

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		07-34	App-1/15/08	App-1/29/08

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person <u>Michele Gerwick</u>	Email Address <u>mgerwick@iup.edu</u>
Proposing Department/Unit <u>Department of Nursing and Allied Health Professions</u>	Phone <u>724 357 2557</u>

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 340 Nursing Pharmacology <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 ☐ Other <u>Current</u> program name <u>Proposed</u> program name, if changing		
4. Approvals		
Department Curriculum Committee Chair(s)	<u>Dr. Michele Gerwick</u>	<u>9-18-07</u>
	<u>Ann Scapellato</u>	<u>9-18-07</u>
Department Chair(s)	<u>Dr. Michele Gerwick</u>	<u>9-18-07</u>
College Curriculum Committee Chair	<u>Elizabeth Palmer</u>	<u>12-10-07</u>
College Dean	<u>Charles F. Zoni</u>	<u>12-19-07</u>
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<u>Gail Sechrist</u>	<u>1-15-08</u>

* where applicable

Received

JAN 04 2008

Liberal Studies

I. Catalog Description

NURS 340 Nursing Pharmacology

**3 class hours
0 lab hours
3 credit hours
(3c-0l-3cr)**

Prerequisites: NURS 236 or permission

Provides the nursing student with a pathophysiological approach to the therapeutic use of medications. Relationships between pharmacology and pathophysiology are explored. Emphasis will be placed on understanding prescribed pharmacotherapy, therapeutic goals, nursing assessment and interventions, and patient well-being related to the effects of specific diseases or conditions.

II. Course Outcomes:

Students will be able to:

1. discuss the methods for grouping drugs into therapeutic and pharmacological classes.
2. understand the applications of pharmacokinetics and pharmacodynamics to clinical practice.
3. describe the nurse's roles and responsibilities in the pharmacological management of specific diseases and conditions.
4. explain the rationale for prescribed pharmacotherapy for specific diseases and appropriate nursing care.
5. identify necessary assessment data and interventions pertinent to medication administration.
6. evaluate the effects of prescribed pharmacotherapy for patient well being.

III. Detailed Course Outline

WEEK 1 A. Introduction to Nursing Pharmacology

1. Drug Regulation and Approval
2. Legal and Ethical Issues Associated with Medication Administration

WEEK 2 B. Core Concepts in Pharmacology

1. Drug Classes and Schedules
2. Principles of Drug Administration
3. Pharmacokinetics
4. Pharmacodynamics

WEEK 3 C. Drugs Affecting the Central Nervous System

1. Drugs for Seizures
2. Drugs for Degenerative Diseases
3. Drugs for Pain
4. Nursing Implications

WEEKS 4 & 5 D. Drugs Affecting the Cardiovascular System

1. Drugs for Hypertension
2. Drugs for Heart Failure
3. Drugs for Dysrhythmias

4. Drugs for Myocardial Infarction
5. Drugs for Angina Pectoris
6. Drugs for Shock Syndrome
7. Drugs for Cerebral Vascular Accident
8. Nursing Implications

WEEK 6 E. Drugs Affecting the Respiratory System

1. Drugs for Chronic Obstructive Pulmonary Disease
2. Drugs for Asthma
3. Nursing Implications

EXAM I

WEEK 7 F. Drugs Affecting the Circulatory System

1. Drugs for Hematopoietic Disorders
2. Drugs for Lipid Disorders
3. Drugs for Coagulation Disorders
4. Nursing Implications

WEEK 8 G. Drugs Affecting the Endocrine System

1. Drugs for Myxedema
2. Drugs for Grave's Disease
3. Drugs for Addison's Disease
4. Drugs for Cushing's Syndrome
5. Drugs for Type I Diabetes
6. Drugs for Type II Diabetes Mellitus
7. Nursing Implications

WEEK 9 H. Drugs Affecting the Renal System

1. Drugs for Acute and Chronic Renal Failure
2. Diuretic Therapy
3. Nursing Implications

I. Drugs Affecting the Gastrointestinal System

1. Drugs for Peptic Ulcer Disease
2. Nursing Implications

EXAM 2

WEEK 10 J. Drugs Affecting the Immune System

1. Drugs for Neoplasia
2. Nursing Implications

K. Group Presentations

WEEK 12 L. Drugs Affecting Integumentary System and Eyes/Ears

1. Drugs for Bone and Joint Disorders
2. Drugs for Glaucoma
3. Nursing Implications

EXAM 3

WEEK 13 M. Drugs used in Infectious Diseases and Inflammation

1. Drugs for AIDS
2. Drugs for Bacterial Infections

3. Nursing Implications

N. Group Presentations

WEEK 14 O. Group Presentations

Finals Week: **Culminating Activity**

IV. Evaluation Methods

50%	Exams (3 total)
15%	Class participation
10%	Culminating Activity
25%	Group Presentation

The final grade will be determined as follows:

50% - There are three multiple choice exams during the term.

15% - Class participation will be a combination of class attendance and the completion of quizzes (announced and unannounced).

10% -The culminating activity will consist of the completion and presentation of an assigned drug fact sheet.

25% - The group presentation will consist of a 20 minute presentation of a clinical case study. Students will describe prescribed pharmacotherapy for the case study and identify necessary assessment data and nursing interventions in the proper care of the case study patient.

