

FLORIDA ATLANTIC UNIVERSITY™

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Undergraduate Programs—COURSE CHANGE REQUEST¹

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NUR 3119 L	CURRENT COURSE TITLE: FOUNDATIONS OF NURSING PRACTICE
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM):	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
<p>CHANGE TITLE TO:</p> <p>CHANGE PREFIX FROM: L TO: C [ERROR IN PROCESSING SYLLABUS BY CON: LECTURE COMPONENT IS ALREADY INCLUDED IN COURSE FORMAT (LIVE) AND COURSE DESCRIPTION]</p> <p>CHANGE COURSE NO. FROM: TO:</p> <p>CHANGE CREDITS² FROM: TO:</p> <p>CHANGE GRADING FROM: TO:</p> <p>CHANGE WAC/GORDON RULE STATUS³ ADD* _____ REMOVE _____</p> <p>CHANGE GENERAL EDUCATION REQUIREMENTS⁴ ADD* _____ REMOVE _____</p>	<p>CHANGE DESCRIPTION TO:</p> <p>CHANGE PREREQUISITES/MINIMUM GRADES TO*:</p> <p>CHANGE COREQUISITES TO*:</p> <p>CHANGE REGISTRATION CONTROLS TO:</p> <p><small>*Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).</small></p>

Attach syllabus for ANY changes to current course information.

Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Please consult and list departments that might be affected by the change(s) and attach comments. ⁵
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Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

<p>Approved by:</p> <p>Department Chair: <u>Sharon L. Downing</u></p> <p>College Curriculum Chair: <u>M. O'Connell</u></p> <p>College Dean: <u>Karenth Edwards</u></p> <p>UUPC Chair: <u>J. E. King</u></p> <p>Undergraduate Studies Dean: <u>Edith Schmitt</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p>Date:</p> <p><u>9/24/2013</u></p> <p><u>9/24/2013</u></p> <p><u>9/24/2013</u></p> <p><u>10/4/13</u></p> <p><u>10/7/13</u></p>	<p>1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCinfo</p> <p>2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</p> <p>3. WAC approval (attach if necessary)</p> <p>4. Gen. Ed. approval (attach if necessary)</p> <p>5. Consent from affected departments (attach if necessary)</p>
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Email this form and syllabus to mjenning@fau.edu seven business days before the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS
Summer 2014**

COURSE NUMBER: NUR 3119 C

COURSE TITLE: Foundations of Nursing Practice

COURSE FORMAT: Live

CREDIT HOURS: 2

COURSE SCHEDULE: Boca Raton Campus
Campus lab

Section 001 CRN 52699: Thursday 8 am-12 pm

Section 002 CRN 52700: Thursday 1 pm-5 pm

Section 003 CRN 52701: Friday 8 am-12 pm

Section 005 CRN 52703: Friday 1 pm-5 pm

PREREQUISITES: Admission to BSN program

COREQUISITES: NUR 3065, NUR 3065L

FACULTY: Coleen Collins, MSN, RN,

Clinical Instructor
NU 3119
ccolli32@fau.edu
(561)-297-3431 (o)

OFFICE HOURS: Wednesdays 10am-1:00pm

COURSE DESCRIPTION: The focus of this course is the study of the concepts and principles necessary to competently perform the technological skills and therapeutic interventions needed for professional nursing practice. Topics include knowledge, judgment, skills and professional values within a legal/ethical framework for nursing. Emphasis is on using multiple ways of knowing as an organizing framework and application of concepts and principles that are basic to an environment of safety. Developmental, genetic, and environmental risk factors that affect health are explored. Nursing situations and simulations are used to apply the concepts of safe quality care.

COURSE OBJECTIVES:

The six subjectives based on Roach's (2002) work serve as themes that organize the course objectives. Upon completion of NUR 4860 C, the student will be able to create nursing responses to:

Becoming competent

1. Use multiple ways of knowing to identify health promotion needs for diverse populations. (Program Outcome 1-10; Essential I)
2. Demonstrate competence in the professional performance of basic nursing procedures with clear awareness of key elements and legal/ethical considerations including but limited to: (Program Outcome 1-10; Essentials V, IX).
 - a. Preparation for common laboratory and diagnostic procedures.
 - b. Demonstration of correct techniques in collection of routine specimens of body secretions.
 - c. Rationale for selected safety equipment: restraints, gait belt, walkers and demonstrate the appropriate technique when using them.
 - d. Performance of hygiene/comfort skills.

