

2-19-2007

## Increasing NUR 342 Foundations for Professional Practice in Nursing from 2 to 3 Credits

The College at Brockport, College Senate

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# SUNY BROCKPORT

College Senate  
State University of New York College at Brockport  
350 New Campus Drive  
Brockport, NY 14420-2925  
(516) 395-2586 (Fax) 395-2246

## Resolution # 12 2006-2007 COLLEGE SENATE

TO: Dr. John R. Halstead, College President

FROM: The College Senate: *February 19, 2007*

RE:  I. Formal Resolution (*Act of Determination*)  
II. Recommendation (*Urging the Fitness of*)  
III. Other, For Your Information (*Notice, Request, Report, etc.*)

SUBJ: ***Increasing NUR 342 Foundations of Professional Practice in Nursing  
from 2 to 3 Credits #27 06-07 UC***

Signed: *Jeffrey T. Lashbrook*  
(*Dr. Jeffrey T. Lashbrook, 2006-07 College Senate President*)

Date: *3/21/07*

**Please fill out the bottom portion and return document to the College Senate Office.**

TO: The College Senate President

FROM: College President

RE:  I. Decision and Action Taken on Formal Resolution (circle choice)

a. Accepted

• \*Implementation Effective Date: *Fall 2007*

*\*Date resolution will begin to be used by the College. (i.e. spring, fall, when included in catalog, etc.)*

b. Deferred for discussion with the Faculty Senate on \_\_\_/\_\_\_/\_\_\_

c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged \_\_\_/\_\_\_/\_\_\_

b. Comment: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DISTRIBUTED BY PRESIDENT'S OFFICE TO: *President's Cabinet*

DISTRIBUTE ALSO TO: Originator, Academic Advisement, Registrar (as appropriate)

Signed: *John R. Halstead*  
(*Dr. John R. Halstead, President, SUNY College at Brockport*)

Date: *3/6/07*

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE**

<b>Routing Number</b>	<b>#27 06-07 UC</b>
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ROUTING NUMBER TO BE ASSIGNED BY SENATE OFFICE

**DEADLINE FOR SUBMISSIONS: FEBRUARY 23**

Incomplete proposals or proposals received after the deadline may not be reviewed until next semester.

**INSTRUCTIONS:**

- Submit only complete proposals.
- Proposals must be prepared individually in Word format using committee guidelines (guidelines online).
- Fill out this cover page for each proposal (available online at [www.brockport.edu/collegesenate](http://www.brockport.edu/collegesenate)).
- Email proposal and this cover page to [senate@brockport.edu](mailto:senate@brockport.edu) and [facprez@brockport.edu](mailto:facprez@brockport.edu) .
- All updates must be resubmitted to the Senate office with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

**1. PROPOSAL TITLE:**

Please be somewhat descriptive, for example, *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

<b>Increasing NUR 342/Foundations of Professional Practice in Nursing from 2 to 3 credits</b>
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**2. BRIEF DESCRIPTION OF PROPOSAL:**

NUR330/Foundations of Professional Practice in Nursing (3 credits) has been a nursing course required of all junior nursing students during their first semester in the nursing program and includes both a class and a clinical component. All nursing classes with a clinical component were recently renumbered (announced at the College Senate meeting on 11-13-06). NUR330 has become NUR342/Foundations of Professional Practice in Nursing (2 credits) and NUR343/Foundations of Professional Practice in Nursing Clinical (1 credit). The instructor responsible for Foundations of Professional Practice in Nursing, with the support of the nursing faculty, believes that this course should be changed to a three credit course. More time is needed in the classroom so that some topics can be expanded upon and more time is needed to present new topics.
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**3. ANTICIPATED DATE OF IMPLEMENTATION:**

Enter date this will be effective if passed by the Senate.

