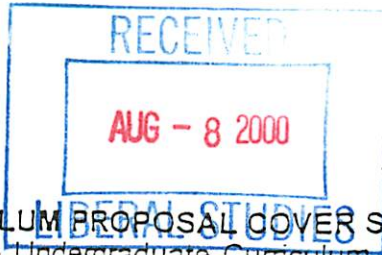


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: _____
Submission Date: 06-32
Action-Date: _____

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 _____
Suggested 20 character title

_____ New Course* _____
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* Nursing _____
Program Name

_____ Program Deletion* _____
Program Name

_____ Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

Marie E Twal
Department Curriculum Committee

Joel Kozner 3-3-00
Department Chair

Mary P. Seemlin 7/14/00
College Curriculum Committee

Charles P. Zwi 17 July 00
College Dean

+ Director of Liberal Studies (where applicable)

[Signature] 8/7/00
*Provost (where applicable)

Part II. Description of Curriculum Change

1A. Current Catalog Description for Nursing Program

The College of Health and Human Services offers a curriculum leading to the Bachelor of Science Degree in Nursing. Students are admitted to the nursing major as freshmen. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and other states. The program is fully accredited by the National League for Nursing and has preliminary approval from the Commission on Collegiate Nursing Education.

The nursing curriculum has as its primary goal the development of competent professional nurses who are liberally educated, clinically competent, and aware of their social responsibilities as members of the health professions. The program is designed to provide a broad background in liberal education, coupled with the specialized knowledge and skills required for professional nursing. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care professions, and to utilize scientific principles in planning and implementing health care. The nursing program emphasizes concepts in health promotion and maintenance and restoration of wellness for people of all ages.

The first three semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. The first clinical nursing courses begin in the fourth semester. Clinical experiences in patient care are provided in acute and long-term care facilities as well as community health agencies throughout the last five semesters. Detailed information is available in the department office regarding health screening requirements, professional uniform requirements, liability insurance needs, and transportation requirements. There is an option to complete the program in five years.

Registered Nurse students are enrolled in the basic baccalaureate program in nursing. They will have an upper-division major in Nursing and will fulfill all degree requirements set by the university and the Nursing Department. The Registered Nurse student may be awarded advanced standing, based on prior work completed at an accredited college or university and on exemption tests in nursing at a given point in the curriculum.

1B. Revised Catalog Description for Nursing Program

The College of Health and Human Services offers a curriculum leading to the Bachelor of Science Degree in Nursing. Students are admitted to the nursing major as freshmen. Transfer students and those with a previous degree may also be admitted. Upon completion of the program, the graduate is prepared to write the examination for licensure as a Registered Nurse in Pennsylvania and all other states. The program is accredited by the Commission on Collegiate Nursing Education.

The nursing curriculum has as its primary goal the development of professional nurse generalists who are liberally educated, clinically competent, and aware of their social responsibilities as health professionals. The program is designed to provide a broad background in liberal education, coupled with the specialized knowledge and skills required for professional nursing practice. Additionally, the curriculum prepares the nurse to practice within the professional code of nursing ethics, to function effectively as a member of the health care team, and to utilize scientific principles in planning, implementing and evaluating health care. The nursing curriculum emphasizes concepts in primary, secondary and tertiary prevention of health problems.

The first two semesters are devoted mainly to Liberal Studies and science courses considered essential to the nursing major. Throughout the last 6 semesters clinical experiences in patient care are provided in acute and long-term care facilities as well as community settings.

Registered Nurse students are enrolled in the basic baccalaureate program in nursing. They will have an upper-division major in Nursing and will fulfill all degree requirements set by the university and the Nursing Department. The Registered Nurse student may be awarded advanced standing, based on prior work completed at an accredited college or university and on exemption tests in nursing at a given point in the curriculum.

Detailed information is available in the department office regarding requirements such as health screening, liability insurance, legal clearance, transportation, and professional uniforms.

