

LSC Use Only Proposal No:  
LSC Action-Date:

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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete all information. Use a separate cover sheet for each course proposal and/or 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

Current course prefix, number and full title: NURS 337 Adult Health Clinical I

Proposed course prefix, number and full title, if changing: NURS 337 Adult Health I Clinical

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

- Learning Skills     Knowledge Area     Global and Multicultural Awareness     Writing Across the Curriculum (W Course)  
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)  
 Global Citizenship     Information Literacy     Oral Communication  
 Quantitative Reasoning     Scientific Literacy

3. Other Designations, as appropriate

- Honors College Course     Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

- New Degree Program     Catalog Description Change     New Track     Other  
 New Minor Program     Program Title Change     Liberal Studies Requirement Changes in Program

Current program name: \_\_\_\_\_

Proposed program name, if changing: \_\_\_\_\_

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	11/9/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	11/9/12
College Curriculum Committee Chair	<i>Jayku Waechter</i>	11/12/12
College Dean	<i>Wesley E. Suter</i>	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Schmitt</i>	2/12/13

Please Number All Pages

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Liberal Studies Liberal Studies

## Part II. Description of Curriculum Change

### 1. New Syllabus of record:

#### I. CATALOG DESCRIPTION

NURS 337 Adult Health I Clinical

0 class hours  
15 lab hours  
5 credits  
(0c-15l-5cr)

PREREQUISITES: BIOL 241, FDNT 212, NURS 213, 214, 236, PSYC 310 or permission

COREQUISITES: NURS 336, NURS 312 or 316, or permission

Provides students with opportunities to apply the nursing process to adults and older adults in a variety of settings and demonstrates nursing professionalism in their interactions with individuals, families, and community. Increases students' ability to perform comprehensive health assessments and collaborate with members of the health care team to identify problems, plan, intervene, and evaluate care for adults and older adults. Emphasizes safe, patient-centered comprehensive, evidence-based nursing care, and professional standards of practice.

#### II. COURSE OUTCOMES

Student will be able to:

1. Perform a comprehensive nursing assessment on individuals, families, and community with acute and chronic health problems in a variety of clinical settings.
2. Integrate knowledge of pathophysiology into clinical practice.
3. Use the nursing process to provide effective interventions for adults and older adults.
4. Demonstrate professional nursing standards, core values, and knowledge in a variety of clinical settings.
5. Function as a collaborative member of the health care team.
6. Identify the impact of evidence-based practice on clinical issues.
7. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing care.

#### III. COURSE OUTLINE

- |   |        |
|---|--------|
| A. Expansion of health assessment skills in adults and older adults with acute and chronic illness. | 15 hr  |
| B. Care of the adult and older adult with medical – surgical problems                               | 164 hr |
| 1. Care of the surgical patient   |        |
| a. Assessment and diagnosis   |        |
| b. Collaborative care with the interdisciplinary team   |        |

- c. Provide evidence-based nursing care
  - d. Provide patient education
  - e. Quality and safety issues
2. Care of the patient with musculoskeletal problems
  - a. Assessment and diagnosis
  - b. Collaborative care with the interdisciplinary team
  - c. Provide evidence-based nursing care
  - d. Provide patient education
  - e. Quality and safety issues
3. Care of the patient with cardiac problems
  - a. Assessment and diagnosis
  - b. Collaborative care with the interdisciplinary team
  - c. Provide evidence-based nursing care
  - d. Provide patient education
  - e. Quality and safety issues
4. Care of the patient with anemia
  - a. Assessment and diagnosis
  - b. Collaborative care with the interdisciplinary team
  - c. Provide evidence-based nursing care
  - d. Provide patient education
  - e. Quality and safety issues
5. Care of the patient with respiratory disorders
  - a. Assessment and diagnosis
  - b. Collaborative care with the interdisciplinary team
  - c. Provide evidence-based nursing care
  - d. Provide patient education
  - e. Quality and safety issues
6. Care of the patient with endocrine disorders
  - a. Assessment and diagnosis
  - b. Collaborative care with the interdisciplinary team
  - c. Provide evidence-based nursing care
  - d. Provide patient education
  - e. Quality and safety issues
7. Care of the patient with cancer
  - a. Assessment and diagnosis
  - b. Collaborative care with the interdisciplinary team
  - c. Provide evidence-based nursing care
  - d. Provide patient education
  - e. Quality and safety issues
8. Care of the patient with urinary problems
  - a. Assessment and diagnosis
  - b. Collaborative care with the interdisciplinary team
  - c. Provide evidence-based nursing care
  - d. Provide patient education
  - e. Quality and safety issues
9. Care of the patient with gastrointestinal disorders