- e. Identifying need for and use of personal protective equipment.
- f. Performing wound care, using principles of asepsis/sterile technique.
- g. Preparing and administering medications given via the oral, topical, nasogastric and parenteral routes with 100% accuracy.
- h. State the rationale for care of the client receiving oxygen therapy, utilizing the principles of safe administration with selected delivery devices.
- i. Describe characteristics, concepts, and processes related to transmission of common communicable diseases, including risk factors and prevention.

Becoming compassionate

- a. Discuss respect of privacy and dignity of the patient and all components of the Patient Bill of Rights. (Program Outcome 1-10; Essentials I, V, IX)

Demonstrating comportment

- a. Practice within the boundaries of the Nurse Practice Act. (Program Outcome 1-10; Essential V)
- b. Demonstrate knowledge of Occupational Safety and Health Administration (OSHA) guidelines and universal precautions. (Program Outcome 1-10; Essentials II, V, VII)

Becoming confident

Use effective and therapeutic communication techniques during the practice and performance of skills. (Program Outcome 1-10; Essentials III, VI, VII, IX)

Attending to conscience

- a. Demonstrate personal accountability and responsibility safe performance of nursing care of diverse patient populations across the life span. (Program Outcome 1-10; Essentials II, V, IX)

Affirming commitment

- a. Apply critical reasoning to identify appropriate standards and evidence-based nursing responses to enhance patient care and healthcare delivery. (Program Outcome 1-10; Essentials III, IX)
- b. Discuss respect of privacy, dignity of the patient, and all components of the Patient Bill of Rights. (Program Outcome 1-10; Essentials VIII, IX)

TEACHING LEARNING STRATEGIES:

On-line modules, discussion, demonstration, role play, audio-visuials, nursing situations, hands-on practice, and simulation.

GRADING AND EVALUATION METHODS:

This course is designated a pass/fail course. Attendance at every lab class is mandatory. Skills demonstration policy Students will practice skills weekly with check-off of selected skills the following week. Successful completion of all fundamental skills requires that all critical criteria are met (see individual skills check-off rubrics in Blackboard). If all critical criteria are not met during demonstration, or, if two or more steps in skills demonstration are not completed, the student will be required to schedule additional practice time then re-demonstrate the skill until mastery is demonstrated. The 14 identified fundamental skills must be mastered in order to progress in the nursing program.

Medication calculation exam policy

Demonstration of competency in medication calculation is required as part of this course and will also be required before entering each of your clinical practice sites throughout the curriculum. The medication calculation exams will test for math computational competence related to medication administration. This exam must be passed at 100% to successfully complete the course. Successful completion of the test has no weight in your course grade. You will have two opportunities to pass the medication calculation exam.

GRADING SCALE:

Satisfactory (S) and Unsatisfactory (U) grades: A grade of S signifies that the work is of C quality or better and meets expectations. A U grade indicates that the work is below expectations and no credit will be given. A grade below C is not passing in the Undergraduate program. S/U grading is not calculated into the grade point average.

To receive a grade of "Satisfactory" all elements must be completed at level of undergraduate work.

REQUIRED TEXTS:

Alfaro-LeFevre, R. (2014). *Applying nursing process: The foundation for clinical reasoning* (8th ed.). Lippincott, Williams, and Wilkins. ISBN 978-1-60913-697-0.

American Technologies Institute. (2013). ATI Skills Modules, ATI Dosage Calculation and Safe Medication Administration and Nurse Touch. Available at <https://www.atitesting.com/Home.aspx>

RECOMMENDED TEXTS:

Van Leeuwen, A., Poelhuis-Leth, D. & Bladh, M. (2013). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications* (5th ed.). Philadelphia: F. A. Davis. ISBN-13:978-0803636644

Williams, C.L. (2008). *Therapeutic interaction in nursing* (2nd ed.). Sudbury, MA: Jones & Bartlett. ISBN-13: 978-0-7637-5129-6

TOPICAL OUTLINE:

1. Concepts of Professional nursing
 - a. The Profession of Nursing
 - b. Health care systems
 - c. Legal aspects
 - d. Ethics in nursing
2. Communicating Effectively
 - a. Interpersonal skills
 - b. Documentation
 - c. Reporting
3. Safety in the Healthcare setting
 - a. Infection control
 - b. OSHA Standards
4. Nursing Care
 - a. Caring as the basis of nursing
 - b. The nursing process
 - c. Nursing diagnosis and care planning
5. Nursing care and basic physiologic needs
 - a. Temperature
 - b. Pain and comfort
 - c. Oxygenation
 - d. Mobility
 - e. Rest and sleep
 - f. Nutrition and fluids
 - g. Elimination
 - h. Sexuality
6. Nursing care and psychological, spiritual, and sociocultural needs
 - a. Spirituality and Culture
 - c. End-of-life
 - d. Psychological needs