Fall 2007
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**4. SUBMISSION & REVISION DATES: PLEASE PUT A DATE ON ALL UPDATED DOCUMENTS TO AVOID CONFUSION.**

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
11-17-06			

**5. SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Nancy Iafrati	Nursing	5321	niafrati@brockport.edu

**6. COMMITTEES TO COPY: (Senate office use only)**

<i>Standing Committee</i>	<i>Forwarded To</i>	<i>Date</i>
<input type="checkbox"/> Enrollment Planning & Policies	Committee Chair	11/22/06
<input type="checkbox"/> Faculty & Professional Staff Policies	Executive Committee	1/29/07
<input type="checkbox"/> General Education & Curriculum Policies	Senate Floor	2/5/07 – vote 2/19/07
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	Other	
<b>xx Undergraduate Curriculum &amp; Policies</b>		

## Comparison of the Old Course and New Course

### Fall 2006 Course

NUR330/Foundations of Professional Practice in Nursing/3 credits

### New Change (Renumbering of Nursing Classes #14 06-07 UC)

NUR342/ Foundations of Professional Practice in Nursing/2 credits

NUR343/ Foundations of Professional Practice in Nursing Clinical/1 credit

### Newest Proposed Changes

NUR342/ Foundations of Professional Practice in Nursing/3 credits

NUR343/ Foundations of Professional Practice in Nursing Clinical/1 credit

### Rationale for the Changes

NUR330/Foundations of Professional Practice in Nursing (3 credits) was recently changed to NUR342/Foundations of Professional Practice in Nursing (2 credits) and NUR343/Foundations of Professional Practice in Nursing Clinical (1 credit). The instructor teaching this course, with the support of the nursing faculty, believes that NUR342 should be changed to a three credit course. More time is needed in the classroom so that certain topics, especially the nursing process can be expanded upon. More time is also needed to introduce new topics including adult reaction to illness and hospitalization and evidence-based practice.

This proposal needs to be looked at following the approval of a proposal that has been submitted to the College Senate by the Department of Nursing entitled NUR451/Contemporary Issues in Nursing Leadership and Management. This new three credit course is a combination of two nursing classes, NUR450/Issues and Trends Affecting Health Care (2 credits) and NUR452/Management and Leadership (2 credits). The nursing department is at the maximum amount of required credits allowed by a major. The introduction of NUR451 would decrease the amount of credits in the nursing department by one credit, and would allow us to increase NUR342 from two to three credits to allow for more time to provide a stronger base in the junior year.

Only the new syllabus for NUR342 is being provided for review. Topics have only been added or expanded upon and nothing has been omitted. All of these changes are bolded and underlined in the new syllabus so that they are evident to the reader. These topics (and the reason for the changes) add up to 15 new classroom hours and include:

1. Adult Reaction to Illness and Hospitalization (2 hours for this new topic)  
Reasoning: Students need to be introduced to the patient's reaction to the stress of illness and hospitalization early in the nursing program
2. Group Presentations of Evidence Based Practice (16 groups X ½ hour each = 8 hours for this new topic)  
Reasoning: Evidence-based practice is a relatively newer concept that needs to given time to be taught and then applied by these junior students. "Evidence-base practices are proven ways to diagnose and treat patients based on rigorous scientific evidence and clinical effectiveness studies. Although EBP has been emphasized in medicine for years, nursing is in the initial stages of developing an evidence-based practice (DeLaune & Ladner, 2006, 55)."
3. Nursing Process (Increased from 4 hours to 9 hours for a total of 5 additional class hours)  
Reasoning: The nursing process is the basis for all nursing care and needs to be presented in more detail. The nursing process is introduced and the student will then have the opportunity to apply this knowledge in the classroom setting before utilizing it in the clinical setting.

DeLaune, S. C. & Ladner, P. K. (2006) *Fundamentals of Nursing: Standards & Practice* (3rd ed.) Clifton Park, NY: Thomson Delmar Learning.

