rationale for the prerequisites.

**Course limited to selected cohort of students.**

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| 19. Co requisites: | **NUR 336L, NUR 330, NUR 331, NUR 333, NUR 333L** |  |

 If co requisites, include the rationale for the co requisites.

**These are all required first semester courses that the student must complete to progress through the program.**

20. Does this course include combined lecture and lab components?                   Yes [ ]  No [x]

 If yes, include the units specific to each component in the course description above.

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| 21. Names of the current faculty qualified to teach this course: | **Kate Watkins, MSN, RN, CPNP, CNE**  |

**Answer 22-23 for UCC/ECCC only:**

22. Is this course being proposed for Liberal Studies designation?             Yes [ ]  No [x]

       If yes, include a [Liberal Studies proposal](http://www2.nau.edu/~d-ugstdy/_source/docs/LS_Proposal_form.doc) and syllabus with this proposal.

23. Is this course being proposed for Diversity designation?Yes [ ]     No [x]

       If yes, include a [Diversity proposal](http://www4.nau.edu/avpaa/EthDiv/Divform2010.doc) and syllabus with this proposal.

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| **FLAGSTAFF MOUNTAIN CAMPUS** |  |
| **Scott Galland**  | **10/25/2013** |
| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals**: |  |
|  |  |
| Department Chair/Unit Head (if appropriate) | Date |
|  |  |
| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
|  |  |
| UCC/UGC Approval | Date |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

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| **EXTENDED CAMPUSES** |  |
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| Reviewed by Curriculum Process Associate | Date |
|  |  |
| **Approvals:**  |  |
|  |
| Academic Unit Head | Date |
|  |
| Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning) | Date |
|  |
| Chief Academic Officer; Extended Campuses (or Designee) | Date |
|  |  |

Approved as submitted: Yes [ ]  No [ ]

Approved as modified: Yes [ ]  No [ ]

##

**College**: College of the Health and Human Services

School of Nursing

**Course Number**: NUR 336

**Course Title**: Foundations of Nursing Practice

**Semester**: Summer

**Credit Hours/Clock Hours**: 3 credits/ 15 clock hours

**Faculty:**

Kate Watkins, MSN, RN, CPNP, CNE

Associate Clinical Professor

Office Address: NAU, School of Nursing

PO Box 15035

Flagstaff, Arizona 86011

Phone: 928-523-0297

Fax: 928-523-7171

Office Hours: TBA

**Course Prerequisite:** Admission to the accelerated nursing program.

**Co-requisites:**  NUR 336L, NUR 330, NUR 331, NUR 333, NUR 333L

***Course Description***

Study of fundamental concepts of nursing practice including the foundations of cognitive and psychomotor skill development needed to implement safe and effective patient care . Emphasis is placed on building the knowledge base needed to complete health and physical assessments, along with learning to recognize expected findings in patients across the life span. Using the nursing process, students will acquire and practice critical reasoning skills in the selection of nursing diagnoses and planning of patient care. Students will demonstrate the principles of effective and accurate nursing documentation. This course provides the foundational knowledge, fundamental skills and attitudes required for the student to implement and monitor selected nursing interventions and technologies.

***Student Learning Outcomes***

Upon completion of the course, the successful student:

***Clinical Practice and Prevention***

* *Describes the relationship of health assessment to health promotion.*
* *Identifies the roles of the nursing process in nursing care.*
* Identifies strategies and planning to promote health and wellness.

***Communication***

* *Demonstrates beginning professional communication skills in interactions with peers and faculty in all situations.*
* *Demonstrates appropriate, respectful, and accurate written and verbal communication.*

***Critical Reasoning***

* Integrates multiple ways of knowing and the ability to use critical thinking to relate health assessment and physical examination findings to the health status of individuals across the life span.
* Incorporates knowledge from the behavioral, biological, and natural sciences to patient assessment and the planning and evaluation of safe and appropriate nursing care.
* Plans nursing care with sensitivity to individual patient needs across a variety of settings.