(Continued on next page)

Bachelor of Science-Nursing

Liberal Studies: As outlined in Liberal Studies section with the following specifications: 55-56

Mathematics: MATH 217 (1)

Natural Science: CHEM 101-102

Social Science: PSYC 101, SOC 151

Liberal Studies Electives: PHYS 151/161, PSYC 310, no courses with NURS prefix

Major: 52-55

Required Courses:

NURS 211	Nursing Practice I	1sh
NURS 212	Professional Nursing I	2sh
NURS 213	Nursing Practice II	1sh
NURS 214	Health Assessment	2sh
NURS 236	Foundations of Nursing	3sh
NURS 312	Professional Nursing II	2sh
NURS 316	Research Utilization	3sh
NURS 336	Adult Health I	4sh
NURS 337	Adult Health Clinical I	5sh
NURS 338	Maternal-Child Health	4sh
NURS 339	Maternal-Child Health Clinical	5sh
NURS 412	Professional Nursing III	2sh
NURS 432	Psychiatric/Mental Health	2sh
NURS 434	Community Health	2sh
NURS 435	Community/Psychiatric/ Mental Health Clinical	5sh
NURS 436	Adult Health II	4sh
NURS 437	Adult Health Clinical II	5sh
NURS 450	A Cognitive Approach to Clinical Problem Solving	3sh (2)

Other Requirements: 16

Science Sequence:

BIOL 105	Cell Biology	3sh
BIOL 150	Human Anatomy	3sh
BIOL 151	Human Physiology	4sh
BIOL 241	General Microbiology	3sh
FDNT 212	Nutrition	3sh

Free Electives: 0-1

(#) Total Degree Requirements 124-127

- (1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the nursing major.
- (2) Students who achieve a higher score than a specified minimum on a department required standard test(s) are exempt from NURS 450.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

Overview

Students in the revised curriculum, as in the current curriculum, will enroll in nursing courses in a sequential manner. The revised curriculum targets specific required courses as pre-requisites for nursing courses. Students are required to attain sophomore status (24 credits) prior to entry into the introductory courses so they may complete some of the liberal studies requirements as well as some of the pre-requisite science courses.

Currently students begin nursing courses in the spring semester. In the revised curriculum the sophomore level introductory nursing courses will begin in the fall semester. This allows for a more gradual immersion into nursing and provides more support for students as they progress through the required sciences. For example, permitting students to take physiology in the same semester as health assessment will emphasize the relevance of the science to nursing and will enhance the learning process in both courses.

Sophomore level nursing courses are offered one semester only but the nursing clinical (NURS 337, 339, 432, 434, and 437) and pathophysiology courses (NURS 336, 338, 436) will be offered both semesters. This arrangement allows for smaller classes, more efficient use of community resources for clinical opportunities, and an opportunity for a student who may fail a course to repeat it the following semester.

For comparison of existing and proposed program requirements see Table 1. A curriculum sequence guide for the proposed program is shown in Table 2.

Comparison of Existing and Revised Programs: Bachelor of Science-Nursing

Present Program		Revised Program	
Liberal Studies: As outlined in Liberal Studies Requirements with the following specifications: Natural Science: CHEM 101-102 Mathematics: MATH 217 (1) Social Science: PSYC 101, SOC 151 Liberal Studies Electives: PHYS 151/161, PSYC 310		Liberal Studies: As outlined in Liberal Studies Requirements with the following specifications: Natural Science: CHEM 101-102 Mathematics: MATH 217 (1) Social Science: PSYC 101, SOC 151 Liberal Studies Electives: PHYS 151/161, PSYC 310	
Total Liberal Studies Requirements	55-56 sh	Total Liberal Studies Requirements	55-56 sh
Major:		Major:	
Required courses:		Required Courses:	
NURS 280 Introduction to Nursing	3 sh	NURS 211 Nursing Practice I	1 sh
NURS 285 Introduction to Clinical	3 sh	NURS 212 Professional Nursing I	2 sh
NURS 302 Core I	2 sh	NURS 213 Nursing Practice II	1 sh
NURS 303 Clinical Lab I	5 sh	NURS 214 Health Assessment	2 sh
NURS 304 Core II	2 sh	NURS 236 Foundations of Nursing	3 sh
NURS 305 Clinical Lab II	5 sh	NURS 312 Professional Nursing II	2 sh
NURS 322 Maintenance/Restoration Wellness I	3 sh	NURS 316 Research Utilization	3 sh
NURS 323 Maintenance/Restoration Wellness II	3 sh	NURS 336 Adult Health I	4 sh
NURS 402 Core III	2 sh	NURS 337 Adult Health Clinical I	5 sh
NURS 403 Clinical Lab III	5 sh	NURS 338 Maternal-Child Health	4 sh
NURS 404 Core IV	2 sh	NURS 339 Maternal-Child Health Clinical	5 sh
NURS 405 Clinical Lab IV	5 sh	NURS 412 Professional Nursing III	2 sh
NURS 422 Maintenance/Restoration Wellness III	3 sh	NURS 432 Psychiatric/Mental Health	2 sh
NURS 423 Maintenance/Restoration Wellness IV	3 sh	NURS 434 Community Health	2 sh
NURS 480 Seminar in Nursing (2-p)	4 sh	NURS 435 Community/Psychiatric/Mental Health Clinical	5 sh
NURS 430 Nursing Research	3 sh	NURS 436 Adult Health II	4 sh
Total Credits in Major	53 sh	NURS 437 Adult Health Clinical II	5 sh
		NURS 450 A Cognitive Approach to Clinical Problem Solving (2-r)	3 sh
		Total Credits in Major	52-55 sh
Other Requirements:		Other Requirements:	
PSYC 321 Abnormal Psychology	3 sh	BIOL 105 Cell Biology	3 sh
BIOL 105 Cell Biology	3 sh	BIOL 150 Human Anatomy	3 sh
BIOL 150 Human Anatomy	3 sh	BIOL 151 Human Physiology	4 sh
BIOL 151 Human Physiology	4 sh	BIOL 241 General Microbiology	3 sh
BIOL 241 General Microbiology	3 sh	FDNT 212 Nutrition	3 sh
FDNT 212 Nutrition	3 sh	Total required support courses	16 sh
Total required support courses	19 sh		
(#)Total Degree Requirements	127 sh	Electives:	
		Free Elective	0-1 sh
		(#)Total Degree Requirements	124-127 sh