- a. Assessment and diagnosis
- b. Collaborative care with the interdisciplinary team
- c. Provide evidence-based nursing care
- d. Provide patient education
- e. Quality and safety issues

**C. Mid-term exam** 1 hr

Additional post-conference/simulation lab experiences 30 hr

1. Delegation of care for adults and older adults
2. Clinical competency practice and testing
3. Discharge planning for adults and older adults with medical-surgical problems
4. Cultural issues for adults and older adults
5. End of life care for adults and older adults
6. Computerized documentation / electronic medical record

**Final Exam** 2 hr

Possible Clinical Sites

- Outpatient clinics with adults and older adults
- In-patient hospital units with adults and older adults
- Select specialty units/settings with adults and older adults (for example health fair, wound clinics, prisons, etc.).

#### **IV. EVALUATION METHODS**

An example of the evaluation method is as follows:

A pass/fail grade in clinical performance, including:

- Assignments
- Clinical competencies
- Appropriate professional behavior
- Clinical evaluation with a passing score for all behaviors

Mid-term exam – 50%

Final exam – 50%

#### **V. EXAMPLE GRADING SCALE**

A 90-100% + pass in clinical performance

B 80-89 % + pass in clinical performance

C 70-79 % + pass in clinical performance

D 60-69 % or an average on course exams of 60-69% + pass in clinical performance

F Less than 60% or an average on course exams less than 60% or F in clinical performance

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments or class projects. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

## VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

## VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

Deglin, J. H., Sanoski, C. A., & Vallerand, A. H. (2011). *Davis's drug guide for nurses* (12th ed.). Philadelphia, PA: Davis.

Doenges. (2012). *Nurse's pocket guide* (12th ed.). Philadelphia, PA: Davis.

Fishbach, F. (2008). *A manual of laboratory & diagnostic tests* (8th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Karch, A. M. (2010). *Focus on nursing pharmacology* (5th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Lewis, S. M., Heitkemper, M. M., Dirksen, S. R., O'Brien, P. G., Bucher, L., & Camera, I. M. (2011). *Medical surgical nursing: Assessment and management of clinical problems* (8th ed.). St. Louis, MO: Mosby.

Mathers, D. (2011). *Virtual clinical excursions for medical-surgical nursing: Assessment and management of clinical problems*. St. Louis, MO: Mosby.

O'Brien, P. (2011). *Study guide to accompany medical surgical nursing*. St. Louis, MO: Mosby.

Pickar, G. (2008). *Dosage calculations* (8th ed.). New York, NY: Thompson Delmar Learning.

Silvestri, L. (2011). *Saunders comprehensive review for the NCLEX-RN examination* (5th ed.).

St. Louis, MO: Saunders Elsevier

Taylor, C., Lillis, C., LeMone, P., & Lynn, P. (2008) *Fundamentals of nursing* (6th ed.).

Philadelphia, PA: Lippincott, Williams, & Wilkins.

## 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
7. Urine drug screening

\*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

Agyemang, R. E., & While, A. (2010). Medication errors: Types, causes and impact on nursing practice. *British Journal of Nursing*, 19(2), 380-385.

Alsop, A. (2010). Collaborative working in end-of-life care: Developing a guide for health and social care professionals. *International Journal of Nursing*, 16(3), 120-125.

Biron, A. D., Lavoie-Tremblay, M., & Loiselle, C. G. (2009). Characteristics of work interruptions during medication administration. *Journal of Nursing Scholarship*, 41(4), 330-336.

