

**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 336L** | 2. Units: | **2** |

[**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**

* **Demonstrates acquired knowledge and skills necessary to perform a health assessment and physical examination on a healthy adult.**
* **Applies the principles underlying all nursing intervention procedures related to providing safe and appropriate care to patients in different care settings.**
* **Assumes accountability for applying principles of primary, secondary, and tertiary prevention – including infection prevention – in all settings.**

**Communication**

* **Demonstrates individualized, clear, effective, respectful and compassionate communication while performing the health assessment and physical examination.**

**Critical Reasoning**

* **Develops practice skills based on current knowledge, theory, and research.**
* **Demonstrates the ability to determine the method and rationale for implementing safe and appropriate patient-centered nursing care.**

**Leadership**

* **Demonstrates beginning skills in management of time, materials, and self.**
* **Organizes and coordinates self to demonstrate beginning clinical competencies, accountability, and successful transition into the role of student nurse.**

**Professionalism and Professional Values**

* **Demonstrates professional values through the affective characteristics of caring with compassion, competence, conscience, commitment and comportment while performing the health assessment and physical examination.**
* **Demonstrates professional behavior in performing health assessments.**
* **Demonstrates awareness, caring, and respect for the uniqueness of patients and others.**

**Global Health**

* **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)**.** |  |  |

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

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

**Required clinical practicum for development and practice of the fundamentals of nursing practice including psychomotor skill development needed to implement safe and effective patient care. Emphasis is placed on practice completing health and physical assessments, recognizing expected findings in patients in the laboratory and clinical settings.**

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

                                                                                                                                    Yes  No

If yes, include the appropriate plan proposal.

**Nursing-Accelerated Option BSN.**

12. Does this course duplicate content of existing courses? Yes  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 319L and NUR 332L 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

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

14. Grading option:      Letter grade Pass/Fail 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 | | |
| 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 331, NUR 333, NUR 333L, NUR 336** |  |

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

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; Tracy Van Slyke, RN, MSN; Frank Santorelli, MSN, RN.** |

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

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

       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

       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 |
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| **Approvals**: |  |
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| Department Chair/Unit Head (if appropriate) | Date |
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| Chair of college curriculum committee | Date |
|  |  |
| Dean of college | Date |
|  |  |
| **For Committee use only:** |  |
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| 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:** |  |
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| 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

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

School of Nursing

**Course Number**: NUR 336L

**Course Title**: Foundations of Nursing Practicum

**Semester**: Summer

**Credit Hours/Clock Hours**: 2 credits/ 90 clock hours

**Faculty:**

**Kate Watkins, MSN, RN, CPNP, CNE**

Associate Clinical Professor

Office Address: Northern Arizona University

School of Nursing

PO Box 15035

Flagstaff, Arizona 86011

Office: 928-523-0297

Cell: 928-310-8003

Email: BBLearn email

Office Hours: TBA

**Tracy Van Slyke, RN, MSN**

Office Address : Northern Arizona University

School of Nursing

Box 15035

Flagstaff, Arizona, 86011

Phone: 928-523-8932 (prefer e-mail)

Email: BBLearn email

Office Hours: TBA

**Frank Santorelli, MSN, RN**

Office Address: Northern Arizona University

School of Nursing

Box 15035

Flagstaff, AZ 86011

Office: 928-523-7371

Cell: 928-607-2428 (preferred)

Email: BBLearn email

Office hours: TBA

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

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

***Course Description***

Required clinical practicum for development and practice of the fundamentals of nursing practice including psychomotor skill development needed to implement safe and effective patient care. Emphasis is placed on practice completing health and physical assessments, recognizing expected findings in patients in the laboratory and clinical settings. 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 practice of 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***

* Demonstrates acquired knowledge and skills necessary to perform a health assessment and physical examination on a healthy adult.
* Applies the principles underlying all nursing intervention procedures related to providing safe and appropriate care to patients in different care settings.
* Assumes accountability for applying principles of primary, secondary, and tertiary prevention – including infection prevention – in all settings.

***Communication***

* Demonstrates individualized, clear, effective, respectful and compassionate communication while performing the health assessment and physical examination.

***Critical Reasoning***

* Develops practice skills based on current knowledge, theory, and research.
* Demonstrates the ability to determine the method and rationale for implementing safe and appropriate patient-centered nursing care.

***Leadership***

* Demonstrates beginning skills in management of time, materials, and self.
* Organizes and coordinates self to demonstrate beginning clinical competencies, accountability, and successful transition into the role of student nurse.

***Professionalism and Professional Values***

* Demonstrates professional values through the affective characteristics of caring with compassion, competence, conscience, commitment and comportment while performing the health assessment and physical examination.
* Demonstrates professional behavior in performing health assessments.
* Demonstrates awareness, caring, and respect for the uniqueness of patients and others.