- (1) The Pennsylvania State Board of Nursing requires two units of high school mathematics (one of which is algebra) for admission to the nursing major.
- (2-present program) NURS 480 must be taken four semesters, focusing on a different topic each semester.
- (2-revised program) Students who achieve a higher score than a specified minimum on a department required standard test(s) are exempt from NURS 450.
- (#) See advisory paragraph "Timely Completion of Degree Requirements" in the section on Requirements for Graduation.

revised 2/9/01

Table 2 Proposed Curriculum Organization

4 Year Plan - Liberal Studies

FRESHMAN YEAR

CHEM 101 College Chemistry I	4 ✓	CHEM102 College Chemistry II	4 ✓
•ENGL 101 College Writing	4 ✓	■BIOL 150 Human Anatomy	3
■BIOL 105 Cell Biology	3	PSYC 101 General Psychology (SS)	3 ✓
•Fine Arts: Art/Music/Theater/Dance	3 ✓	•HIST 195 History: The Modern Era	3 ✓
	14	○Health and Wellness Requirement	3 ✓
			16

■Cell Biology and Human Anatomy may be taken either semester.
 •These courses must be completed during the Freshman year.
 ○Military Science 101 and 102 may be substituted for the 3 credit Health & Wellness Requirement.

SOPHOMORE YEAR

■BIOL151 Human Physiology	4	■PHYS 151 Medical Physics Lec. (LS)	3 ✓
BIOL 241 General Microbiology	3	PHYS 161 Medical Physics Lab	1 ✓
PSYC 310 Developmental Psych. (LS)	3 ✓	ENGL 202 Research Writing	3 ✓
SOC 151 Principles of Sociology (SS)	3 ✓	FDNT 212 Nutrition	3
NURS 212 Professional Nursing I	2	NURS 236 Foundations of Nursing	3
NURS 211 Nursing Practice I	1	NURS 214 Health Assessment	2
	16	NURS 213 Nursing Practice II	1
			16

■Human Physiology, General Microbiology and Medical Physics may be taken either semester. Two of the three must be taken fall semester.

JUNIOR YEAR

NURS 316 Research Utilization	3	*NURS 338 Maternal-Child Health	4
*NURS 336 Adult Health/Aging I	4	*NURS 339 Maternal-Child Health Clinical	5
*NURS 337 Adult Health Clinical I	5	NURS 312 Professional Nursing II	2
MATH 217 Probability & Statistics	3 ✓	ENGL 121 Humanities Literature	3 ✓
	15	°Social Science Elective	3 ✓
			17

°The Social Science course cannot have a PC or SO prefix. Either Social Science Elective of Liberal Studies Elective must also meet the Non-Western Culture requirement.
 *NURS 336/NURS 337 and NURS 338/NURS 339 may be taken either semester.