***Leadership***

* *Identifies the opportunities for nurses to take a leadership role in creating environments for health promotion.*

***Professionalism and Professional Values***

* *Examines the role of the professional nurse in performing health assessments.*
* Demonstrates an understanding of the principles of basic nursing care within the legal, ethical, and regulatory framework of nursing practice.

**Global Health**

* Examines one’s own personal values, beliefs, and practices as compared to diverse populations in a global society.
* Demonstrate flexibility and openness to continued learning about culture and diversity.

**Course structure/approach**

NUR 336 will utilize a variety of approaches to meet the course objectives. These instructional methods may include, but are not limited to the following: lecture, asynchronous online content, audio-visual material, guided discussion, group work, role playing, computer programs, decision making exercises, written tests and quizzes, and written assignments. While the faculty will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

***Textbook and required materials***

* Ackley, B.J. & Ladwig, G.B. (2011) Nursing Diagnosis Handbook: An evidenced-based guideline to planning care. St. Louis: Mosby. 978-0-323-07150-5
* D’Amico, D. & Barbarito, C. (2012). *Health and physical assessment in nursing (2nd Ed.)*. Upper Saddle River: Pearson
* Potter, P. A., Perry, A.G., Stockert, P.A. & Hall, A.M. (2013). *Fundamentals of nursing* (8th ed.). St. Louis: Mosby/Elsevier. 978-0-323-07933-4
* Complete RN Online Case Studies (3yr Access Card) 2012 update. St. Louis: Elsevier 9781455727063
* A current drug guide that was purchased for NUR 331 *Applied Pharmacology and Pathophysiology.*

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**Recommended:**

* Any anatomy and physiology textbook.

**Online Requirements**

* Blackboard Learn: <http://bblearn.nau.edu>
* Evolve Online Case Studies: <https://evolve.elsevier.com/>
* Kaplan Resources: <https://kaplanlwwtesting.kaplan.com/s_login.aspx>

***Course outline***

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| **Date**  | **Topics / Skills**  | **Readings /Assignments & Lab**  |
| **Week 1**June 2nd – June 8th  | * Introduction & Welcome
* Syllabus & Overview of course
* Assessment and the nursing process

Tools & Techniques * Documentation
* Infection control
* Patient Safety (e.g., Body Mechanics)
 | **Required:** * Syllabus
* D’Amico & Barbarito: Chs 1 - 10
* Potter et al., Ch 27, 28
* Course Content on BBLearn
 |
| **Week 2**June 9th – June 15th **QUIZ 1 open 6/9 – 6/16*** **DUE 6/9: Syllabus Agreement**
* **DUE 6/9: NAH Hospital Forms**
 | H & P: The Assessment Cultural assessment Psychosocial assessment Tools & Techniques * Activity & Mobility
* Restraints
 | **Required:** * D’Amico & Barbarito: Ch. 1 - 10
* Potter et al., 300, 384-386; 388-394 (Restraints), Ch 38, 47
* Course Content on BBLearn
 |
| **Week 3**June 16th – June 22nd * **DUE 6/16 Evolve Case Study: Fundamentals Mobility**