## Syllabus for NUR342 /Foundations of Professional Practice in Nursing

Course Coordinator: Susan Glose, MS NP

Office: Tuttle North Room B365 Phone: 395-5310

E-mail: sglose@brockport.edu

### COURSE OVERVIEW

This course presents the knowledge and skills necessary to begin functioning in clinical practice as a registered professional nurse. Learners are introduced to essential components of nursing practice including the infection control, nursing process, the teaching-learning process, pain management interventions, basic nursing care of patients in a variety of settings, and end of life care. **Evidence based practice is introduced and students are given the opportunity to identify and discuss research evidence upon which to base their nursing practice.**

The Neuman Systems Model provides a framework for the nursing process and provision of care. The classroom content is augmented by learning activities in the laboratory setting where students will have the opportunity to practice basic skills and procedures.

### COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Adhere to established principles of infection control while providing nursing care.
2. Provide basic nursing care in a competent and caring manner.
3. Assess and assist patients in meeting basic needs related to hygiene, bathing, nutrition, hydration, and elimination.
4. Recognize care needs of the immobile patient and intervene appropriately.
5. Identify intrapersonal, interpersonal, and extrapersonal stressors affecting health and illness and provide appropriate nursing intervention.
6. Utilize therapeutic communication when caring for the adult
7. Utilize the nursing process and its potential for individualizing care and promoting wellness.
8. Develop appropriate nursing diagnoses and patient goals, specifying outcomes as indicated.
9. State nursing preventions/interventions appropriate to the nursing diagnoses and patient goals
10. Evaluate the extent to which a patient has reached an established goal, and modify the nursing plan of care accordingly.
11. Assess patient's pain accurately and describe appropriate pharmacologic and non- pharmacologic interventions.
12. Describe components of the teaching-learning process and its potential for individualizing care and promoting wellness.
13. Describe the essential components of end of life care.
14. Recognize the normal distribution of fluids and electrolytes in the body and describe appropriate nursing interventions for patients with imbalances.
15. Recognize the normal acid base balance in the body and describe appropriate nursing interventions for patients with imbalances.
- 16 **Identify relevant research evidence upon which to base nursing practice and discuss its relationship to foundational nursing skills.**

### REQUIRED TEXTS

Potter, P.A. & Perry, A.G. (2005). *Fundamentals of Nursing* (6<sup>th</sup> ed.) St. Louis, MO: Mosby.

Ochs, GERALYN, (2005). *Fundamentals of Nursing Study Guide and Skills Performance*

*Checklists to accompany Potter and Perry. (6<sup>th</sup> ed.) St. Louis, MO: Mosby.*

Cox, H., et al (2002). *Clinical applications of Nursing Diagnosis. (4<sup>th</sup> ed.). Philadelphia: Davis.*

Lewis, S., Heitkemper, M., & Dirksen, S. (2004). *Medical-Surgical Nursing: Assessment and Management of Clinical Problems. (6<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.*

## **ATTENDANCE POLICY**

## **USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

## **DISABILITY STATEMENT**

## **COURSE GRADING**

### **1. Written Exams**

There will be 2 unit exams worth 20% each, and a comprehensive final exam worth 25%. These exams are multiple choice format. The unit exams cover material from lecture, videos, and assigned readings.

### **2. Written Skills Exam**

The written skills exam will be given at the end of the first seven weeks. It will include aspects of each skill learned in the nursing lab. It will be multiple choice format. The written skills exam is worth 20% of the course grade for NUR 330.

Students are expected to take exams at the scheduled time. Students who are not in class on exam days, for any reason, will have 5 points deducted from their grade for that exam for the first occurrence, and 10 points deducted for the second occurrence.

In the event an emergency arises and the student is unable to take an exam at the scheduled time, the student must notify the instructor, by phone, prior to the start of the exam. An alternate exam time will be scheduled. If a student is not present to take an exam, and fails to notify the instructor prior to the exam, the student will receive a grade of "0" for that exam.

