

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-35a.	AP-1/22/08	App-2/26/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Department of Nursing and Allied Health	Phone 724-357-3257

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion
 Course Revision Course Number and/or Title Change Catalog Description Change

NURS 337 Adult Health I Clinical	
<u>Current</u> Course prefix, number and full title	<u>Proposed</u> course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)
 This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision
 New Minor Program New Track

<u>Current</u> program name	<u>Proposed</u> program name, if changing
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4. Approvals		Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	12/3/07
Department Chair(s)	<i>Dr. Michele Demuda</i>	12/3/07
College Curriculum Committee Chair	<i>Elizabeth Palmer</i>	12/10/07
College Dean	<i>Barbara P. Zoni</i>	12-19-07
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail Sedwist</i>	2/06/08

* where applicable

Received
FEB 11 2008
Liberal Studies

Received
FEB 06 2008
Liberal Studies

Received
JAN 17 2008
Liberal Studies

Part II. Description of Curriculum Change

1. New Syllabus of Record

I. Course Description

NURS 337 Adult Health Clinical I

**0 lecture hours
15 lab hours
5 credit hours
(0c- 15l- 5cr)**

Prerequisites: FDNT 212, NURS 236, or permission

Pre or corequisites: NURS 316

Corequisite: NURS 336

Provides students with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify discharge-planning needs, and differentiate between collaborative and independent nursing activities.

II. Course Objectives

At the conclusion of the course the student will be able to:

1. Perform a comprehensive nursing assessment on individuals/families with acute and chronic health problems in a variety of clinical settings
2. Integrate knowledge of pathophysiology into clinical practice
3. Utilize the nursing process to provide primary prevention/intervention with adults and aging families and secondary prevention/intervention with adults
4. Demonstrate core values, knowledge, and skills in a variety of clinical settings
5. Function as a member of the health care team
6. Identify clinical issues in need of nursing research
7. Demonstrate behaviors consistent with professional nursing standards

III. Course Outline

Week 1	<ul style="list-style-type: none"> A. Expansion of health assessment skills in adults with acute and chronic illness B. Sites <ul style="list-style-type: none"> 1. Outpatient clinics 2. Physician / Nurse practitioner offices 3. Aging Centers 4. Prison 5. Transitional care units 6. In-patient hospital units 	15 hrs
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Weeks 2-8	<ul style="list-style-type: none"> A. Nursing management of the adult with a chronic or acute illness B. Clinical Sites <ul style="list-style-type: none"> 1. In-patient hospital units 2. Nursing homes 3. Home care agencies 4. Aging centers C. Other assignments <ul style="list-style-type: none"> 1. Pairing with senior students for family assessment/interventions 	104 hrs.
Mid-term Exam		1 hr.
Weeks 9-10	<ul style="list-style-type: none"> A. Nursing management of the surgical patient <ul style="list-style-type: none"> 1. In-patient hospital units 2. Short-stay/outpatient surgery units 3. Home care agencies 	30 hrs.
Weeks 11-12	<ul style="list-style-type: none"> A. Patient/family education B. Development and implementation of teaching plan <ul style="list-style-type: none"> 1. Medication regime 2. Therapeutic diets 3. Prevention of complications 4. Promotion of health 	30 hrs
Weeks 13-14	<ul style="list-style-type: none"> A. Discharge planning/community care B. Cultural issues <ul style="list-style-type: none"> 1. Patient follow up (telephone call, office or clinic visit) 2. Connection with international student 3. Discharge planning rounds 4. Rounds with one other member of the health care team 5. Wellness activities in the community setting <ul style="list-style-type: none"> Adelphi Village Prison St. Andrew's Village Employees of businesses University community Residence Halls, HUB 	30 hrs.

Note: Research utilization is incorporated into assignments at many of the clinical sites.

Finals Week **Final Exam**

IV. Evaluation Methods*

The grade for this course will be calculated based on:

1. **The grade (P/F) in clinical performance, including:**
 - a. Written assignments
 - b. Clinical competencies
 - c. Appropriate professional behavior

2. **50% Mid-term exam (multiple choice nursing process questions)**
3. **50% Final exam (multiple choice)**

V. Grading scale:

- | | |
|---|--|
| A | 90-100% + Pass in clinical performance |
| B | 80-89% + P |
| C | 70-79% + P |
| D | 60-69% + P |
| F | Less than 60% or F in clinical performance |

***To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exam and satisfactorily complete all assignments.**

Clinical Competencies

To pass clinical performance the student must demonstrate competency in all of the following areas:

1. *Wound management
2. Oxygen therapy
3. Specimen collection
4. *Insertion of indwelling urinary catheter and care
5. Medication administration (oral, topical, subcutaneous, intradermal)
6. Management of IV therapy (includes fluid therapy and principles of Patient Controlled Analgesia)
7. *Ostomy management
8. *Nasogastric feeding / tube management
9. Assessment/intervention for acute pain
10. Identification of adventitious breath sounds
11. Comprehensive health assessment of the acutely ill patient
12. Teaching therapeutic diets (low salt, low fat, and diabetic diets)

Content will be provided through CAI, written module, video, post conference, or other appropriate methods.

