Course Change Request

Indiana University

South Bend Campus

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

1. School/Division: Nursing

2. Academic Subject Code: Nurs

3. Current Course Number: B-251

4. Current Credit Hours: 1

5. Current Title: Life Span Development Practicum

6. Effective Semester/Year for changes listed below: Summer 2009

7. Instructor: LuAnn 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: Life Span Development Practicum

Change to: Fundamentals of Nursing Clinical

Recommended abbreviation (optional) Fundamentals Clinical

(Limited to 32 Characters including spaces)

☐ 10. Current credit hours fixed at: ____________ 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 ____________ No ____________

Change to S-F (only) grading? Yes ____________ No ____________

☐ 14. Does this course presently have variable title approval? Yes ____________ No ____________

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: This course deals with theoretical perspectives of growth and development across the life span, family theories, and family adaptation to common health problems, promoting health across the life span and usual patterns facing individuals and families in various stages of growth and development. Students will make assessments and observations of individuals and families in various stages of growth, development, and health. Students will also have the opportunity to demonstrate fundamental nursing skills in a structured setting while safely caring for patients. Emphasis is also on basic professional-staff communication skills and caring for the elderly. High fidelity simulations are introduced in this course.

Change course description to (not to exceed 50 words) Students will have the opportunity to demonstrate fundamental nursing skills in a structured setting while safely caring for patients. Emphasis is also on basic professional-staff communication skills and caring for the elderly. High fidelity simulations are introduced in this course. (Use additional paper if necessary)

17. Justification for change: Read separate lab and clinical courses to teach content optimally.

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

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: __________________________ Date: 12/15/08

Department Chairman/Division Director

Approved by: __________________________ Date: 12/15/08

Dean of Graduate School (when required)

Chancellor/Vice-President

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.
COURSE NUMBER & TITLE: NURS B 251 Fundamentals of Nursing Clinical

CREDIT HOURS: 1 credit clinical lab (3 hours per week/ 45 contact hours)

PLACEMENT IN CURRICULUM: Sophomore Year

PRE OR COREQUISITES: PREREQ: P261 & P262, M250 & M252
COREQ: B232, B233, B244, B245, B248, B249

FACULTY: LuAnn Woodrick, MSN, RN
Office phone: (574) 520-4337
Home phone: (269) 545-8218
E-mail: lwoodric@iusb.edu

COURSE DESCRIPTION:
Students will have the opportunity to demonstrate fundamental nursing skills in a structured setting while safely caring for patients. Emphasis is also on basic professional communication skills and caring for the elderly. High fidelity simulations are introduced in this course.

OUTCOMES:
Please refer to the Student Handbook for a list of Sophomore level competencies. If you have questions, please notify me and I will review them with you.

COURSE OBJECTIVES: At the completion of this course, the learner will be able to apply concepts from lab:

1. Discuss the importance of and methods for promoting hygiene.
2. Provide safe and effective personal care to clients cared for in the clinical setting.
3. Identify 2008 Hospital National Patient Safety Goals and safety promotion principles.
4. Identify the different types of restraints and their appropriate use.
5. Utilize appropriate techniques for use of restraints in client care.
6. Review basic fire safety prevention measures for use in both the home and hospital setting.
7. Discuss the scientific principles and guidelines for range-of-motion exercises, use of proper body mechanics, and positioning.
8. Utilize proper body mechanics and positioning when providing client care.
9. Utilize appropriate guidelines for performing active and passive range-of-motion.
10. List common causes, complications, and nursing interventions related to
11. Describe the correct and safe use of assistive devices that facilitate ambulation
12. Describe the infectious process, modes of transmission, risk factors, and diagnostic tests used to detect inflammatory responses
13. Compare and contrast medical and surgical asepsis and the principles associated with each
14. Classify types of wounds and the nursing interventions and products used to promote skin integrity
15. Utilize medical and surgical asepsis when performing wound care
16. Discuss pharmacokinetics in relation to medication administration
17. Identify the procedures, techniques, and nursing responsibilities for safely administering medications via all routes
18. Identify the procedures, techniques, and nursing responsibilities for safely administering insulin and heparin
19. Utilize identified procedures for all medication administration
20. Describe the purpose and types of intravenous solutions, including blood and blood products, and the guidelines for administering them safely
21. Compare and contrast the various intravenous catheters and solutions available, their indications, maintenance, and methods for evaluation of potential complications
22. Maintain all intravenous catheters and solutions utilizing appropriate guidelines
23. Specify the common problems, diagnostic tests, nursing interventions, and health promotion activities for urinary and bowel elimination
24. Utilize identified procedures for insertion and care of urinary catheters
25. Review basic nutritional requirements, therapeutic diets, and clinical signs of altered nutrition
26. Identify the procedures, techniques, and nursing responsibilities for safely administering enteral feedings
27. Utilize identified procedures for insertion and care of enteral feeding and decompression tubes
28. Monitor and maintain enteral feedings utilizing appropriate guidelines
29. Identify factors that affect oxygenation, alterations in oxygenation, and nursing interventions that promote adequate air exchange
30. Identify the procedures, techniques, and nursing responsibilities for safely administering oxygen therapy and suctioning, via all routes
31. Monitor and maintain all oxygen therapy and suctioning techniques utilizing appropriate guidelines