***Global Health***

* Demonstrates flexibility and openness to continued learning about culture and diversity.

***Course structure/approach***

NUR 336L will utilize a variety of approaches to meet the course objectives including, but not limited to, application of knowledge of skills in lab, written activities and exercises, reading assignments, videos, reflection, and self-evaluation. 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
* Mosby's Nursing Skills Videos Access card. St. Louis: Elsevier 9780323056335
* 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: <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  Quiz: Video Infection Control | * Orientation * Introduction to Assessment, Tools & Techniques * Health History * Infection Prevention and Control & Patient Safety * Infection Prevention and Control- CDC Video and Quiz * Hand washing * Precautions * Airborne precautions * Droplet precautions * Contact precautions * Standard precautions * Disposing contaminated wastes * Gloves, mask, goggles, gown * Medical & surgical asepsis   + Sterile field   + Sterile gloves   + Closed gown and gloves * Patient identification * Bedrails/position * Call light * Seizure precautions * Oxygen safety * Fire/electrical safety * Body Mechanics | * Syllabus * D’Amico & Barbarito: Ch 1 - 10 * Recommended reading: Ch. 28 & 29 * Potter et al., Ch 27, 28 * Mosby’s Nursing Videos:   + Basic Infection Control (Basic)   + Infection control (Intermediate) * Course Content on BBLearn |
| **Week 2**  June 9th – June 15th  Quiz: Infection control  Health History Paper & Genogram | * Speed V/S * Health History * Genograms * Cultural Assessment, including ADLs, mobility * Assessing activity tolerance * Turning & Positioning patient in bed * Moving patient up in bed * Ambulation * Use of gait belt * Range of motion (ROM) * Hydraulic lift * Assistive devices: canes, crutches, walkers, etc. * Transfers: Bed to stretcher, bed to chair, chair to bed, chair to standing * Safe lifting * Safe falling * Restraints | * D’Amico & Barbarito: Ch 1 - 10 * Potter et al., 300, 384-386; 388-394 (Restraints), Ch 38, 47 * Mosby’s Nursing Videos:   + Safe patient handling (Basic)   + Restraints and alternatives (Basic) * Course Content on BBLearn |
| **Week 3**  June 16th – June 22nd  Quiz: Activity & Mobility  Concept Map | * Speed V/S * Skin, Hair, Nails Assessment & Practice * Hygiene * Bed Bath (soap & water; Bath in a Bag) * Back rub * Oral/denture care * Perineal care (demo) * Scalp/hair care * Shaving (demo) * Hand/Foot care * Change IV gown * Applying anti-embolic stockings (TEDS) * Sequential Compression Devices (SCDs) * Bed Making: occupied and unoccupied bed | **Required:**   * D’Amico & Barbarito: Ch 11 * Potter et al., Ch 39: Hygiene * Mosby’s Nursing Videos:   + Bathing (Basic)   + Bedmaking (Basic)   + Personal hygiene and grooming (Basic)   + Safe patient handling (applying elastic stockings and using a sequential compression device) (Basic) * Course Content on BBLearn |
| **Week 4**  June 23rd – June 29th  Quiz: Hygiene  Documentation Paper 1  Skills Check off | * Speed V/S * HEENT, Cranial Nerves, Lymphatics, Assessment & Practice | **Required:**   * D’Amico & Barbarito: Ch 12, 13, 14, & 24 * Course Content on BBLearn |
| **Week 5**  June 30th – July 6th   * **DUE 7/1: MID-TERM JOURNAL** * **DUE 7/1: MID-TERM SELF-EVALUATION** * **Mid-term evaluation with faculty TBA** | * Speed V/S * Cardiovascular & Peripheral Vascular Assessment & Practice * Nutrition (e.g., fluid balance p.o. feeding) * Weighing * Intake & Output [I&O] * Blood glucose * Accucheck [self] * Therapeutic diets * Aspiration Precautions * Tube feedings * NG Tubes | **Required:**   * D’Amico & Barbarito: Ch 17 & 18 * Potter et al., Ch 41 (pp. 882-889; 895-906; 914-915; 937-938), 44 * Mosby’s Nursing Videos:   + Nutrition and Fluids (Basic)   + Enteral Nutrition (Intermediate)   + Specimen collection (blood glucose testing) (Intermediate) |
| **Week 6**  July 7th – July 13th  Quiz: Nutrition | * Speed V/S * Respiratory System Assessment & Practice * Wound care/ Drains/Dressings/Tape/Wraps * Staple/suture removal * Steri-strip application * Oxygen saturation * Oxygen Delivery systems:   + - nasal cannula     - mask     - non-rebreather mask * Pulse Oximetry * Incentive spirometry * Sputum specimen | **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 * Mosby’s Nursing Videos:   + Wound and pressure ulcer care (intermediate)   + Respiratory Care (Ensuring oxygen safety, Setting oxygen flow rates, Applying nasal cannula or face mask) (Intermediate)   + Specimen collection (wound culture, sputum specimen) (Intermediate)   + Course Content on BBLearn |
| **Week 7**  July 14th – July 20th  Quiz: Skin Integrity  Documentation Paper 2  Skills Check off | * Speed V/S * GU, GI, Abdomen Assessment & Practice * Urinary Output   + Foley   + Straight cath   + Bed pan   + Commode   + Urinal   + Adult briefs   + Collecting and testing urine specimens   + Care of an indwelling urinary catheter   + Peri-care   + Emptying and Measuring urine * Enemas * Ostomy care: pouching, emptying, and irrigating * Peristomal skin care * Collecting stool specimen for occult blood (guaiac) | **Required:**   * D’Amico & Barbarito: Ch 19, 20, 21, 22 * Potter et al., Ch 45, 46 * Mosby’s Nursing Videos:   + Elimination Assistance (Basic)   + Ostomy Care (Intermediate)   + Urinary catheter management (Intermediate)   + Specimen collection (mid-stream urine collection, screening for chemicals) (Intermediate)   + Course Content on BBLearn |
| **Week 8**  July 21st – July 27th  Quiz: Urinary and bowel elimination  **Care Plan** | * Neurological, Musculoskeletal Systems & Final Assessments & Practice * Medications: Oral, rectal, sublingual, buccal, topical, transdermal, ear and eye, inhalers, Injectables | **Required:**   * + D’Amico & Barbarito: Ch 23, 24, 28 & 29 * Potter et al., Chapter 31, Medication Administration * Mosby’s Nursing Videos:   + Safe medication administration (Advanced)   + Nonparenteral medication administration (Advanced)   + Injections (Advanced) * Course Content on BBLearn |

