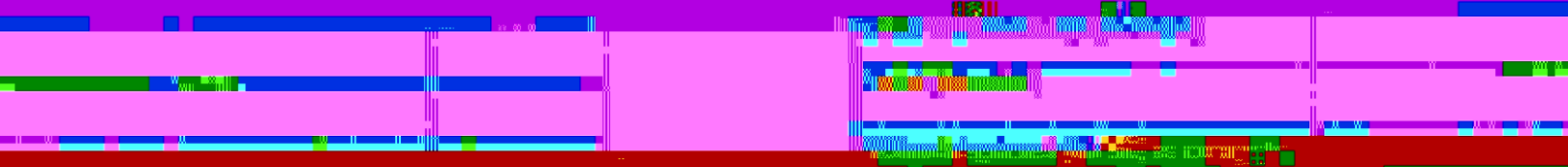
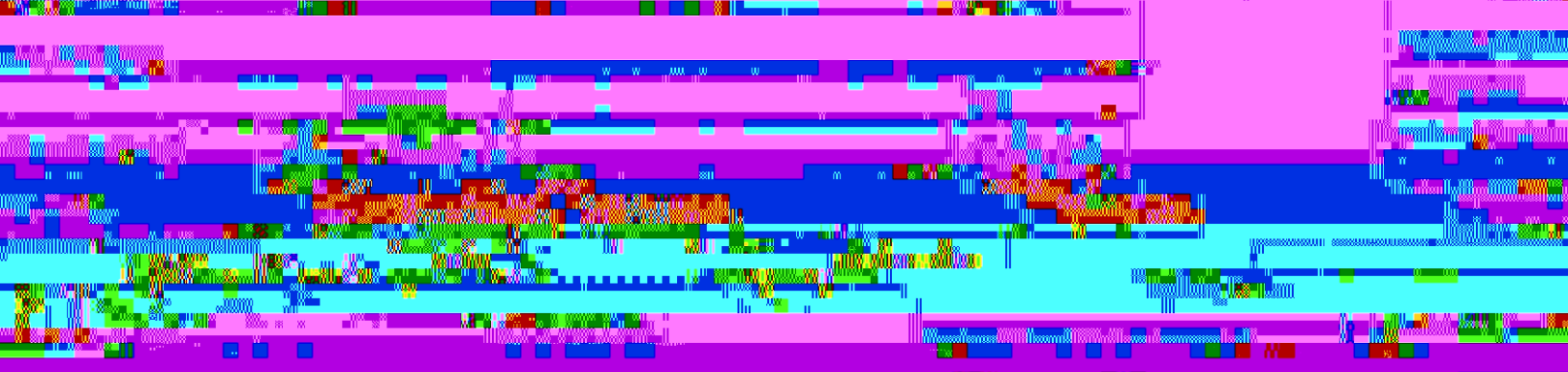
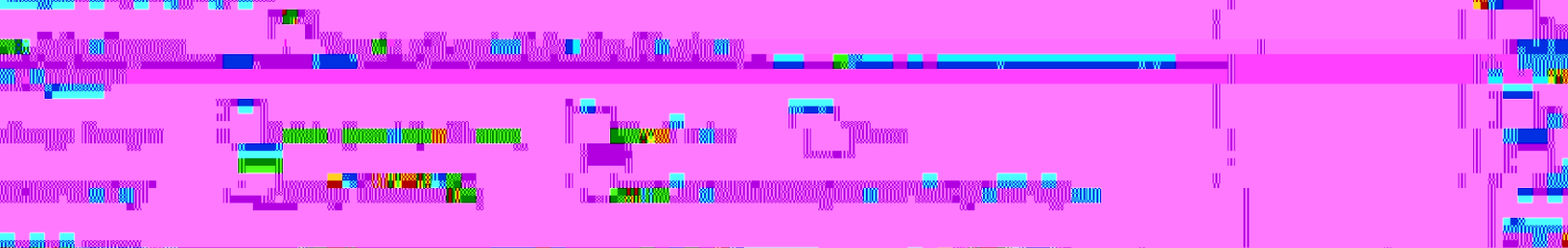


dy
Meresa Enspe!
Phone
Program Director



Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION

NURS 236 Fundamentals II Theory

2 class hours
0 lab hours
2 credits
(2c-01-2cr)

PREREQUISITES: BIOL 150, NURS 211, 212

PREREQUISITE OR COREQUISITE: BIOL 151

COREQUISITES: NURS 213, 214

Introduces students to fundamental nursing concepts that apply to the practice of professional nursing. Topics include elements of holistic care, promotion of psychosocial and physiologic health, and introduction to medication administration in nursing practice. Provides physiological rationale for nursing interventions with a focus on knowledge and skills to ensure safe delivery

II. COURSE OUTCOMES

Students will be able to:

1. Discuss the importance of collaboration with other health care providers to advocate for patients and their families in order to provide safe, patient centered, and quality nursing care.
2. Analyze psychosocial and physiological factors that are vital to health promotion, risk reduction, and disease prevention.

