

March 2, 2004

To: David Watt, Associate Provost
Academic Affairs

From: Carolyn A. Williams, R.N., Ph.D., F.A.A.N.
Dean, College of Nursing

Re: Course Proposal

The College of Nursing has submitted an application for one new course that will permit students who have a degree to complete their BSN in five rather than six semesters. Major objectives of two sophomore courses taken by traditional students have been incorporated into one eight week intensive course.

NUR 869 – Introduction to NUR Care for Second Degree Students

Description: This course introduces the baccalaureate student to the concepts of health and physical assessment, health promotion and therapeutic communication skills as they are applied with diverse populations in a variety of clinical settings. The course will provide didactic and clinical experiences that enable the students to provide beginning professional nursing care with individuals and families requiring interventions across the lifespan. Students will use the key concepts of nursing process, teaching-learning, and physical and psychosocial assessment in the care of people with basic alterations in ability to meet human needs. Content related to providing a safe care environment, such as administering and monitoring medications and aseptic technique will be addressed. In addition, students will develop critical thinking skills useful to the nurse in promoting health in individuals and families across the lifespan.

Justification: This course provides a mechanism for students who already have a baccalaureate degree and have met the prerequisites for nursing, to attain a BS in Nursing in five semesters rather than six. Second degree students will take this course immediately before entering the first semester junior year of the traditional Nursing program. NUR 869 includes all nursing objectives met by traditional students in their sophomore year and permits second degree students to complete the work in an eight week intensive session. Students will attend classes or clinical sessions five days a week.

APPLICATION FOR NEW COURSE

1. Submitted by College of Nursing Date 3-02-04
Department/Division offering course College of Nursing, Undergraduate Program
2. Proposed designation and Bulletin description of this course
Int to NUR Care 2nd Deg
a. Prefix and Number NUR 869 b. Title*Introduction to NUR Care for Second Degree Students
*NOTE: if the title is longer than 24 characters (including spaces), write a sensible title (not exceeding 24 characters) for use on transcripts
c. Lecture/Discussion hours per week 5 d. Laboratory hours per week 3
e. Studio hours per week NA f. Credits 8
g. Course description
See syllabus
- h. Prerequisites (if any)
Anatomy 209, Physiology 206, Chemistry 106, Psychology 100
Baccalaureate Degree in another field
- i. May be repeated to a maximum of NA (if applicable)
3. To be cross-listed as NA
Prefix and Number Signature, Chairman, cross-listing department
4. Effective Date June 2004 (semester and year)
5. Course to be offered Fall Spring Summer
6. Will the course be offered each year? Yes No
The course will be offered once in the summer, once in the fall.
7. Why is this course needed?
This course provides a mechanism for students who already have a baccalaureate degree and have met the pre-requisites for nursing, to attain a BS in Nursing in five semesters rather than six. Second degree students will take this course immediately before entering the first semester junior year of the traditional Nursing program. NUR 869 includes all nursing objectives met by traditional students in their sophomore year and permits second degree students to complete the work in an eight week intensive session. Students will attend classes and/or clinical sessions five days a week. (M W F – 8 to 12 lecture, 1 to 5 clinical, T Th – 7 to 2 clinical).
8. a. By whom will the course be taught? Faculty within the College of Nursing
b. Are facilities for teaching the course now available? Yes No
If not, what plans have been made for providing them?
9. What enrollment may be reasonably anticipated? 10 students per semester
10. Will this course serve students in the Department primarily? Yes No
Will it be of service to a significant number of students outside the Department? Yes No
If so, explain.
Will the course serve as a University Studies Program course? Yes No
If yes, under what area? _____

11. Check the category most applicable to this course
- traditional; offered in corresponding departments elsewhere;
 relatively new, now being widely established
 not yet to be found in many (or any) other universities
12. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? Yes No
13. Is this course part of a proposed new program: Yes No
If yes, which?
14. Will adding this course change the degree requirements in one or more programs?* Yes No
If yes, explain the change(s) below
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15. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.
See syllabus
16. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted.
17. Within the Department, who should be contacted for further information about the proposed course?
Name Dorothy Brockopp, RN, PhD Phone Extension 3-5815

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.

APPLICATION FOR NEW COURSE

Signatures of Approval:

_____	_____
Department Chair	Date
_____	_____
Dean of the College	Dean
_____	_____
	Date of Notice to the Faculty
_____	_____
*Undergraduate Council	Date
_____	_____
*University Studies	Date
_____	_____
Graduate Council	Date
_____	_____
*Academic Council for the Medical Center	Date
_____	_____
*Senate Council (Chair)	Date of Notice to University Senate

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

UNIVERSITY OF KENTUCKY
COLLEGE OF NURSING

NUR 869 – Introduction to Nursing Care for Second Degree Students

CREDIT HOURS 8 Credits, 3 clinical (3:1 ratio)

COURSE DESCRIPTION

This course introduces the baccalaureate student to the concepts of health and physical assessment, health promotion, and therapeutic communication skills as they are applied with diverse populations in a variety of clinical settings.

The course will provide didactic and clinical experiences that enable the students to provide beginning professional nursing care with individuals and families requiring interventions across the lifespan. Students will use the key concepts of nursing process, teaching-learning, and physical and psychosocial assessment in the care of people with basic alterations in ability to meet human needs. Content related to providing a safe care environment, such as administering and monitoring medications and aseptic technique will be addressed.

In addition, students will develop critical thinking skills useful to the nurse in promoting health in individuals and families across the lifespan.