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| **Week 9**  July 28th – August 3rd   * **DUE 7/29: FINAL SELF-EVALUATION** * **DUE 7/29: FINAL JOURNAL** * **DUE CLINICAL DAY: PORTFOLIO** | * Medications: Oral, rectal, sublingual, buccal, topical, transdermal, ear and eye, inhalers, Injectables | * Potter et al., Chapter 31, Medication Administration * Mosby’s Nursing Videos:   + Safe medication administration (Advanced)   + Nonparenteral medication administration (Advanced)   + Injections (Advanced) * Course Content on BBLearn |
| **Week 10**  August 4th – August 10th | * **FINAL CHECK OFFS** | * **FINAL CHECK OFFS** |

***Assessment of Student Learning Outcomes***

* Weekly Quizzes (7 @ 20%)
* Documentation Papers (3 @ 30%)
* Concept Map 10%
* Care Plan 10%
* Portfolio 5%

Maintaining and updating your Student Clinical Portfolio is a clinical requirement beginning in NUR 336, continues in NUR 334 and will continue each semester throughout the Nursing Program. Your Student Clinical Portfolio contains a table of contents, student health and clinical requirements, clinical agency orientation forms, skills list, goals for clinical experiences, clinical evaluations, and a portfolio review form. Students are encouraged to complete a resume for review. Your portfolio will be reviewed at the beginning and end of the semester. The end of semester review is what will be evaluated for your course grade; everything must be included and up to date to receive the points. The portfolio is due with your final self-clinical evaluation. Students with incomplete portfolios will receive zero points. See checklist for what needs to be included.

* Final Skills Check off 25%
* Mid-term & Final Evaluations w/Journals P/F:

A final evaluation score of three (3) or higher in all elements of the Clinical Evaluation tool; **students who do not achieve a three (3) in all elements of the Clinical Evaluation will receive an F for the course regardless of course points achieved.**

***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***

Make ups for in-person quizzes and assignments may be arranged for valid reasons such as illness or personal/family emergencies. ARRANGEMENTS TO TAKE A MAKE UP A QUIZ OR AN ASSIGNMENT MUST BE MADE WITH THE FACULTY WITHIN ONE WEEK. Make up tests may be in any form (oral, written, essay) over the same objectives as the multiple choice exam.

**Late Assignments**

Assignments turned in after the due date and time will incur a reduction of points at the rate of 10% per day late.

**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.

Attendance of all on-campus and off- campus clinical experiences is required for students to be able to achieve clinical competencies. Should an absence be unavoidable, timely notification of faculty in accordance with syllabus instructions is expected. Tardiness or absence without faculty notification may result in dismissal for the clinical day or other consequences as determined by faculty. Please note: there may not be opportunities to make up missed clinical hours and faculty are not required to make arrangements for additional clinical hours.

**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 for any evidence of substance abuse.