

UTAH VALLEY UNIVERSITY

Faculty Handbook

Department of Nursing

Fall 2008

Department of Nursing Faculty Handbook

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Mission, Vision, and Values

Department of Nursing

Mission

Our mission is to promote quality nursing education through a dynamic curriculum and to cultivate requisite knowledge, sound clinical judgment, and a foundation for lifelong learning in students as they progress toward becoming competent, knowledgeable, caring nurses.

Vision

The Department of Nursing is committed to educating competent, knowledgeable, caring nurses who are well prepared to meet the needs of the profession in a dynamic health care environment. The department is focused on an excellent baccalaureate degree, while maintaining an associate degree option and educational advancement for licensed practical nurses and associate degree nurses. The department anticipates offering a master's degree to meet community needs.

Values

1. We are committed to the learning and success of our students. Student success is a measure of our success as nurse educators.
2. We believe that caring nurses promote the health of body, mind, and spirit with individuals, families and communities.
3. We are committed to serving our local, state and global communities. We promote and maintain positive relationships with our community partners. We promote health by educating nurses committed to work and service in their community.
4. We are dedicated to student-centered teaching. We value evidence-based teaching strategies and active, collaborative, experiential learning. Teaching and learning are a partnership in which students are ultimately responsible for their learning, and accountable for their nursing practice.
5. We encourage the pursuit of excellence through life-long learning. We expect our graduates to utilize sound clinical judgment and evidence-based nursing action.
6. We believe honor and integrity are essential in learning and in nursing practice, and we promote professional standards of practice.
7. We value collegial collaboration as well as the rights and responsibilities of academic freedom. We encourage thoughtful and civil discourse, recognizing that free exchange of informed ideas enhances individual and community decision-making.
8. We appreciate the diversity and the interconnectedness in our faculty, students, and in the communities in which we practice. We celebrate diversity within our community.

19 April 2007

Department of Nursing Curriculum

4 Domains of Instruction

1. Patient Centered Care
2. Inquiry and Reasoning
3. Roles and Collaboration
4. Quality and Safety

Definitions of Domains

Patient Centered Care: Includes holistic nursing and collaborative care for patients (e.g., individuals, families, and communities) with the patient being the center of nursing care.

Inquiry and Reasoning: Includes sound clinical judgment *and critical* reflection; the ability to access, use, and/or generate information to apply evidence in practice.

Roles and Collaboration: Includes personal commitment to the values and roles of the profession of nursing and the ability to work collaboratively within the healthcare team and coordinate among systems

Quality and Safety: Includes using evidence based nursing interventions and other actions at current practice standards and at all levels of healthcare processes that prevent or minimize problems or complications yielding improved outcomes.

Desired Outcomes

ADN	Patient Centered Care	Provide competent patient centered nursing care.
	Inquiry and Reasoning	Demonstrate sound clinical judgment in providing Evidence Based Care.
	Roles and Collaboration	Collaborate within the healthcare team through a variety of nursing roles.
	Quality and Safety	Apply principles of Quality and Safety in clinical practice.
BSN	Patient Centered Care	Provide proficient patient centered nursing care.
	Inquiry and Reasoning	Demonstrate critical reflection in providing <i>and managing</i> Evidence Based Care.
	Roles and Collaboration	Coordinate within the healthcare system.
	Quality and Safety	Manage principles of Quality and Safety in a variety of settings.

Faculty Organization Chart

POSITION DESCRIPTIONS

Level Lead

Position Summary

- Acts as liaison for the courses within a level with the Chair of the Department of Nursing and staff.
- Coordinates level activities (classroom and clinical) to ensure appropriate distribution of credit hours and facilitate teaching/learning.
- Facilitates problem solving within course, level, degree programs, and/or department.
- Schedules level meetings and ensures that level decisions and actions are documented in minutes.

Essential Functions, Major Duties, and/or Accountabilities

- Verify organization and publication of level syllabi and calendars according to guidelines established by the Curriculum Committee.
- Evaluate course and exam schedules within the level to ensure that the faculty expectations of students are realistic.
- Facilitate coordination of clinical assignments and schedule within the level to ensure that the schedule and faculty expectations of students are realistic.
- Facilitate ongoing curriculum development within the level.
- Facilitate program evaluation for each course within the level.