SENIOR YEAR

NURS 412 Professional Nursing III	2	*NURS 432 Psychiatric/Mental Health	2
*NURS 436 Adult Health II	4	*NURS 434 Community Health	2
*NURS 437 Adult Health Clinical II	5	*NURS 435 Community/Psych/Mental Health Clinical	5
■Philosophy/Religious Studies	3 ✓	■LBST 499 Synthesis	3 ✓
•Liberal Studies Elective	3 ✓	°NURS 450 A Cognitive Approach to Clinical Problem Solving or Elective	3
	17		15

■Philosophy/Religious Studies and Synthesis may be taken either semester.
 •The Liberal Studies elective cannot have a PC or PY prefix. Either Social Science Elective or Liberal Studies Elective must also meet the Non-Western Culture requirement.
 *NURS 436/NURS 437 and NU 432/NU 434/NU 435 may be taken either semester.
 ° Students who achieve a higher score than a specified minimum on a department required standard test(s) are exempt from NURS 450.

Academic Progression Policy

1. In order for students to enroll in nursing courses and remain in the nursing program, a 2.0 cumulative G.P.A. must be maintained.
2. Students must meet pre- and co-requisites of all courses.
3. Students must achieve a C grade or higher in all nursing courses, all sciences*, and PSYC 310 Developmental Psychology.
4. Students may repeat a nursing course only once to achieve a C grade or higher in that course.
5. Only 2 nursing courses can be repeated by the student throughout their program of study.
6. Students who achieve a higher score than a specified minimum on a department required standard test(s) are exempt from NURS 450. Students who are exempt from NURS 450 must still meet minimum credits for graduation as defined by the University.

*Sciences include:

BIOL 105 Cell Biology
BIOL 150 Human Anatomy
BIOL 151 Human Physiology
BIOL 241 General Microbiology
CHEM 101 College Chemistry I
CHEM 102 College Chemistry II
PHYS 151 Medical Physics Lecture
PHYS 161 Medical Physics Lab

2B. Associated Course Changes

PC 321 Abnormal Psychology is removed as a requirement. Students will be encouraged to consider this course as an elective. (See letter of support from Psychology Department on page 199.) Anticipated date of deletion: spring 2002, fall 2002, fall 2003*.

The following Nursing courses are deleted:

NU 280 Introduction to Nursing	3 cr
NU 285 Introduction to Clinical	3 cr
NU 302 Core I	2 cr
NU 303 Clinical Lab I	5 cr
NU 304 Core II	2 cr
NU 305 Clinical Lab II /W/	5 cr
NU 322 M/R Wellness I	3 cr
NU 323 M/R Wellness II	3 cr
NU 402 Core III	2 cr
NU 403 Clinical Lab III	5 cr
NU 404 Core IV	2 cr
NU 405 Clinical Lab IV	5 cr
NU 422 M/R Wellness III	3 cr
NU 423 M/R Wellness IV	3 cr
NU 430 Nursing Research /W/	3 cr

Essential content from deleted courses has been placed in new courses, which also contain new content appropriate to the ongoing changes in the health care system and nursing responsibilities. The changes represent a movement from integration of concepts to more distinct groupings to enhance learning. Current placement of subject matter, new placement of this content, and additional content are displayed in Table 3 on the following page.

*This timeline is based on the expectation that the new sequence of courses will begin with the sophomore nursing class in the fall of 2001.

The following Nursing courses are added:

NURS 211 Nursing Practice I	1 cr
NURS 212 Professional Nursing I	2 cr
NURS 213 Nursing Practice II	1 cr
NURS 214 Health Assessment	2 cr
NURS 236 Foundations of Nsg	3 cr
NURS 312 Professional Nsg II /W/	2 cr
NURS 316 Research Utilization /W/	3 cr
NURS 336 Adult Health I	4 cr
NURS 337 Adult Health Clinical I	5 cr
NURS 338 Maternal-Child Health	4 cr
NURS 339 Maternal-Child Health Clinical	5 cr
NURS 412 Professional Nsg III	2 cr
NURS 432 Psychiatric/Mental Health	2 cr
NURS 434 Community Health	2 cr
NURS 435 Comm/Psych/Men Health Clin	5 cr
NURS 436 Adult Health II	4 cr
NURS 437 Adult Health Clinical II	5 cr

Table 3 Changes in Placement of Essential Content From Current to Proposed Curriculum