TEACHING STRATEGIES:

Clinical: Demonstrations, guided practice, videos, computer assisted programs, clinical assignments, hands on patient care in the clinical setting, & simulations.
REQUIRED TEXTS:
- Deglin JH & Vallerand AH (2005). Davis’s drug guide for nurses (10th edition), FA Davis

COMPUTER PROGRAMS & VIDEOS:
There are a variety of videos and computer programs available to assist you as you as you are learning skills this semester (see list of resources in the Lab Handbook, found in NS 400). Videos are kept in Northside 478 and may be signed out to view. Computer Programs can be accessed from the nursing computer lab (NS 459). To access a computer program, click on start - click on class specific – click on nursing , click on the name of program you wish to access.

CONTENT OUTLINE & LEARNING EXPERIENCES: Please see “Lecture, Lab, & Clinical Schedule”, as provided in the B248 syllabus.

Written Assignments:
Students are required to complete written assignments related to the plan of care for their assigned patient prior to providing care during clinical. Written assignments include: (1) Clinical Journal, (2) Patient pre-assessment sheet, (3) Diagnosis workup, and (4) Medication worksheet. Information regarding the requirements for these assignments will be provided in the student’s clinical folder and explained during clinical orientation.

Each student will meet with a well adult over the age of 70 to complete the reminiscence assignment. The elder is to be informed of the purpose of the interview. A consent form must be completed and submitted with the written assignment. The attached form should be used for this purpose. If for any reason this elder is not able to participate effectively in the reminiscence the student should notify the faculty member of B251 as soon as possible. Guidelines for this assignment can be found on the assignment page.

Attendance: The Indiana University South Bend School of Nursing Clinical Attendance Policy applies: All clinical time is mandatory. All clinical absences need to be made up. However, you should not come to clinical if symptomatic with a cold or flu. If you are unable to come to clinical, it is your responsibility to notify the instructor before the start of the clinical day. Failure to do this will be viewed as unprofessional behavior.

Dress Code: Each facility has specific dress requirements. These requirements will be discussed with you during orientation to your assigned clinical site. On days when direct patient care is practiced, the following guidelines apply: Students are required to wear the appropriate school
uniform for all clinical experience, including IUSB scrubs, white nursing shoes and white socks that are clean and in good repair. Hair should be neat and tied back inconspicuously. Jewelry should be minimal; only small post-type earrings are acceptable. Gold chains are inappropriate with professional uniforms. A name pin is an essential part of your school uniform. When visiting a facility unit to choose patients or review your patient's chart, wear appropriate street clothing, your IUSB lab coat, and your name pin. Inappropriate dress may be grounds for being sent home and will be counted as an absence. Refer to the Indiana University School of Nursing, Indiana University South Bend - Nursing Student Uniform Policy for additional guidelines regarding uniforms.

**Essential Abilities:** The Essential Abilities Document applies to this course and must be upheld for successful completion of this course.

**Codes:** Non-compliance with the Indiana University Code of Student Ethics and the Code for Nurses can constitute grounds for failure and/or appropriate academic and disciplinary actions.

**Critical Behaviors:** Breach of the following critical behaviors can lead to course failure and/or appropriate academic and disciplinary actions.

2. Untruthfulness or misrepresentation of facts.
3. Cheating, including plagiarism.
4. Lack of professional communication at any time in the clinical area.
5. Lack of professional attire and demeanor at any time in the clinical area.
6. Lack of prompt notification of appropriate persons when errors occur in the clinical area.
7. Consistent tardiness without notification of appropriate faculty and the clinical area.
8. Repeated lack of knowledge or inability to transfer knowledge from pre-requisite courses to current clinical situations.
9. Consistent demonstration of lack of respect for human dignity and the uniqueness of the client unrestricted by consideration of social or economic status, personal attributes or the nature of the health problem.

**Evaluation:**
Evaluation will be based on adherence to the clinical components, as stated above. In addition, during on site clinical (Schubert Villas & Dujarie House) faculty will provide weekly feedback using the clinical evaluation tool (Formative Evaluation). Feedback will also be provided in person and by way of the clinical journal. In addition, students will receive an evaluation at the completion of the course (Summative Evaluation). The clinical evaluation tool, provided for you in your B251 clinical folder, will be reviewed during clinical orientation.
**Proposed Curricular Changes for Nursing**  
**Submitted to the IU South Bend Curriculum Committee**

**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.</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>
<tr>
<td>Course</td>
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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><em>NURS H 366 Nursing Care of Children and their Families</em></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.