COURSE ASSIGNMENTS:

Skills Mastery: (1) handwashing, (2) temperature, pulse, respirations, (3) donning sterile gloves/preparing a sterile field, (4) dressing change, (5) blood pressure, (6) donning protective gear, (7) tracheostomy care, (8) suctioning, (9) Indwelling catheter insertion, (10) nasogastric tube insertion and care, (11) intravenous (IV) flow rate with secondary IV line, (12) intramuscular (IM) injection, (13) subcutaneous (SQ) injection, (14) oral (PO) medication administration.

ATI Skill Modules/Readings: Students are to complete all readings and assigned ATI skill modules at least 1 hour prior to class. Students records will be obtained to confirm that an adequate amount of time was spent reviewing the modules. A passing score of 100% is required on each module to be admitted to class.

Math: Students are required to complete all assigned math calculation modules in ATI, this includes medication dosages and preparation information.

BIBLIOGRAPHY:

Cochran Database on-line at <http://www.thecochranelibrary.com>

Lesniak, R. (2005). Caring through technological competency. *Journal of School Nursing*, 21(4), 194-195.

Locsin, R. (2005). *Technological competency as caring in nursing: A model for practice*. Indianapolis: Sigma Theta Tau International Press.

National Guideline Clearing house at www.guidelines.gov

Ray, M. (1987). Technological caring: A new model in critical care. *Dimensions of Critical Care Nursing*, 6, 166-173.

Simons, S. R. & Abdallah, L. M. (2012). Bedside assessment of enteral tube placement: Aligning practice with evidence. *American Journal of Nursing*, 12(2), 40-46.

COURSE SPECIFIC LITERATURE:

*Blum, C. A., Hickman, C. Parcells, D. A., & Locsin, R. (2010). Teaching caring nursing to RN-BSN students using simulation technology. *International Journal for Human Caring*, 14(2), 40-49.

COURSE POLICIES & GUIDELINES

1. All course requirements and objectives must be met in order to obtain a passing grade.
2. Successful completion of all Fundamental Skills requires that all critical criteria are met (see individual skill check-off rubrics). If all critical criteria are not met during demonstration, or, if 2 or more steps in skill demonstration are not completed, the student will be required to schedule additional practice time then re-demonstrate the skill until mastery is obtained. All skills must be mastered in order to progress in the nursing program.
3. All students will be provided with a Skills & Assessment Tracking Form. This form serves as verification that all skill check-offs and required Lab hours have been completed. This form will be returned to your clinical instructor after final check-off.
4. Due to the extensive amount of material to be covered within the course, no classes can be missed. Students are expected to attend each lab on time.
5. Completion/Check off of all Fundamental Skills is the responsibility of the student. Open Lab time will be available for addition practice beyond your assigned lab section.
6. Students are to complete all required readings prior to class. This includes the math calculation preparation information.
7. Students are expected to abide by all policies in the College of Nursing Student Handbook.

REQUIRED ITEMS:

Uniform
School ID (Owl Card and CON name badge) Stethoscope
Black ink pen & Pencil Paper as needed for notes

COLLEGE OF NURSING POLICIES

Policies below may be found in:

a). The faculty reserves the right to make changes in course content and requirements.

c). Florida Atlantic University's Academic Policies and Regulations <http://www.fau.edu/academic/registrar/catalogRevs/academics.php> and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton -- SU 133 (561-297-3880), in Davie -- MOD 1 (954-236-1222), in Jupiter -- SR 117 (561-799-8585) or at the Treasure Coast -- CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. **USE OF STUDENT COURSE MATERIAL** The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