Faculty

Position Summary

- Teaches, plans and evaluates nursing curriculum
- Participates in planning, assessment and policy making function of faculty organization, and other assigned committees
- Provides clinical supervision and assesses students learning and performance

Essential Functions, Major Duties, and/or Accountabilities

- Teaches courses in nursing; plans, prepares and follows an approved course of study with measurable objectives for each course taught;
- Prepares instructional materials;
- Instructs, manages and supervises individuals and groups in classrooms, labs and clinical areas;
- Assesses instruction and learning;
- Recommends students for advancement and graduation;
- Maintains and submits accurate records and reports;
- Supervises extra-curricular activities as assigned;
- Maintains office hours for student consultation;
- Assists in maintaining an effective program;
- Maintains department equipment;
- Serves on committees;
- Participates in faculty meetings;
- Continues professional development;
- Maintains desirable and safe lab and classroom conditions;
- Performs all other duties as assigned.

Adjunct Faculty

Position Summary

- Teaches, plans and evaluates nursing curriculum
- Invited to attend Faculty Organization meeting and other committee meetings
- Provides clinical supervision and assesses students learning and performance

Essential Functions, Major Duties and/or Accountabilities

- Teaches courses in nursing; plans, prepares and follows an approved course of study with measurable objectives for each course taught;
- Prepares instructional materials as needed;
- Instructs, manages and supervises individuals and groups in classrooms, labs and clinical areas;
- Assesses instruction and learning;
- Follow-up of students;
- Recommends students for advancement ;
- Maintains and submits accurate records;
- Provides student consultation;
- Assists in maintaining an effective program;
- Maintains department equipment;
- May serve on committees;
- May attend faculty meetings;
- Continues professional development;
- Maintains desirable and safe lab and classroom conditions;

Chair of the Department of Nursing

Position Summary

- Manage and present the future needs related to the Nursing Program including faculty, budget and facilities.
- Instructs students in at least one nursing course per semester.

Essential Functions, Major Duties and/or Accountabilities

- Identify both human and fiscal resources for the nursing program and articulate needs to college administration.
- Suggest the appointment and assignment of faculty and classified staff to the appropriate administrator.
- Direct student admission, progression, retention and graduation activities.
- Oversee and guide articulation of the Nursing Program with other entities.
- Direct the planning, implementing, evaluating, and revising of nursing programs.
- Coordinate activities relative to continued State Board of Nursing approval, National League for Nursing Accreditation, Northwest Accreditation, and other college review activities.

STRATEGIC DIRECTIONS

Strategic directions are annually refined to guide the institution through its planning and budgeting processes. The first three strategic directions outline the dominant focus for the upcoming fiscal 2008-09 year. The final three strategic directions address other operational needs.

Strategic Direction One: Transition to Utah Valley University and establish long-term university goals

- Define and promote the role of a regional state university and the mission and brand of UVU
 - Develop quality master's degrees in education, nursing, and business
 - Enhance and promote academic/scholarly collaborations with peer institutions
 - Establish governmental/private sector partnerships for developing the region
 - Review and align academic and institutional policies with best practices of peer institutions
 - Mobilize alumni to identify with UVU and encourage their participation
1. Encourage donations to enhance enrollment and fulfill needs.
 2. Review and update department policies and procedures to align with the University status.
 3. Reallocate more resources into Bachelors Degree program while continuing a quality associate degree program.
 4. Continue community partnerships.

Strategic Direction Two: Provide a distinctive educational opportunity centered on students, scholarship, and regional engagement

- Expand resources to support communities of engaged learners who are stewards of place, people of integrity, and competent professionals
- Develop, assess and maintain programs and services that demonstrate and enhance the importance of teaching, learning, and scholarship
- Support faculty and staff scholarly and creative activities that align with student-centeredness and regional engagement
- Identify, build, and promote programs as centers of excellence
- Fully develop distance education, extended learning programs, summer programs, and satellite campuses/facilities

Department of Nursing Goals 2008-09

1. Explore potential service learning experiences in new courses.
2. Implement NURS 4410/441G Nursing in Global Perspective and submit for general education approval to meet global intercultural requirement
3. Encourage faculty to apply for internal and external grants.
4. Continue Senior Center Outreach project and other engaged learning activities.
5. Encourage faculty and students to participate in professional and paraprofessional organizations.

