Course Change Request

Check Appropriate Boxes: Undergraduate credit [x] Graduate credit [ ] Professional credit [ ]

1. School/Division: Nursing
2. Academic Subject Code: NURS
3. Current Course Number: B249
4. Current Credit Hours: 2
5. Current Title: Science and Technology of Nursing: Practicum
6. Effective Semester/Year for changes listed below: Summer 2009
7. Instructor: [Last Name Woodrick]

Type of Change Requested (Check appropriate boxes and indicate changes)

☐ 8. Change course number to: ____________________________ (must be cleared with University Enrollment Services)

☐ 9. Current course title: ____________________________________________________________
   Change to: ____________________________________________________________
   Recommended abbreviation (optional) ____________________________________________
   (Limited to 32 Characters including spaces)

☒ 10. Current credit hours fixed at: 2 or variable from: _______ to _______
    Change to credit hours fixed at: _______ or variable from: _______ to _______

☐ 11. Current lecture contact hours fixed at: _______ or variable from: _______ to _______
    Change to lecture contact hours fixed at: _______ or variable from: _______ to _______

☐ 12. Current non-lecture contact hours fixed at: _______ or variable from: _______ to _______
    Change to non-lecture contact hours fixed at: _______ or variable from: _______ to _______

☒ 13. Is this course currently graded with S-F (only) grades? Yes [x] No [ ]
    Change to S-F (only) grading? Yes [ ] No [x]

☐ 14. Does this course presently have variable title approval? Yes [ ] No [x]
    Is variable title approval being requested? Yes [ ] No [ ]

☐ 15. Is this course being discontinued? For all campuses _______ or for this campus only _______

☐ 16. Current course description

______________________________________________________________

Change course description to (not to exceed 50 words)

______________________________________________________________

17. Justification for change

Money [ ] Credit hr to clinical practice course (Nurs B251) to

Separate content (Use additional paper if necessary)

18. Are the necessary reading materials currently available in the appropriate library? [ ] Yes [x]

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of this course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Last Name Woodrick] Date 12/15/08
Department Chairman/Division Director

Approved by: [Last Name Woodrick] Date 12/15/08
Dean

Date
Dean of Graduate School (when required)