- Bursch, J. (2010). Caring for peristomal skin: What every nurse should know. *British Journal of Nursing, 19*(3), 166-172.
- Candy, B., Sampson, E. L., & Jones, L. (2009). Enteral tube feedings in older people with advanced dementia: Findings from a Cochrane systemic review. *International Journal of Palliative Nursing, 15*(8), 55-58.
- David, M., Gogi, N., Rao, J., & Selzer, G. (2010). The art and rational of applying a compression dressing. *British Journal of Nursing, 19*(4), 235-236.
- Elpern, E. H., Killeen, K., Ketcham, A., Wiley, A., Patel, G., & Lateef, O. (2009). Reducing use of indwelling catheters and associated urinary tract infections. *American Journal Critical Care, 18*(6), 535-541.
- Greener, M. (2010). A new approach to wound management. *Nurse Prescribing, 8*(4), 169-172.
- Ingram, P., & Murdoch, M. F. (2009). Aseptic non-touch technique in intravenous therapy. *Nursing Standards, 24*(8), 49-57.
- Jackson, A. (2010). Views of relatives, caregivers, and staff on end of life care pathways. *Emergency Nurse, 17*(10), 22-26.
- Kliger, J., Blegen, M. A., Gootee, D., & O'Neil, E. (2010). Nurses improve medication administration accuracy. *Healthcare Benchmarks and Quality Improvement, 2*, 16-18.
- Lawson, L., & Robelli, S. (2011). Best evidence on management of asymptomatic hypertension in ED patients. *Journal of Emergency Nursing, 37*(2), 174-178.
- Mascioli, S., Laskowski-Jones, L., Urban, S., & Moran, S. (2009). Improving handoff communication. *Nursing 2009, 39*(2), 52-55.
- Morse, K. J. (2009). Focusing on the surgical patient with cardiac problems. *Nursing 2009, 39*(3), 22-27.

- Riegel, B., Dickson, V. V., Cameron, J., Johnson, J. C., Bunker, S., Page, K., & Worall-Carter, L. (2010). Symptom recognition in elders with heart failure. *Journal of Nursing Scholarship, 42*(1), 92-100.
- Somes, J., Stephens, D. N., & Barrett, J. (2011). Sedation and pain medications in the older adult. *Journal of Emergency Nursing, 37*(1), 77-78.
- Stephens, J., Allen, J. K., & Dennison Himmelfarb, C. R. (2011). Smart coaching to promote physical activity, diet change, and cardiovascular health. *Journal of Cardiovascular Nursing, 26*(4), 282-284.



## **2. A summary of the proposed revisions:**

The course description, outcomes, co-requisites, and outline were changed and updated to reflect current nursing standards. A small amount of the old NURS 337 content has been now included in the sophomore level. Also, content in the old NURS 437 has been move to this course because these are problems typically seen in this population in a medical surgical setting. The course bibliography has also been updated. The total credit hours remain the same.

## **3. Justification/rationale for the revision:**

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

## **4. The old syllabus of record:**

### **I. Course Description**

NURS 337 Adult Health Clinical I	0 lecture hours 15 lab hours 5 credit hours (0c- 15l- 5cr)
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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"> <li>A. Expansion of health assessment skills in adults with acute and chronic illness</li> <li>B. Sites               <ul style="list-style-type: none"> <li>1. Outpatient clinics</li> <li>2. Physician / Nurse practitioner offices</li> <li>3. Aging Centers</li> <li>4. Prison</li> <li>5. Transitional care units</li> <li>6. In-patient hospital units</li> </ul> </li> </ul>	15 hrs
Weeks 2-8 hrs.	<ul style="list-style-type: none"> <li>A. Nursing management of the adult with a chronic or acute illness</li> <li>B. Clinical Sites               <ul style="list-style-type: none"> <li>1. In-patient hospital units</li> <li>2. Nursing homes</li> <li>3. Home care agencies</li> <li>4. Aging centers</li> </ul> </li> <li>C. Other assignments               <ul style="list-style-type: none"> <li>1. Pairing with senior students for family assessment/interventions</li> </ul> </li> </ul>	104
Mid-term Exam		1 hr.
Weeks 9-10	<ul style="list-style-type: none"> <li>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> </li> </ul>	30 hrs.
Weeks 11-12	<ul style="list-style-type: none"> <li>A. Patient/family education</li> <li>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> </li> </ul>	30 hrs

Weeks 13-14	A. Discharge planning/community care B. Cultural issues <ol 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>Adelphi 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> </ol>	30 hrs.
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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.

#### **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 pf medication errors. *Nursing*, 33(9), 36-45.

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

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

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