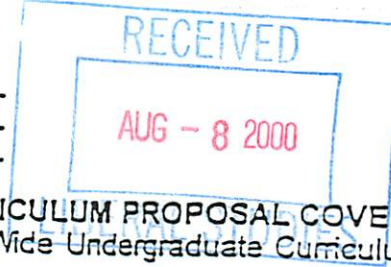


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**CURRICULUM PROPOSAL COVER SHEET**  
University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Marie Twal Phone 7-3259  
Department Nursing and Allied Health Professions

**II. PROPOSAL TYPE (Check All Appropriate Lines):**

**COURSE** Adult Health Clin. I  
Suggested 10 character title  
 **New Course\*** NURS 337 Adult Health Clinical I  
Course Number and Full Title  
 **Course Revision** \_\_\_\_\_  
Course Number and Full Title  
 **Liberal Studies Approval -** \_\_\_\_\_  
**for new or existing course** Course Number and Full Title  
 **Course Deletion** \_\_\_\_\_  
Course Number and Full Title  
 **Number and/or Title Change** \_\_\_\_\_  
Old Number and/or Full Old Title  
New Number and/or Full New Title

**Course or Catalog Description Change** \_\_\_\_\_  
Course Number and Full Title

**PROGRAM:**  Major  Minor  Track  
 **New Program\*** \_\_\_\_\_  
Program Name  
 **Program Revision\*** \_\_\_\_\_  
Program Name  
 **Program Deletion\*** \_\_\_\_\_  
Program Name  
 **Title Change** \_\_\_\_\_  
Old Program Name  
New Program Name

**III. Approvals (signatures and date)**

Marie E. Twal 2-25-00  
Department Curriculum Committee

James W. Wrensch 2-25-00  
Department Chair

Marv P. Smith 7/14/00  
College Curriculum Committee

Barbara P. Zoni 15 July 00  
College Dean

+ Director of Liberal Studies (where applicable)

\* Provost (where applicable)

**NURS 337 Adult Health Clinical I**

**0c-15l-5sh**

**Prerequisites:** NURS 212, 213, 214,236; BIOL 241; PHYS 151/161

**Prerequisite or corequisites:** NURS 316

**Corequisites:** NURS 336

Students are provided with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasis is placed on increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students will 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.

## I. Course Description

### NURS 337 Adult Health Clinical I

**0 lecture hours**  
**15 lab hours**  
**5 semester hours**  
**(0c- 15l- 5sh)**

**Prerequisites:** NURS 212, 213, 214,236; BIOL 241; PHYS 151/161

**Pre or corequisites:** NURS 316

**Corequisites:** NURS 336

Students are provided with opportunities to apply the nursing process with adults and aging families in a variety of settings. Emphasis is placed on increasing the student's ability to perform comprehensive health assessments and to use assessment data to identify problems, intervene and evaluate care. Students will 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:

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	A. Expansion of health assessment skills in adults with acute and chronic illness B. Sites 1. Outpatient clinics 2. Physician / Nurse practitioner offices 3. Aging Centers 4. Prison 5. Transitional care units 6. In-patient hospital units	15 hrs
Weeks 2-8	A. Nursing management of the adult with a chronic or acute illness	104 hrs.

- B. Clinical Sites
  - 1. In-patient hospital units
  - 2. Nursing homes
  - 3. Home care agencies
  - 4. Aging centers
- C. Other assignments
  - 1. Pairing with senior students for family assessment/interventions

<b>Mid-term Exam</b>		1 hr.
Weeks 9-10	A. Nursing management of the surgical patient <ul style="list-style-type: none"> <li>1. In-patient hospital units</li> <li>2. Short-stay/outpatient surgery units</li> <li>3. Home care agencies</li> </ul>	30 hrs.
Weeks 11-12	A. Patient/family education B. Development and implementation of teaching plan <ul style="list-style-type: none"> <li>1. Medication regime</li> <li>2. Therapeutic diets</li> <li>3. Prevention of complications</li> <li>4. Promotion of health</li> </ul>	30 hrs
Weeks 13-14	A. Discharge planning/community care B. Cultural issues <ul style="list-style-type: none"> <li>1. Patient follow up (telephone call, office or clinic visit)</li> <li>2. Connection with international student</li> <li>3. Discharge planning rounds</li> <li>4. Rounds with one other member of the health care team</li> <li>5. Wellness activities in the community setting             <ul style="list-style-type: none"> <li>Adelphoi Village</li> <li>Prison</li> <li>St. Andrew's Village</li> <li>Employees of businesses</li> <li>University community</li> <li>Residence Halls, HUB</li> </ul> </li> </ul>	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)

#### 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**

#### V. Required Textbooks:

Deglin, J.H., & Vallerand, A.H. (1999). Davis's drug guide for nurses (6<sup>th</sup> ed.). Philadelphia: Davis.

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 (5<sup>th</sup> ed.). Mosby: St. Louis.

O'Brien, P. (2000). Study guide to accompany medical-surgical nursing. Mosby: St. Louis.

## VI. 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.

## VI. Bibliography

### The Surgical Patient

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.

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.

### The Patient with Cardiovascular Disease

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.

#### **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.

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). Gastroesophageal reflux disease. American Journal of Nursing, 98(9), 44-46.

**COURSE ANALYSIS QUESTIONNAIRE**  
**NURS 337 Adult Health Clinical I**

**Section A: Details of the Course**

- A1 This course will fit into the junior year of the Bachelor of Science degree in the Nursing program. It is a required course for students in the major.
- A2 This course is part of the curriculum revision in the Nursing program.
- A3 This course has never been offered at IUP.
- A4 This course is not intended to be offered as a dual-level course.
- A5 This course is not intended to be taken for variable credit.
- A6 This material on adult health nursing would be included in other baccalaureate nursing programs.
- A7 The skills and content in this course are necessary to practice nursing in an adult health setting (Commission on Collegiate Nursing Education, State Board of Nursing Professional and Vocational Standards.) The information taught in this course is consistent with the test plan for the licensing exam for nursing (NCLEX-RN).

**Section B: Interdisciplinary Implications**

- B1 Each section of this course will be taught by one faculty member within the Nursing Department who has clinical expertise in adult health nursing.
- B2 This course does not overlap with any other courses at the University.
- B3 No seats in the course will be reserved for students in Continuing Education.

**Section C: Implementation**

- C1 No new faculty are needed to teach this course.
- C2 Other Resources
- a. Current space allocations are adequate to offer this course
  - b. Currently Stapleton Library subscribes to a number of nursing journals that would be helpful for students in this course. These journals include: American Journal of Nursing, RN, Nurse Educator, Nursing, Cancer Nursing, Geriatric



Nursing, and Nursing Clinics of North America. In addition, the Department of Nursing and Allied Health Professions receives subscriptions to other journals which might be useful to students in the course. These journals include: Research in Nursing and Health, Journal of Professional Nursing, and Journal of Nursing Scholarship. The library also has a holding of references related to nursing. Periodic updates of these holdings are necessary. The department currently has a mechanism in place for identifying needs for updated texts in priority order and recommending future purchases for the library holdings.

c. This clinical courses will be taught in affiliating agencies and sites.

- C3 No grant funds are associated with this course
- C4 This course will be offered in both the Fall and Spring semesters.
- C5 Four sections of the course will be offered at a time.
- C6 Forty students will be accommodated in these sections (10/section.)
- C7 Size of clinical group is based on the nature of the clinical experiences, the limitations established by the affiliating agencies, and guidance by the Pennsylvania State Board of Nursing.