COURSE SCHEDULE

NUR 3119 C: Summer 2014

Week/ Unifying Concepts	Course Objectives	NUR 3119 C Content	Preparation	Outcome Measures Critical element = !
Week 1 Professional Behavior Accountability Communication	2d-hygiene, comfort skills 2i-handwashing 5-OSHA Course Threads: 1, 3,4, 6, 7, 8, 9	Orientation Syllabus review Nursing Process Culture Ambulation Transfers Personal Hygiene Infection Control Medical	*ATI-Skills 1) Ambulation, Transferring, Ambulation 2) Infection Control 3) Personal Hygiene *ATI-Nurse Touch 1) Professional communication, 2) Wellness and self-care for nurses, 3) Becoming a professional nurse Alfaro-LeFevre	Passing score on assigned ATI modules 1-! Demonstration of hand washing techniques ***Students verbalize an understanding of looking at the patient utilizing; -multiple ways of knowing -respect for privacy and dignity -the Nurse Practice Act -therapeutic communication
Week 2 Assessment Communication Professional Behavior	1, 3,4, 6, 7, 8, 9	Check off skills from week 1 (#1) Using an electronic thermometer Palpating a radial pulse Taking an apical pulse Obtaining the respiratory rate *Measuring a blood pressure,	ATI 1) Pain Management 2) Vital Signs 3) HIPAA Alfaro-LeFevre p. 97	Passing score on assigned ATI modules 2-! Demonstration of taking a temperature, pulse, and respirations ***see above

Week 3	2f-wound care	<i>check off by week</i> Check off skills from week 2 (#2) except BP (by week 4)	ATI	Passing score on assigned ATI modules
Tissue integrity	2a-labs and diagnostics 2b-specimens	Donning Sterile Preparing a sterile	1) Infection Control (repeat) 2) Wound care 3) Specimen collection	3-! Demonstration gloving and preparing a sterile
	5	Change a dry Pressure ulcers prevention	Alfaro-LeFevre	4-! Dressing ***see above
	1, 3,4, 6, 7, 8, 9	Math	p. 143	
Week 4	2c-safety equipment	Check off skills from week 3 (#3 & 4) and blood pressure (#5)	ATI	Passing score on assigned ATI modules
Safety	2e-personal protective equipment		1) Surgical Asepsis	5-! Demonstration of blood pressure measurement
	5-OSHA	Donning protective gear: utilizing standard precautions, Isolation,	Alfaro- LeFevre	6-! Demonstration of donning protective gear
	1, 3,4, 6, 7, 8, 9	Math	p. 131	***see above
Week 5	2h-oxygen therapy	Check off skills from week 4 (#6)	ATI-	Passing score on assigned ATI modules
Oxygenation	2a-labs and diagnostics	Oxygen delivery systems	1) Airway Management	7-! Demonstration of tracheostomy care
	2b-specimens	Suctioning	2) Oxygen therapy	
	1, 3,4, 6, 7, 8, 9	Tracheostomy	3) Specimen collection	

Week 6 Perfusion	2a-labs and diagnostics 2b-specimens 1, 3,4, 6, 7, 8, 9	Check off skills from week 5 (#7 & 8) Care of PICC lines, central lines Blood products Blood culture	ATI 1) Central Venous Access Devices 2) Specimen collection 3) Blood administration	Passing score on assigned ATI modules ***see above
Week 7 Fluid & electrolytes	2a-labs and diagnostics 2b-specimens 1, 3,4, 6, 7, 8, 9	Check off skills – Make-up Applying a condom catheter Catheterization Indwelling vs. straight Bedpan	ATI 1) Urinary Catheter Care 2) Specimen collection	Passing score on assigned ATI modules 9-! Demonstration of indwelling catheter insertion ***see above
Week 8 NO classes July 4 th				
Week 9	1, 3,4, 6, 7, 8, 9	Check off skills from week 7	ATI	Passing score on assigned

Neurological (week 8- Musculoskeletal, Nutrition)		(#9) Inserting and managing an NG tube Enemas Stool specimen collection Ostomy care and appliances Enteral	1) Nutrition, Feeding, and eating 2) Nasogastric Insertion 3) Enteral Tube Feedings 4) Ostomy care 5) Enemas 6) Specimen collection	ATI modules 10-! Demonstration of NG tube insertion and care ***see above
Week 10	2g-medications 1, 3,4, 6, 7, 8, 9	Check off skills week 9 (#10) Starting an IV Regulating Intravenous flow rate Managing the IV	ATI 1) Intravenous Therapy 2) Medication administration 4- Intravenous administration	Passing score on assigned ATI modules 11-! Demonstration of regulation of IV flow rate and hanging a secondary infusion
Week 11 Endocrine Special populations	1, 3,4, 6, 7, 8, 9	Check off skills week 10 (#11) *Medication administration PO, SQ, eyes, ears, rectal, vaginal * Parenteral Math Cumulative Final Exam	ATI 1) Medication administration 1 2) Medication administration 2 3) Medication administration 3- injections	Passing score on assigned ATI modules 12-! Demonstration of injection 13-! Demonstration of SQ medication 14-! Demonstration of oral medication administration ***see above
Week 12	1, 3,4, 6, 7, 8, 9	Check off skills week 11 (#12, 13, 14)		***see above



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'