Date
Chancellor/Vice-President

Date
University Enrollment Services

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

B 81 62030 UPS 725

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White.
Introduction: For the past several years nursing has been working on implementing the new IU South Bend General Education Curriculum into the existing curriculum and discussing about what we would change in the current nursing curriculum, if we could. Over the past two years we identified curricular strengths and areas of weakness, as well as explored what would best prepare our graduates for predicted trends in nursing and health care. In July the Nursing system school was dismantled providing the faculty with an option to adjust the curriculum to meet regional needs. Concurrently, AACN (American Association of Colleges of Nursing—the organization which houses our accreditation unit, CCNE) passed the new Bachelor's of Science in Nursing (BSN) Essentials. We have followed these and other standards closely and are well positioned to respond to the changes and calls to action. A culture of safety, infusion of informatics, enhanced communication (interdisciplinary as well as with patients), team work and evidenced based practice are some of the areas that health care education has been charged with. We would like to pursue the following are the proposed changes (the net number of required credit hours do not change):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit hours</th>
<th>Change</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS B244 Comprehensive Health Assessment</td>
<td>2</td>
<td>Increase to 3 credit hours</td>
<td>Develop extra didactic time to address therapeutic and team communication skills and culture as it impacts health. We would also like to add depth of content in several areas to improve clinical knowledge of common abnormal variations.</td>
</tr>
<tr>
<td>NURS B245 Comprehensive Health Assessment Practicum</td>
<td>2</td>
<td>Decrease to 1 credit hour</td>
<td>For years we have split total practicum hours between labs and clinicals with patients. This is confusing to students and generated problems with evaluation/grading when students were not successful in one part or another. A dedicated lab and clinical course would be better for this level of student.</td>
</tr>
<tr>
<td>NURS B248 Science &amp; Technology of Nursing</td>
<td>2</td>
<td>Increase to 3 credit hours</td>
<td>The extra lecture time will be dedicated to increasing content on patient safety elements in all areas taught as well as adding fundamental skills content which we could not address in the past. Although evidenced based material has always been the emphasis, we will be able to expand the resources and content to address this. Informatics content is needed with electronic medical records issues.</td>
</tr>
<tr>
<td>NURS B249 Science &amp; Technology of Nursing Practicum</td>
<td>2</td>
<td>Decrease to 1 credit hour</td>
<td>As above for NURS B 245: A separate lab and clinical course would be better for the content and student.</td>
</tr>
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<tr>
<td>NURS B251 Life Span Development Clinical</td>
<td>1</td>
<td>Change title to Fundamentals of Nursing Clinical</td>
<td>This course would become the dedicated clinical for the sophomore students. Experiences from our old B251 Life Span Practicum will be dispersed into other courses where it will make more sense for students and the curriculum.</td>
</tr>
<tr>
<td>NURS H363 Developing Families &amp; NURS H 364 Developing Families Practicum</td>
<td>4 credits/3 credits</td>
<td>Replace with separate pediatric and maternal nursing care courses.</td>
<td>The combined courses have been confusing to students especially where evaluation and grading is concerned. Content and assignments could best be handled with separate courses. It has also created logistic issues with scheduling of classes, clinicals and faculty workloads.</td>
</tr>
<tr>
<td>NURS H 366 Nursing Care of Children and their Families</td>
<td>3</td>
<td>New course</td>
<td>Course would be a comprehensive course on children and their families with content on family theory, normal growth and development as it pertains to care of well and sick children and common nursing care issues for well and sick children.</td>
</tr>
<tr>
<td>NURS H 367 Nursing Care of Children and their Families: Clinical</td>
<td>2</td>
<td>New Course</td>
<td>Clinicals for care of children and families.</td>
</tr>
<tr>
<td>NURS H 368 Childbearing Families</td>
<td>2</td>
<td>New Course</td>
<td>Course dedicated to the maternal health, nursing care of pregnant women and the family, labor and delivery and the newborn.</td>
</tr>
<tr>
<td>NURS H 369 Childbearing Families Clinical</td>
<td>1</td>
<td>New Course</td>
<td>Clinical component of nursing care of pregnant and birthing women and the newborn.</td>
</tr>
<tr>
<td>NURS S484 Research Utilization (RU)</td>
<td>1</td>
<td>Remove from requirements</td>
<td>We are revamping the research content in NURS H 365 Nursing Research to address current research content needs with the emphasis on evidence based practice; the RU content is easily folded into H365 and applied throughout other courses. Fundamental research skills are introduced in NURS B 232 Intro to Nursing</td>
</tr>
<tr>
<td>NURS S481 Nursing Management</td>
<td>2</td>
<td>Increase to 3 credits</td>
<td>Use the credit form S 484 to add informatics into the course. We have not had time in any course to address this vital area and it fits well into this course. We can also better address interdisciplinary models of care as well as systems approaches to safe patient care.</td>
</tr>
</tbody>
</table>
Other curricular shifts that have been made:

**Gen education Requirements:** Nursing has a strongly prescriptive curriculum and we have worked hard to infuse the IU South Bend general education requirements into the program. We desire a strong liberal education for our graduates and therefore would like to see CLAS offer the courses rather than developing nursing courses as general education courses. We seek the support of the curriculum committee to keep general education requirements in non-nursing courses. (The current plan assigns 11 credit hours of general education of the 33 to nursing courses). We have asked Philosophy to consider developing the nursing required course PHIL P 140 Intro to Ethics as a critical thinking course.

**4th semester admission**—with the changes in the curriculum for the inclusion of general education, we moved NURS B232 Intro to Nursing to the 4th semester; students are more readily able to apply this content. Since Health and Wellness is a required general education course, we amended it to meet general education standards and nursing needs and placed it as a pre-requisite. Sections for pre-nursing students only are offered. This allowed us to move admission to the major back one semester. Students are then able to finish up all the science requirements before applying. This gives us a better picture of the applicant; the science courses at IU South Bend are the best predictors of success in the nursing courses and need to be the foundation of candidate selection.

**PHIL-P393 Biomedical Ethics**—nursing is committed to ethics content in the curriculum and identifies ethical and legal competence in its program outcomes. This is addressed throughout the nursing curriculum. The emphasis in P393 to broad ethical issues did not adequately meet our needs to address professional ethical issues and a nursing framework for addressing patient ethical issues. Nursing faculty believe they are best suited to address these elements and have shifted content to NURS S 485 Growth and Empowerment on nursing ethics as well as legal and political issues. Throughout the curriculum students are exposed to ethics and legal aspects of nursing. This was one way to balance out some of the credit hour demands on students and provide opportunities for electives. P393 would remain a course we hope nursing students can take and have suggested that it would be a great 300 level common core course. Nursing students will continue to have PHIL-P 140 Introduction to Ethics as a required course.

**NURS-H365 Nursing Research Process**—we are redesigning this course to address evidenced based practice standards in the profession and other shifts in the expectations of research skills for undergraduate nursing students. We felt it would be better placed in the beginning of the senior year. Students are introduced to nursing research concepts in B 232 Introduction to the Discipline of Nursing and research utilization skills are expected throughout out the curriculum.