Content	Current Course	Proposed Course	Additional New Content Placed in Proposed Course
History of Nursing Characteristics of Nsg Prof Legal issues Communication Skills	NU 280	NURS 212	Health Care System Principles of Teaching and Learning Concepts Fundamental to Nursing Professional Roles
Patient Teaching	NU 280	NURS 211	Medical Terminology Test Taking Skills
Nursing Process Activity Sleep/Comfort Oxygenation Basic Pharmacology	NU 280	NURS 236	Nursing Models Elements of Holistic Care Nutrition Fluids & Electrolytes Sensory Percep, Cognition
Ethical Issues Legal Issues ANA Standards	NU 280	NURS 312	Values Clarification Foundational concepts II Ethical Principles Standards and guidelines for professional practice
Documentation of Patient Care Universal Precautions Sterile Technique Vital Signs/Height/Weight Therapeutic Communication Health History Med Administration:6 Rights IM injections/oral medications	NU 285	NURS 211	Medical Terminology 1 Test Taking Skills
Basic Physical Assessment Review of Systems	NU 285	NURS 214	Holistic approach to assessment Assessing self-care and wellness issues
Prin. of Assessing Health Basic Hygiene Body Mechanics/Range of Motion Lab Practice: Physical Assessment Skills	NU 285	NURS 213	Medical Terminology 2 Subcutaneous injections Patient Transfer Techniques
Psychomotor Skills	NU 285	NURS 337 NURS 339 NURS 437	
Medical Surgical Nursing (Adults) (Disease Processes, Medical Treatment and Nsg Care) covering Cardiovascular, Respiratory, Endocrine, and Gastrointestinal Systems	NU 323	NURS 336	Cell injury, inflammation, Infection Principles of care for the pt having surgery

Content	Current Course	Proposed Course	Additional New Content Placed in Proposed Course
Medical Surgical Nursing (Adults) (Disease Processes, Medical Treatment and Nsg Care) covering Cancer	NU 423	NURS 336	
Application of Adult Health Theory to Practice in Clinical Setting	NU 303 NU 305 (8 weeks)	NURS 337 (12 weeks)	Learning Lab modules for Psychomotor skills
Therapeutic use of self Facilitative communication techniques Emotional development Anxiety Disorders and Drug Therapy Communication with client with special needs (Suicidal/Violent) Somatoform disorders Psychophysiologic disorders	NU 302	NURS 432	
The OB Patient and Newborn	NU 302	NURS 338	
Complications in the OB Patient and Newborn Women's Health	NU 304	NURS 338	
The Family as Client Assessment Process Health promotion in the multiproblem family	NU 304	NURS 434	
Mood Disorders	NU 304	NURS 432	
Child Health Maintenance Assessment of Children and Families Health Promotion of Children and Families (Infants, Toddlers, Preschool, School-age, Adolescents)	NU 302	NURS 339	
Care of Hospitalized Children Acute Diseases in Children – Respiratory, Gastrointestinal	NU 322	NURS 339	
Chronic Diseases in Children – Neurologic, Endocrine, Infections	NU 323	NURS 338	
Application of Maternal Child Theory to Practice	NU 303 NU 305 (8 weeks per course)	NURS 339 (12 weeks)	Learning Lab modules for psychomotor skills
Professional Issues and Standards	NU 402	NURS 312	
Project Management Outcomes Management Performance Improvement Power, Politics and Labor Relations	NU 402	NURS 412	
Psychiatric Nursing Therapeutic relationships Patients in crisis Group facilitation Addiction Sexual concerns	NU 402	NURS 432	
Medical Emergencies	NU 402	NURS 436	