*** These competencies may be completed in the learning lab**

Opportunities for competency testing will be available throughout the semester

VI. Course Attendance Policy

Attendance is required. See department's Student Information Handbook for details about attendance in a clinical course and health cautions.

VII. Required Textbooks:

Cox, H.C., Hinz, M.D., Lubno, M.A, Scott-Tilley, D., Newfield, S.A., Slater, M.M., et al. (2002). *Clinical applications of nursing diagnosis* (4th ed.). Philadelphia: F.A. Davis.

Fishbach, F. (2004). *A manual of laboratory and diagnostic tests* (7th ed.) Philadelphia: Lippincott.

Karch, A.M. (2003). *Focus on nursing pharmacology* (2nd ed.). Philadelphia: Lippincott, Williams & Wilkins.

- Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2004). *Medical-surgical nursing: Assessment and management of clinical problems* (6th ed.). St. Louis: Mosby.
- O'Brien, P. (2004). *Study guide to accompany medical-surgical nursing*. Mosby: St. Louis.
- Spratto, G.R. & Woods, A.L. (2005). 2005 Edition *PDR: Nurses' drug handbook*. New Jersey: Medical Economics.

Optional Textbooks:

- Dirksen, S.R., Lewis, S.M. & Heitkemper, M.M. (2004). *Clinical companion to medical-surgical nursing* (3rd ed.). St. Louis: Mosby.
- Giddens, J. (2005). *Virtual clinical excursions for medical-surgical nursing*. St. Louis: Mosby.
- Myers, E. (2003). *RNotes nurse's clinical pocket guide*. Philadelphia: F.A.Davis.

VIII. Special Resource Requirements

All nursing students are responsible for and required to have the following:*

1. Current CPR certification
2. Professional liability insurance
3. Health requirements
4. Student uniforms and physical assessment equipment
5. Clearance papers
(Criminal Record Check and Child Abuse; Act 34 and 151 Clearance forms)
6. Clinical agencies requirements

***Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items.**

Students will not be permitted to attend clinical without meeting these requirements.

IX. Bibliography

The Surgical Patient

- Brenner, Z.R. (1999). Preventing postoperative complications. *Nursing*, 29(10), 34-39.
- Dunn, D. (2004). Preventing perioperative complications in an older adult. *Nursing*, 34(11), 36-41.
- Edmonds, S. (1999). Understanding asepsis...CPD article: No. 495. *Nursing Standard*, 13, 56.
- Gascoigne, L. (1999). "All washed up": Proper hand-washing. *Nursing*, 29, 9-10.
- Moz, T. (2004). Wound dehiscence and evisceration. *Nursing*, 34(5), 88.
- Rhodes, V.A. (1999). Bracelets have no place in the clinical setting. *Clinical Journal of Oncology Nursing*, 3, 4.
- Xavier, G. (1999). Asepsis. *Nursing Standard*, 13(36), 49-53.

The Patient with Cardiovascular Disease

Fullard, E. (1999). New guidelines for the treatment of CHD. *Practice Nurse*, 18, 106,108, & 110.

Woods, A. (2004). Loosening the grip of hypertension. *Nursing*, 34(12), 36-43.

Woods, A.D. (2001). Improving the odds against hypertension. *Nursing*, 31(8), 36-41.

The Patient with Diabetes

Fain, J.A. (2003). Unlock the mysteries of insulin therapy. *Nursing*, 34(3), 41-43.

Glaser, V. (1999). Bringing a team effort to diabetes care. *Patient Care Nurse Practitioner, Diabetes Supplement*, 7-13, 20-22.

Halpin-Landry, J.E. & Goldsmith, S. (1999). Feet first: Diabetes care. *American Journal of Nursing*, 99(2), 26-34.

Patient education. Your diabetes medication. (1999). *Nurse Practitioner: American Journal of Primary Health Care*, 22, 24.

The Patient with Respiratory Disorders

King, A.B. (1999). Accurately interpreting PPD skin test results. *Nurse Practitioner: American Journal of Primary Health Care*, 24, 144, 146-147.

Koschel, M.J. (2004). Pulmonary embolism. *American Journal of Nursing*, 104(6), 46-50.

The Patient with Cancer

Camp, Sorrell D. (1999). Surviving the cancer, surviving the treatment: Acute cardiac and pulmonary toxicity. *Oncology Nursing Forum*, 26, 983-990.

Corner, J. (1999). Guest editorial. Cancer nursing: A leading force for health care. *Journal of Advanced Nursing*, 29, 275-276.

Held-Warmkessel, J. (2005). Managing critical cancer complications. *Nursing*, 35(1), 58-63.

Leslie, N.S. & Leight, S.B. (1999). Clinical assessment of a breast mass: A case study. *Clinical Excellence for Nurse Practitioners*, 3, 149-153.

The Patient with Elimination Problems

Bowers, S. (2000). All about tubes: Your guide to enteral feeding devices. *Nursing*, 30(12), 41-47.