Strategic Direction Three: Provide programs and services to recruit and retain students with differing backgrounds, interests, and preparedness levels

- Assess, develop, and broaden the base and quality of associate and bachelor degree programs
- Promote campus-wide initiatives that foster student success and retention
- Promote the UVSC (UVU) experience among K-12 and transfer students
- Improve recruitment and retention of women, under-represented groups, and non-traditional students
- Develop and market programs to attract and retain high-achieving students
- Define and promote open enrollment and educational access at UVU

Department of Nursing Goals 2008-09

1. In order to maintain high standards, students continue the competitive entry into the nursing programs.
2. Assess whether implementing the TOEFL score has improved the success of international students.
3. Participate in career days in the High Schools around Utah.
4. Explore ways to identify and recruit the increasing population of minority groups.
5. Attend nursing conferences to recruit Masters of Science in Nursing students.

Strategic Direction Four: Manage and expand resources in support of UVSC's (UVU's) mission and future growth

- Continue to nurture the expanding role of community and private support
- Motivate community and alumni to provide resources to support excellence among students, faculty, and staff
- Develop, refine, and integrate campus master plans, including funding priorities, to direct the planning process for future growth

- Pursue the implementation of the campus facilities and information technology master plans
- Optimize learning and working environment for students, faculty, and staff

Department of Nursing Goals 2008-09

1. Continue to nurture the support from community partners, as well as to identify new community partners.
2. Optimize learning by continual updates of technology as well as nursing learning center resources by using many options for fund raising.
3. Continue partnership with the Utah Student Nurse Association with an active chapter of the Student Nurse Association at UVU.

Strategic Direction Five: Attract, retain, and develop exceptional student-centered faculty and staff consistent with UVSC's (UVU's) focus on students, scholarship and regional engagement

- Continue to implement a competitive market compensation plan
- Invest resources to hire qualified faculty and staff to support UVSC's (UVU's) mission
- Ensure adequate staff to support excellence in programs and services
- Support professional development and scholarly and creative works
- Fortify and promote endowed chairs and other magnet scholar programs
- Enhance training programs for faculty and staff

Department of Nursing Goals 2008-09

1. Maintain National League of Nursing Accreditation for the Associate in Science in Nursing and the Bachelor of Science in Nursing degree programs. Look forward to meet accreditation for Masters of Science in Nursing program.
2. Perform national searches for qualified nursing faculty
3. Continue to participate with the State Nursing Academic Leadership Committee to lobby for nursing initiatives
4. Enhance faculty development by continuing funds for each faculty member.
5. Invite a national nurse education leader to Utah Valley University for an education conference.
6. Request funding for one more full time administrative assistant to help students with education needs.
7. Continue working relationship with pre-nursing advisor.
8. Enhance mentoring programs for new faculty.

Strategic Direction Six: Foster a culture of professionalism, collaboration, communication, and transparency

- Emphasize a commitment to professionalism, respect, and civil discourse appropriate to a public university
- Refine the PBA process to foster inter-disciplinary collaboration and to improve accountability and involvement
- Increase transparency in campus systems and processes to improve understanding of decision making
- Establish a transparent process for space allocation
- Improve external communications regarding UVSC's (UVU's) quality of students, faculty, staff, and systems
- Assess and improve campus communication and feedback processes

Department of Nursing Goals 2008-09

1. Continue yearly publication of UVU Department of Nursing alumni magazine (the Pulse).
2. Utilize established Advisory Committee for sharing and obtaining recommendations from community partners.
3. Explore ways to increase membership and interest in the nursing Alumni Association.
4. Invite Dean of the College of Science and Health to attend Faculty Organization Meetings for updates related to University and College functions.
5. Continue nursing representation on the University Senate and other University Committees.

PROGRAM EVALUATION AND OUTCOMES ASSESSMENT

The Program Evaluation Committee has been actively involved in evaluating student success in their courses of study and the effectiveness of the nursing programs. They have also worked with all other committees in development of outcomes measures for the new curriculum and programs. Over the past four years the following evaluation methods have been revised:

1. Program Satisfaction
 - a. ADN
 - b. BSN
2. Employment rates
3. Clinical Site Evaluation

Plans are ongoing to review, adjust and improve the following evaluation tools within the next year:

1. BSN program satisfaction
2. Student Clinical Skills (which will include critical thinking, communication ability, and therapeutic nursing interventions)
3. Student Outcomes based on Patient Centered Care, Inquiry and Reasoning, Roles and Collaboration and Quality and Safety.