Students scoring below 75% on exams MUST meet with the course instructor to identify and correct deficiencies. It is the responsibility of the student to make an appointment with the instructor to meet.

### **3. Group presentation - Evidence Based Practice (EBP)**

**Groups of 3-4 students will choose one of the topics covered in class, present and summarize a research article, and lead class discussion. It will be graded as a group and comprise 5% of the total course grade. Students will have the opportunity to sign up for a topic on the first day of class. See assignment in syllabus for details.**

### **4. Written Papers - Nursing Process**

There will be 1 written nursing process/care plan assignment worth 5% of the course grade. Papers will not be accepted via e-mail. See assignment in the syllabus for details.

### **5. ATI Exams**

There will be 1 comprehensive computerized ATI exam comprising 5% of the course grade. The exam will be administered toward the end of the semester. Students will have the opportunity to practice similar exams prior

to the comprehensive exam. Information will be provided in class.

**GRADING SUMMARY:**

Exam 1	20%
Exam 2	20%
<b><u>Group presentation</u></b>	<b><u>5%</u></b>
Exam 3	25%
Written Skills Exam	20%
Nursing Process paper	5%
ATI comprehensive exam	<u>5%</u>
	100%

Final course grades will correspond to the following percentages:

A	= 94-100%	C	= 75-76%
A-	= 90-93%	C-	= 70-74%
B+	= 87-89%	D+	= 67-69%
B	= 83-86%	D	= 63-66%
B-	= 80-82%	D-	= 60-62%
C+	= 77-79%	E	= less than 60

**To successfully complete NUR 330 the student must:**

1. Achieve an average of 75% for the 3 exams and written skills exam.
2. Perform satisfactorily on skills demonstration in the lab.
3. Complete the required ATI exam.
4. Complete all assignments.

<u>Date</u>	<u>Topic</u>	<u>Group presentations</u>
Aug 27	Course introduction Infection Control	<u>1-EBP - Infection Control</u>
Sept 3	<b>Labor Day - no classes</b>	
Sept 10	Meeting Basic Patient Needs Hygiene & Bathing Skin Care	<u>2-EBP - hygiene &amp; bathing</u> <u>3-EBP - skin care</u>
Sept 17	Meeting Basic Patient Needs Hydration & Nutrition Elimination	<u>4-EBP - hydration &amp; nutrition</u> <u>5-EBP - elimination</u>
Sept 24	Meeting Basic Patient Needs Mobility & Hazards of Immobility	<u>6 &amp; 7 EBP - immobility</u>
Oct 1	Exam 1 <u>Adult Reaction to Illness &amp; Hospitalization</u>	
Oct 8	<u>Nursing Process: Introduction</u> <u>Assessment and Diagnosis</u>	<u>8-EBP - response to illness</u> <u>9-EBP - nursing process</u>
Oct 15	Fall Break - no classes	
Oct 22	<u>Nursing Process:</u> <u>Planning and Implementation</u>	
Oct 29	<u>Nursing Process:</u> <u>Evaluation and Critical Thinking</u>	<u>10-EBP - nursing process</u>
Nov 5	Exam #2 Documentation	
Nov 12	Comfort & Pain Management	<u>11 &amp; 12 EBP - pain management</u>
Nov 19	Electrolyte & Acid Base Balance	<u>13-EBP - electrolyte imbalance</u>
Nov 26	Patient Education	<u>14 &amp; 15-EBP - patient education</u>
Dec 3	End of Life Care	<u>16 &amp; 17 EBP - end of life</u>
Exam week	Exam #3	



### **Staffing Issues and Resources**

*No new faculty will be required for this proposed change.*

*The nursing department would need a classroom for one additional hour per week during the fall semester.*

### **Academic Commentary**

*Letters of Support will be provided by Dr. Linda Snell, Chairperson of the Department of Nursing and Dr. Christine Murray, Dean of the School of Professions.*