COURSE OBJECTIVES:

1. Demonstrate awareness and sensitivity to human diversity.
2. Demonstrate professional behavior, use of nursing process, and evidence based principles of health care.
3. Demonstrate ability to perform health screening, assessment, and psychomotor skills with individuals and families.
4. Demonstrate critical thinking skills in classroom and clinical settings.
5. Collaborate with clients to promote and maintain health.
6. Use discharge planning and home visiting principle.
7. Assist families with caregiving.
8. Identify appropriate community resources for identified client needs/deficits.
9. Apply concepts of pharmacology in class/clinical activities.

EVALUATION METHODS

There will be 2 written examinations and 3 clinical assignments. Clinical assignments are Clinical Journals (10%), Care Plan (20%) and Case Study (10%). Exams equal 60% of the grade (30% each), clinical assignments equal 40%.

Grading Scale:

- A = 92% - 100%
- B = 84% - 91%
- C = 76% - 83%
- D = 68% - 75%
- E = below 67%

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<u>Content</u>
<u>Week I</u>
<p>Lecture: Introduction to nursing process; Therapeutic relationships/communication; Diversity BAFA BAFA; Overview of Health Promotion and Teaching Learning</p> <p>Lab: History taking, physical assessment techniques, documentation asepsis, med math, vital signs, integumentary and musculoskeletal assessment, pressure ulcer prevention</p> <p>Clinical: Vital signs, personal care, body mechanics Lifting and moving clients, therapeutic Communication, medical asepsis/infection control</p>
<u>Week II</u>
<p>Lecture: Growth and development and Health Promotion Across the Lifespan; Family Concepts, nursing process</p> <p>Lab: Immunizations across lifespan Medication administration Growth, weight and body mass index across the lifespan./health promotion/nutrition/med math documentation</p> <p>Clinical: Well child, adult and family elderly experience Health promotion Therapeutic communication Growth and development, health promotion with individuals and families across the lifespan</p>
<u>Week III</u>
<p>Lecture: Assessment of the heart, lungs, and peripheral vascular system, abnormal breath and heart sounds, pulmonary toilet, oxygen therapy, pulse oximeter, thromboembolic devices, sequential compression devices, arterial and venous peripheral vascular disease, prevention of deep vein thrombosis, hypoxia and acid base, cholesterol screenings, heart health exercise, and diet</p> <p>Lab: Heart and lung assessment, abnormal breath and heart sounds, peripheral vascular assessment, pulse oximeter, thromboembolic devices, sequential compression devices, Homan's sign, blood gases and sputum specimens, med math, nursing care documentation</p> <p>Clinical: Med administration/med errors/poly pharmacy Focus: assessment of the heart, lungs, and peripheral vascular system, pulmonary toilet, oxygen therapy, prevention of deep vein thrombosis, thromboembolic devices, sequential compression devices, Homan's sign</p>
<u>Week IV</u>
<p>Lecture: Alterations in nutrition, diets, intake and output, lab values and specimens related To nutrition (albumen and pre-albumen, stool, Guaiac), nursing interventions for common bowel alterations (constipation, impaction, diarrhea, flatus); enteral and parenteral feedings, screenings for colon cancer, surgical asepsis, sterile technique, wound healing, care of clients with acute and chronic wounds, pressure ulcers</p> <p>Lab: Assessment of abdominal/breast/genitalia/axillae, feeding tube insertion, enteral feedings, enemas, suppositories, sterile dressing change, pressure ulcer, assessment and care, med math, nursing care plan, documentation</p> <p>Clinical: Practice learned physical assessment techniques Focus: nutritional and elimination assessment, intake and output, types of diets, feeding clients, dysphagia, sterile and non-sterile dressing change, pressure ulcer risk assessment</p>

<u>Week V</u>
Lecture: Nursing assessment and interventions for common neurosensory alterations; vision, hearing, taste, smell, touch, speech, screenings; neurosensory overload and deprivation, level of consciousness, dementia, delirium; nursing assessment and interventions for common urinary alterations (retention and incontinence)
Lab: Lymph nodes, eye, ear, nose and throat,, neurological and mental status assessment, urinary catheterization, urine specimens, med math, nursing care plan
Clinical: Practice learned physical assessment skills Focus: neurosensory and mental status assessment, urinary assessment, catheterizations, specimen collections, lab values, intake and output
<u>Week VI</u>
Lecture: Pain and sleep, spirituality, grief loss, hospice, anxiety, coping, care after death, organ donation
Lab: Physical assessment/skills practice
Clinical: Physical assessment, med administration, nursing care plan, family home care, discharge planning
<u>Week VII</u>
Lecture: Fluid and electrolytes, intravenous therapy, and acid base
Lab: Intravenous therapy and salem sump
Clinical: Fluid and electrolytes, therapy, acid base, physical assessment, med administration, practice learned skills, nursing care plan
<u>Week VIII</u>
Lecture: Care of the perioperative client, introduction to management skills/management of self, patient care management, patient care delivery systems, case management, delegation, nursing management roles
Lab: Teaching learning projects/case study/health promotion
Clinical: Physical assessment, medication administration, discharge planning/home care case study/patient care management, management of self

Skills will be learned and practiced using self learning modules, videos and CD-ROMS. Students will perform an assessment on their patient weekly based on the content they have had up to that point until they are doing a complete assessment each week. Students will give medications weekly beginning with week III.

Mastery: Med math, vital signs, medication administration (oral and parenteral), nasogastric tube insertion, sterile dressing change, catheterization and physical assessment.