The university has an active program of assessing educational outcomes through the Outcomes Assessment Committee. The Department of Nursing reports to the Outcomes Assessment Committee of the College of Science and Health. The department representative to the college committee is also a member of the department's Program Evaluation Committee which assures coordination and improves communication. The Outcomes Assessment criteria and measures for the Department of Nursing are outlined below. The components of the Department of Nursing Outcomes Assessments for the associate and bachelor degree levels are detailed in the following paragraphs. As the new curriculum is developed, additional outcome measures will be added.

Associate Degree in Nursing

1. **Nursing students will attain knowledge and skill sets in the current practice and trends of nursing, measured each semester and reported annually.**
 - A. 90% of graduating students will pass the NCLEX examination on their first try.
 - B. 80% of students in NURS 2110 will pass HESI exam at the acceptable level
 - C. 90% of students will describe satisfaction with the following:
 - 1) I feel confident about my ability to practice in clinical settings.
 - 2) The nursing program prepared me to take the NCLEX-RN.

- 3) The nursing program prepared me to become a professional nurse.
- 4) The nursing program was relevant to current nursing practice.
- 5) Overall Satisfaction with the Department of Nursing

2. Nursing students will develop professional ethics, values and accountability while enrolled in the Nursing Program, measured each semester and reported annually.

A. 90% of students will describe satisfaction with following:

- 1) The clinical faculty were positive role models of professional nursing.

3. The teaching and learning environment is conducive to student academic achievement measured each semester and reported annually.

A. 90% of students will describe satisfaction with the following:

- 1) The syllabus clearly described what was expected of me.
- 2) The program progressed logically.
- 3) The faculty were knowledgeable.
- 4) Faculty effectively used technology.
- 5) Faculty effectively explained essential concepts.
- 6) Faculty made an effort to make topics interesting.
- 7) Faculty are fair.
- 8) Faculty had reasonable expectations.
- 9) Students were comfortable asking questions.
- 10) Students had positive professional interactions with faculty.
- 11) The classroom had ample space.
- 12) The classroom was comfortable.
- 13) Lab equipment was up-to-date.
- 14) Lab equipment was in good repair.
- 15) Sufficient lab equipment.
- 16) Lab had ample space.
- 17) Library resources were adequate.

B. 90% of students who desire employment upon graduation will be employed.

C. 90% of students who enroll in the nursing program will graduate from the program within two years.

4. Nursing students will have adequate support and sufficient numbers and varieties of experiences measured each semester and reported annually.

- A. 90% of students will state overall satisfaction with clinical placements on clinical placement evaluation tool.
 - B. 90% of students will describe satisfaction with the following:
 - 1) Faculty work collaboratively with each other.
 - 2) Students were respected by the faculty.
 - 3) Students were respected by the nursing staff in the clinical setting.
 - 4) Faculty encouraged learning.
 - 5) Students felt trusted by faculty.
- 5. Curriculum provides for attainment of knowledge and skill sets in communication measured each semester and reported annually.**
- A. Students will average 850 in Therapeutic Communications on the HESI exam.
 - B. 90% of students will describe satisfaction with the following:
 - 1) The nursing program helped improve communication skills.
- 6. Curriculum provides for attainment of knowledge and skill sets in critical thinking measured each semester and reported annually.**
- A. Students will average 850 in Critical Thinking on the HESI exam.
 - B. 90% of students will describe satisfaction with the following:
 - 1) The program enhanced problem solving skills.
- 7. Curriculum provides for attainment of knowledge and skill sets in therapeutic nursing interventions measured each semester and reported annually.**
- A. Students will average 850 in Therapeutic Nursing Interventions on the HESI exam.
 - B. 90% of students will describe satisfaction with the following:
 - 1) The program prepared students to use the nursing process in clinical practice.

Bachelor of Science in Nursing

- 1. Nursing students will utilize the nursing process and critical thinking to provide safe, effective nursing care for individuals, families, groups and the community across the continuum of health promotion to health maintenance and restoration in structured and unstructured health care settings. To be measured each semester and reported annually.**
- A. 90% of students enrolled in NURS 4020 and 4030 will score an average of three points or more on the *Clinical Evaluation Tool* in the identified sections.
 - B. 90% of students enrolled in NURS 4020 and 4030 will rate themselves with an average of three