The Patient with Pain

Bines, A. & Paice, J.A. (2005) Are your pain management skills up-to-date? *Nursing*, 35(1), 36-37.

Lafleur, K.J. (2004). Taking the fifth (vital sign). *RN*, 67(7), 30-37.

Schaffer, S.D. & Yucha, C.B. (2004). Relaxation and pain management. *American Journal of Nursing*, 104(8), 75-82.

Medications and Intravenous Therapy

Cohen, H, Robinson, E. & Mandrock, M. (2003). Getting to the root of medication errors. *Nursing*, 33(9), 36-45.

Satarawala, R. (2000). Legal perils of IV therapy. *Nursing*, 30(8), 44-47.

Part II.**2. Summary of Proposed Revisions**

Delete the last sentence in the course description, “Service learning is a component of the course.”

3. Justification

The term service learning appears in two course descriptions in the current curriculum, NURS 212 Professional Nursing I and NURS 337 Adult Health Clinical I. Faculty in the department prefer to delete reference to service learning in course descriptions. This will allow faculty the option of incorporating service learning into these courses, consistent with all other courses in the curriculum.

Part II. 4. Old Syllabus of Record

NURS 337 Adult Health Clinical I

0 lecture hours
15 lab hours
5 credit hours
(0c- 15l- 5cr)

Prerequisites: FDNT 212, NURS 236, or permission

Pre or corequisites: NURS 316

Corequisite: NURS 336

Provides students with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasizes increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students function as a member of the health care team, identify discharge-planning needs, and differentiate between collaborative and independent nursing activities. Service learning is a component of the course.

II. Course Objectives

At the conclusion of the course the student will be able to:

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- B. Clinical Sites
 - 1. In-patient hospital units
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- C. Other assignments
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Mid-term Exam		1 hr.
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Jaffe, M. & McVan, B. (1997). Davis's laboratory and diagnostic test handbook. Philadelphia: Davis.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2000). Medical-surgical nursing: Assessment and management of clinical problems (5th ed.). Mosby: St. Louis.

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Rhodes, V.A. (1999). Bracelets have no place in the clinical setting. Clinical Journal of Oncology Nursing, 3, 4.

Skewes, S. (1996). Skin care rituals that do more harm than good. American Journal of Nursing, 96(10), 33-35.

Sandler, R. (1995). Restraining devices. RN, 95(7), 34-35.

Xavier, G. (1999). Asepsis. Nursing Standard, 13(36), 49-53.

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Fullard, E. (1999). New guidelines for the treatment of CHD. Practice Nurse, 18, 106,108, & 110.

Happ, M.B., Naylor, M.D., & Roe-Prior, P. (1997). Factors contributing to rehospitalization of elderly patients with heart failure. Journal of Cardiovascular Nursing, 11(4), 75-83.

Russell, C.K., Geraci, T., Hooper, A., Shull, L., & Gregory, D.M. (1998). Patients' explanatory models for heart failure and COPD exacerbations. Clinical Nursing Research, 7(2), 24-28.

The Patient with Diabetes

Glaser, V. (1999). Bringing a team effort to diabetes care. Patient Care Nurse Practitioner, Diabetes Supplement, 7-13, 20-22.

Halpin-Landry, J.E. & Goldsmith, S. (1999). Feet first: Diabetes care. American Journal of Nursing, 99(2), 26-34.

Paterson, B.L., Thorne, S., & Dewis, M. (1998). Adapting to and managing diabetes. Image: Journal of Nursing Scholarship, 30(1), 57-63.

Patient education. Your diabetes medication. (1999). Nurse Practitioner: American Journal of Primary Health Care, 24, 22.

Winslow, E.H. (1998). Explaining benefits of tight glycemic control. American Journal of Nursing, 98(4), 66-68.

The Patient with Respiratory Disorders

Harris, R.S. (1998). The integration of a tuberculosis control plan into a standard of care for tuberculosis. MedSurg Nursing, 7(1), 19-28.

Helmlinger, C. (1998). ANA works with OSHA to protect nurses from TB. American Journal of Nursing, 98(2), 16-17.

King, A.B. (1999). Accurately interpreting PPD skin test results. Nurse Practitioner: American Journal of Primary Health Care, 24, 144, 146-147.

Owen, A. (1998). Respiratory assessment revisited. Nursing, 28(4), 48-50.

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Camp, Sorrell D. (1999). Surviving the cancer, surviving the treatment: Acute cardiac and pulmonary toxicity. Oncology Nursing Forum, 26, 983-990.

Corner, J. (1999). Guest editorial. Cancer nursing: A leading force for health care. Journal of Advanced Nursing, 29, 275-276.

Leslie, N.S. & Leight, S.B. (1999). Clinical assessment of a breast mass: A case study. Clinical Excellence for Nurse Practitioners, 3, 149-153.

The Patient with Elimination Problems

Dodson, A.L. (1997). AHCPR's urinary incontinence caregiver guide. Nursing Homes, 46(2), 28-31.

Goldsmith, C. (1998). Gastroesophagela reflux disease. American Journal of Nursing, 98(9), 44-46.