3. Recognize the principles of safety required to perform patient care.
4. Provide rationale for patient centered nursing practice.

III. COURSE OUTLINE

- 4. Evidence-based practice considerations
- F. Urinary Elimination Concepts (Urinary catheter, bladder scanner, and urine specimen collection) 1 hr
 - 1. Rationale
 - 2. Planning for patient-centered care
 - 3. Evaluation of interventions
 - 4. Evidence-based practice considerations

G. Bowel Elimination Concepts (Enemas, stool removal, anatomy) 2 hr

Turley, S. (2011). *Medical language. Immerse yourself* (2nd ed.). Upper Saddle River, NJ: Pearson Education.

Venes, D. (2009). *Tabers cyclopedia medical dictionary* (21st ed.). Philadelphia, PA: F.A. Davis.

VIII. SPECIAL RESOURCE REQUIREMENTS

None.

IX. BIBLIOGRAPHY

Abraham, S. (2010). Technological trends in health care: Electronic health record. *The Health*

Amoah, C. (2011). The central importance of spirituality in palliative care. *International Journal of Palliative Nursing, 17*(7), 353-358.

Boyd-Seale, D., Wilkie, D. J., Kim, Y. O., Suarez, M. L., Lee, H., Molokie, R., Zhao, Z., &

Zong, S. (2010). Pain barriers: Psychometrics of a 13-item questionnaire. *Nursing Research, 59*(1), 93-101.

Chambers, D., & Thompson, S. (2009). Empowerment and its application in health promotion in acute care settings: Nurses' perceptions. *Journal of Advanced Nursing, 65*(1), 130-139.

Cohen, H., & Shastay, A. D. (2008). Getting to the root of medication errors. *Nursing, 38*(12), 39-47.

DeL... (2008) ... Nursing, 20(10), 22-29

65(1), 139-148.

Greenwalt, K. (2009). How are all those medications affecting your older client? *Nursing*, 39(5), 56-57.

3. Ethnicity and culture

a. Nursing's transcultural nursing theory

b. Complementary health care practices

4. Spirituality

a. Religious beliefs related to health care

b. Spiritual health and the nursing process

Week 7 D. Promoting psychosocial health

1. Role relationship

a. Concept of self and self-esteem

b. Maintenance and evaluation of self-esteem

2. Stress, adaptation, and coping

3. Loss, grieving, and death

Week 8 D. Promoting psychosocial health

1 hr

Week 9 D. Promoting psychosocial health

5 hrs

- a. Anticoagulants
- b. Antidiabetics
- c. Antihypertensives affecting systemic vascular resistance
- d. NSAIDS
- e. Antibiotics

Exam

1 hr

Finals Week: Final Exam

IV. Evaluation Methods*

The grade for this course will be calculated based on:

20% Mid-term exam (multiple choice and essay questions)

Edelman, C.L. & Mandle, C.L. (1998). Health promotion throughout the lifespan. St. Louis: Mosby.

Feldman, P.J. (1999). The impact of personality on the reporting of unfound symptoms and illness. *Journal of Personality and Social Psychology*, 77(2), 270-278.

Focht, S. (1998). Spirituality becomes a prominent component of holistic care. *Oncology Nursing Forum*, 25(6), 988-990.

Gunby, S.S. (1996). The lived experience of nursing students in caring for suffering individuals. *Holistic Nurse Practitioner*, 10(3), 63-73.

Ufema, Joy. (1999). Insight on death and dying. *Nursing99*, 29.

Williams, A. (1998). The experience of the female nurse who is a patient: powerless or in

Winkleman, C. (1999). A review of pharmacodynamics and pharmacokinetics in seizure management. *Journal of Neuroscience Nursing*, 31(1), 50.

Wright, K.B. (1998). Professional, ethical, and legal implications for spiritual care in nursing.

5. Liberal Studies course approval form: – N/A

Part III. Letters of Support or Acknowledgment – N/A