V. Example Grading Scale

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

VI. Undergraduate Course Attendance Policy

It is expected that each student will come to class prepared to actively participate in class discussions and that each student will complete the required class readings. Please make all efforts to attend class; class participation counts for 15% of your total grade. Class attendance is expected except for absences due to illness or emergencies. All student assignments are due on the specified due dates in the syllabus.

VII. Required Texts

Lilley, L., Harrington, S. & Snyder, J. (2007). *Pharmacology and the nursing process (5th Ed.)*. St.Louis, MO: Mosby.

Lilley, L., Harrington, S. & Snyder, J. (2007). *Study guide for pharmacology and the nursing process (5th Ed.)*. St. Louis, MO: Mosby.

Deglin, J. & Vallerand, A. (2007). *Davis's drug guide for nurses (10th Ed.)*. Philadelphia: FA Davis.

VIII. Special Resource Requirements

None

IX. Bibliography

Burks, K. (2005). Osteoarthritis in older adults: Current treatments. *Journal of Gerontological Nursing*, 31(5) 11-9, 59-60.

Capili, B. (2006). HIV and hyperlipidemia: Current recommendations and treatment. *MEDSURG Nursing*, 15 (1), 14-19, 35.

Capriotti, T. (2006). Nursing pharmacology: Resistant 'superbugs' create need for novel antibiotics. *MEDSURG Nursing*, 15 (1) , 46-51.

D'Arcy, Y. (2006). Controlling pain: How to care for a surgical patient with chronic pain. *Nursing*, 36 (3), 17.

Dest, V. (2006). Cancer therapies. *RN*, 69 (6), 31-37.

Fontana, D. (2006). Nesiritide: The latest drug for treating heart failure. *Critical Care Nurse*, 26 (1), 39-44, 46-47.

Holcomb, S. (2006). Coumadin (warfarin) therapy. *Nursing*, 36 (11), 45-46.

Karch, A. (2008). *Focus on nursing pharmacology (4th Ed.)*. Philadelphia: Lippincott, Williams & Wilkins.

McKenney, J. (2004). New perspectives on the use of niacin in the treatment of lipid disorders. *Archives of Internal Medicine*, 164 (7), 697.

Szromba, C. (2005). ACE inhibitors and ARBs: Antihypertensive medications in chronic kidney disease. *Nephrology Nursing*, 32 (3), 332-333.

Turkoski, B. (2006). Unraveling the mystery of HIV meds. *Orthopaedic Nursing*, 21 (1), 51-56.

COURSE ANALYSIS QUESTIONNAIRE

NURS 340 Nursing Pharmacology

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

This course is designed as an elective for students in the Nursing major.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

This course does not require changes in the content of existing course requirements for Nursing majors.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic). If so, explain the details of the offering (semester/year and number of students).

This course has been offered Spring 2005, Spring 2006 and Spring 2007 as a NURS 481 course. Enrollment in each of the first two offerings was 14. The course was offered for the third time in Spring 2007 with an enrollment of 54.

- A4 Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

The course is for undergraduate students only.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

The course cannot be taken for variable credit.

- A6 Do other higher education institutions currently offer this course? If so, please list examples (institution and course title).

Various baccalaureate nursing programs offer nursing pharmacology courses within their curriculum. The following are two examples:

University of Pittsburgh School of Nursing, Pittsburgh, PA. offers the following:

1. Pharmacology and Therapeutics

Examination of the major categories of pharmacologic agents and application of pharmacologic concepts to clinical nursing practice. Emphasis is placed on

understanding the physiologic actions of the drugs, expected patient responses, major side effects, and implications for nursing.

West Virginia University School of Nursing, Morgantown, WV. offers the following:

1. Clinical Nursing Pharmacology

Principles of pharmacology emphasizing nursing role in accurate drug administration and patient assessment. Pharmacological management is analyzed in conjunction with pathophysiology. Particular emphasis is on patient/family teaching of pharmacological goals in order to maximize health potential.

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

The content in this course is integrated in various courses in the curriculum. This course provides a concentration for students desiring a more in-depth course on pharmacology. The content in this course is necessary to practice nursing (Commission on Collegiate Nursing Education, State Board 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 Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

The course will be taught by one faculty within the Department of Nursing and Allied Health Professions. Determination will be based on the expertise of individual faculty and other factors.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

This course does not overlap with any other courses at the University.

- B3 Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

This course will not be cross-listed with other departments.

- B4 Will seats in this course be made available to students in the School of continuing Education?

Two seats in the course will be reserved for students in the School of Continuing Education.

Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

Faculty resources are adequate to offer this course. Currently, the department teaches 14-15 credits in services courses each semester. This course would help to fulfill a free elective requirement in the major. Nursing students are required to complete 4 credits in free electives.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following: Space, Equipment, Laboratory Supplies and other Consumable Goods, Library Materials and Travel Funds.

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, Geriatric Nursing, Cancer Nursing. 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. Equipment, consumable goods and travel funds are not necessary for the offering of this course.

- C3 Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

No grant funds are associated with this course.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

This course could be offered either during the Fall or Spring semesters.

- C5 How many sections of this course do you anticipate offering in any single semester?

One section of the course will be offered in a single semester.

- C6 How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

Forty students will be accommodated in this course. Because of the format of this course, forty students can easily be accommodated. Students have shown a great interest in obtaining more in-depth knowledge in this topic.

- C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

No professional society limits enrollment in a course of this nature.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

This course is not a distance education course.

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

There is no additional information.