- points or more on the *Clinical Evaluation Tool* in the identified sections.
- C. 90% of students enrolled in NURS 4050 will receive a passing grade on their *Senior Project*.
- 2. Nursing students will manage nursing care for individuals, families, groups, and the community using various members of the healthcare team in structured and unstructured health care settings. To be measured each semester and reported annually.**
- A. 90% of students enrolled in NURS 4020 and 4030 will score an average of three points or more on the *Clinical Evaluation Tool* in the identified sections.
- B. 90% of students enrolled in NURS 4020 and 4030 will rate themselves with an average of three points or more on the *Clinical Evaluation Tool* in the identified sections.
- C. 90% of students enrolled in NURS 4020 will receive a passing grade on their *Community Project*.
- 3. Nursing students will integrate therapeutic communication in the nursing care of individuals, of families, of groups, and in communities within structured and unstructured health care settings. To be measured each semester and reported annually.**
- A. 90% of students enrolled in NURS 4020 and 4030 will score an average of three points or more on the *Clinical Evaluation Tool* in the identified sections.
- B. 90% of students enrolled in NURS 4020 and 4030 will rate themselves with an average of three points or more on the *Clinical Evaluation Tool* in the identified sections.
- C. 90% of students enrolled in NURS 4050 will receive a passing grade on their *Oral Presentation*.
- 4. Nursing graduates will be employed in nursing measured each semester and reported annually.**
- A. 90% of all graduates who desire to be employed as registered nurses (RNs) will be employed within six months of graduation.
- 5. Nursing graduates will report satisfaction with the nursing program measured and reported annually.**
- A. 80% of graduates will report an overall satisfaction with the Nursing Program on the graduation surveys.
- 6. Nursing students will successfully complete the Nursing Program measured each semester and reported annually.**
- A. 90% of students who are accepted to nursing will complete their program of study within two years of their projected completion date.

Policies and Procedures

You can find the policy and procedures for the University at: <http://www.uvu.edu/policies/officialpolicy/>

The Departments policies and procedures are found at:

<http://www.uvu.edu/csh/nursing/about/policies.html>

The following policies, procedures, and position descriptions may be especially helpful for you.

Bylaws_ADHOC Committee	Position Description_Adjunct Faculty
Bylaws_Admissions Committee	Position Description_Administrative Assistant II
Bylaws_Advisory Committee	Position Description_Administrative Assistant III
Bylaws_Curriculum Committee	Position Description_Advisor
Bylaws_Faculty Org	Position Description_Associate Chair
Bylaws_Masters Committee	Position Description_Chair
Bylaws_Program Evaluation	Position Description_Faculty
Bylaws_RTP Committee	Position Description_Level Lead
Bylaws_Standing Committee	Student Policy_Academic Honesty
Bylaws_Strategic Directions	Student Policy_Advanced Entry
Faculty Policy_Annual Report of Faculty Activity	Student Policy_Application & Selection
Faculty Policy_BLS	Student Policy_BLS
Faculty Policy_Criminal Background Check	Student Policy_Clearance for Registration
Faculty Policy_Drug screen	Student Policy_Clinical Attendance
Faculty Policy_Faculty Evaluation	Student Policy_Criminal Background Check
Faculty Policy_Faculty Professional Funds	Student Policy_Drug Screen
Faculty Policy_Immunizations	Student Policy_Eligibility Requirements
Faculty Policy_Office Schedules	Student Policy_Event Report
Faculty Policy_Ordering Lab Supplies	Student Policy_Exit Exam
Faculty Policy_Outcomes Assessment	Student Policy_Grading
Faculty Policy_Plans and Report of Conference Attendance	Student Policy_Health Insurance
Faculty Policy_Rank Advancement	Student Policy_Immunizations
Faculty Policy_Scheduling Nursing Learning Center	Student Policy_Invasive Procedures
Faculty Policy_Select of Chair	Student Policy_Late Exams and Assignments
Faculty Policy_Sharps Containers Disposal	Student Policy_Medical Release
Faculty Policy_Teaching and Level Lead	Student Policy_Patient Privacy & Confidentiality
Faculty Policy_Tenure	Student Policy_Physical Examination
	Student Policy_Preceptored Clinical
	Student Policy_Proctored Exam
	Student Policy_Professional Conduct
	Student Policy_Progression requirements
	Student Policy_Returning after Absence
	Student Policy_Student Nurse Association
	Student Policy_Transfer Students
	Student Policy_Uniform Code
	Student Policy_Use of Nursing LC Materials

These forms may also be helpful. You can find them at the same website.