**QUIZ 2** | Skin, Hair, Nails* Hygiene
 | **Required:** * D’Amico & Barbarito: Ch 11
* Potter et al., Ch 39: Hygiene
* Course Content on BBLearn
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| **Week4**June 23rd – June 29th**Midterm Exam Weeks 1-3** | HEENT, Cranial Nerves, Lymphatics**Midterm Exam** | **Required:** * D’Amico & Barbarito: Ch 12, 13, 14, & 24
* **Midterm Exam**
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| **Week 5**June 30th – July 6th **QUIZ 3** | Cardiovascular & Peripheral Vascular* Nutrition
* Fluids
 | **Required:** * D’Amico & Barbarito: Ch. 17 & 18
* Potter et al., Ch 41 (pp. 882-889; 895-906; 914-915; 937-938), 44
* Course Content on BBLearn
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| **Week 6**July 7th – July 13th * **Due 7/7: Evolve Case Study: Altered Nutrition**
 | Respiratory System* Skin Integrity and Wound Care
* Preventing Pressure Ulcers
* Oxygenation
 | **Required:** * D’Amico & Barbarito: Ch 15
* Potter et al., Ch 48, Ch 40 (pp. 821-844; 850-855; 873-879)
* Health Assessment text: Lungs and Thorax
* Course Content on BBLearn
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| **Week 7**July 14th – July 20th * **Due 7/14: Evolve Case Study: Fundamentals Skin Integrity**
 | GU, GI, Abdomen * Elimination: Urinary
* Elimination: Bowel
 | **Required:** * *D’Amico & Barbarito*
* Chapters 19, 20, 21, 22
* Potter et al., Ch 45, 46
* Course Content on BBLearn
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| **Week 8**July 21st – July 27th **QUIZ 4** | Musculoskeletal System & Neurologic System Medication Administration Part 1 | **Required:** * *D’Amico & Barbarito*
* Chapter 23 & 24
* Chapters 28 & 29
* Potter et al., Chapter 31, Medication Administration
* Course Content on BBLearn
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| **Week 9**July 28th – August 3rd **QUIZ 5****KAPLAN EXAM (in afternoon)** | Medication Administration Part 2 | * Potter et al., Chapter 31, Medication Administration
* Course Content on BBLearn
* **KAPLAN**
 |
| **Week 10**August 4th – August 10th **QUIZ 6****FINAL EXAM** | **FINAL (COMPREHENSIVE)** | * **FINAL EXAM**
 |

***Assessment of Student Learning Outcomes***

* *Quizzes (6) - 30%*
* *Case Studies (2 of 3; lowest score dropped) - 20%*
* *Accountability (syllabus agreement, completion of NAH forms) 5%*
* *Kaplan 5%*
* *Exams (midterm- 15%; final 25%) 40%*

***Grading System***

A = 93 +%

B = 84 – 92%

C = 78 – 83% (A grade of "C" or above is a passing grade in this course).

F = <78%

***Course Policies***

***Retests/makeup tests***

* In person exams: Make up tests for in-person exams may be arranged for valid reasons such as illness or personal/family emergencies. ARRANGEMENTS TO TAKE A MAKE UP EXAM MUST BE MADE WITH THE FACULTY WITHIN ONE WEEK OF THE EXAM. Make up tests may be in any form (oral, written, essay) over the same objectives as the multiple choice exam. **There are no re-tests**.
* Online quizzes are offered only during scheduled weeks, but are open for the week. Alternate scheduling of a quiz will be provided only in **extraordinary** circumstances and require arrangements with faculty prior to scheduled quiz date. **There are no re-tests**.
* Kaplan achievement exam must be taken at assigned time; alternative arrangements for testing schedule cannot be made with vendor.

**Attendance Policy**

Successful achievement of course outcomes is facilitated by regular class attendance and active engagement in the learning process. Should an absence be unavoidable, the student shall notify the instructor according to instructions provided in the course syllabus. Students are responsible for completion of any missed work in accordance with course policies.

**Withdrawal Policy**

If a student is unable to attend the course or must drop the course for any reason, it will be the responsibility of the student to withdraw from the course before the withdrawal deadline (see current NAU Schedule of Classes for deadline).

**Plagiarism, Cheating, and Academic Dishonesty:**

Please refer to Appendix G of the NAU Student Handbook (<http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf>) for definitions, policies, penalties, and procedures related to various forms of academic dishonesty.

## University Policies

Review the following policies available on the Northern Arizona University Policy Statement website (<http://www2.nau.edu/academicadmin/UCCPolicy/plcystmt.html>):

1. Safe Environment Policy
2. Students with Disabilities Policy
3. Institutional Review Board Policy
4. Academic Integrity Policy (also see <http://home.nau.edu/images/userimages/awf/9476/ACADEMIC%20DISHONESTY.pdf>
5. Academic Contact Hour Policy
6. Sensitive Course Materials Policy

The Impaired Student policy will be strictly adhered to; there will be no tolerance in for any evidence of substance abuse.