Annual Report Form_Admissions Committee	Form_Application for Reentry
Annual Report Form_ASN Course	Form_Conference Attendance Report
Annual Report Form_BSN Course	Form_Confidentiality and Consent
Annual Report Form_Curriculum Committee	Form_Essential Performance Requirements
Annual Report Form_MSN Committee	Form_Exception Request
Annual Report Form_Program Evaluation	Form_Peer Evaluation
Annual Report Form_RTP Committee	Form_Plans for Conference Attendance
	Form_Proctored Examination
	Form_Purchase Request
	Form_Request to Change Course Materials
	Form_Risks and Hazards Statement
	Form_Student Health Status Report
	Form_Unsafe or Unprofessional Behavior

Overview of Programs

UVU has a Bachelors of Science in Nursing degree. Students have the option to step out of the program after completion of Levels I, II and Nursing 3400. They are eligible to sit for the NCLEX examination and receive an Associate Degree in Nursing. The following table lists the courses in the Department of Nursing.

Level I – Foundation		
Includes all prerequisite courses, including NURS 1400 & ZOOL 2420		
NURS 2300	Nursing Health Assessment	3:2:3
NURS 2310	Nursing Pharmacology	3:3:0
NURS 2320	Nursing Interventions	3:1:6
NURS 2400	Clinical Reasoning in Nursing	2:2:0
Level IIA – Application		
NURS 2410	Nursing Care of Adults with Common Disorders	4:2:6
NURS 2420	Nursing Care of Older Adults	2:2:0
NURS 2430	Nursing Care of Persons with Psychiatric Disorders	3:2:3
ZOOL 4400	Pathophysiology	4:4:0
Level IIB – Application		
NURS 3300	Health Promotion and Health Teaching in Nursing	2:2:0
NURS 3310	Nursing Care of Child-Bearing Families	2:1:3
NURS 3320	Nursing Care of Child-Rearing Families	2:1:3
NURS 3330	Nursing Care of Persons with Complex Disorders	4:2:6
MATH 2040	Principles of Statistics	4:4:0
Level III – Professional		
NURS 3400	Nursing Care Coordination and Management	3:1:6
NURS 3410	Professional Standards of Nursing	1:1:0
NURS 4300	Nursing Theory	2:2:0
NURS 4310	Nursing Research	3:3:0
NURS 4320	Nursing in the Community	4:2:6
Level IV – Synthesis		
NURS 4330	Nursing in Health Systems and Policy	3:3:0
NURS 4400	Nursing Leadership	4:2:6
NURS 4410	Nursing in Global Perspective	3:3:0
NURS 4420	Senior Seminar in Nursing	3:3:0
NURS 4430	Senior Project in Nursing	3:1:6
*NURS 481R	Internship in Nursing	variable
*NURS 489R	Undergraduate Research in Nursing	variable
*NURS 490R	Special Topics in Nursing	variable
*NURS 495R	Independent Study in Nursing	variable

Plans are ongoing to begin a Masters of Science in Nursing program during Fall 2009.

Curriculum Content and Processes Map

The Department of Nursing Curriculum Committee and Faculty Organization have the Curriculum Content and Processes Map under review. The template follows:

NURS 1400 (Introduction to Nursing)

2:2:0

Explores careers in nursing, introduces nursing roles in promoting, maintaining and restoring health. Identifies key aspects of nursing practice in context of health care trends, including clinical judgment, relationship skills, and ability to access and evaluate health care literature.

Course Objectives NURS 1400	Course Content (e.g., prototype diagnoses, emphases)	Course Processes (e.g., skills or abilities)
<p>1 - Discuss career opportunities and educational preparation in nursing.</p> <p>2 - Search, retrieve and evaluate health-related literature.</p> <p>3 - Identify approaches to promote, maintain and restore health.</p> <p>4 - Identify and use basic therapeutic communication and relationship skills.</p> <p>5 - Discuss significant historical and current trends in nursing.</p> <p>6 - Perform selected basic health assessment skills.</p>	<ul style="list-style-type: none"> • Nursing Process • Nursing Roles: provider and manager of care, member of a profession • Health promotion, maintenance, and restoration • Communication • Defining health • Nursing program admission processes • Characteristics of effective nurses • UVU library resources and scholarly publications • Employment opportunities for nurses 	<ul style="list-style-type: none"> • Formal and informal writing (extemporaneous and planned) • Presentation skills • Group work