Content	Current Course	Proposed Course	Additional New Content Placed in Proposed Course
Application of Psychiatric Mental Health Theory to Practice	NU 403 (4 weeks)	NURS 435 (7 weeks)	
Application of Complex Med-Surg Theory to Practice	NU 403 (4 weeks)	NURS 437 (7 weeks)	Learning Lab modules for Psychomotor skills
Community Health Nursing Home Care Rural, Urban, School and Work Settings Homeless population Infectious Dis. in the Community	NU 404	NURS 434	
Leadership, Management and Motivational theories Health Care Organization/Economics Conflict Management Delegating to unlicensed personnel	NU 404	NURS 412	↑ emphasis on change, problem solving, and delegation Informational technology Career management
Application of Leadership Principles Preceptored Clinical Experience	NU 405 (4 weeks) NU 405 (4 weeks)	NURS 437 (7 weeks)	
Community Health Application of Theory to Practice	NU 405 (4 weeks)	NURS 435 (7 weeks)	
Complex Medical Surgical Nursing (Disease Processes, Medical Treatment and Nsg Care) Cardiovascular, Cardiogenic Shock, Respiratory, Renal, Gastrointestinal, Neurologic, and Immune Systems	NU 422	NURS 436	Pt/Family experiences with critical/complex health problems Cardiac rehabilitation Allergic Reactions Autoimmunity
Psychotic Disorders in Reality Personality Disorders Psychopharmacology	NU 422	NURS 432	
Infants, Children and Adolescents with emotional and cognitive disorders Managed Care in Psychiatric Settings Community Mental Health Family Violence Geriatric Mental Health Issues Delerium, Dementia and other cognitive disorders	NU 423	NURS 432	

Congenital Anomalies Acquired cardiac disease in children Childhood Cancers Home care of the chronically ill child	NU 423	NURS 338	
Research	NU 430	NURS 316	↑ emphasis on critiquing research & understanding research methodology
		NURS 450	Exploration of factors influencing clinical problem solving

3. Rationale for Change

Current trends in health care demand changes in nursing curricula. Historically nursing care has been provided primarily in hospital settings. However, hospital restructuring, health care reimbursement changes, shifts in population demographics, and cost containment have forced nurses to explore expanded roles in diverse health care settings, many of which are outside of the hospital setting. The current and anticipated changes in health care delivery systems magnify the challenge for nurse educators to provide a curriculum that will meet the needs of graduates who will practice professional nursing in the 21st century.

During this time of health care change, the Pew Health Professions Commission explored trends in health care and made nationwide recommendations to strengthen the health care delivery system and improve the education of health care providers. A series of four reports by the Pew Health Professions Commission have been issued, with the fourth and final report in December 1998 (Bellack and O'Neil, 2000). The recommendations issued by this commission provide support for current curriculum change at Indiana University of Pennsylvania. The Pew Commission recommends that baccalaureate nursing education programs "radically revamp content and learning experiences in the nursing curriculum" (Bellack and O'Neil, 2000, p. 19) to reflect health care changes.

Additionally, the American Association of Colleges of Nursing (AACN) recently published a document, *The Essentials of Baccalaureate Education for Professional Nursing Practice (1998)* (Appendix A), to provide direction for the preparation of professional nurses in the 21st century. This document provides the framework for revising baccalaureate nursing curricula and has served as a guiding document in curriculum revision. Based upon the AACN suggestions core competencies of critical thinking, communication, assessment, and technical skills have been proposed. The *Essentials* document also advocates emphasis on professional values, and role development (American Association of Colleges of Nursing, 1998).

One recommendation of both the AACN and the Pew Health Commission involves changing professional training to meet the demands of the new health care system. The proposed curriculum incorporates a shift in focus in the nursing program from individual patients in hospital settings to community and population based care. This shift continues to be emphasized in nursing literature as a recommended direction for change (Heller, Oros, & Durney-Crowley, 2000; Oermann, 1994).

Another shift involves movement away from an illness-focused curriculum to one that focuses on health promotion and disease prevention. The national nursing licensure examination, which students take upon graduation, also reflects this increased emphasis on health promotion and prevention (National Council of State Boards of Nursing, 1997). Concurrently, the need for management and leadership skills is essential for nursing survival in the current health care arena. Knowledge and technical competencies remain important as well as critical thinking, problem solving and communication skills. These suggestions have been considered and incorporated into the curriculum revision.

In addition to external communities of interest supporting a curriculum change, our program outcome assessment data, part of the quality improvement process in the department, support the need for curriculum change. Students, faculty, and alumni have provided feedback about the program and curriculum through a variety of quantitative and qualitative data collection strategies. They have expressed the need for revision of the present curriculum to keep pace with health care changes and to focus on improving student learning. The quality improvement committee recommended that curriculum revisions address the areas of: skill development, knowledge of pharmacology, enhancement of research utilization skills, development of the manager/coordinator/designer of health care role, professionalism, and coordination of teaching between theory and clinical (QI report, 1999 and 2000). The lack of coordination between lecture content and clinical experiences has been a persistent source of frustration and dissatisfaction with the current curriculum. The proposed curriculum is designed to enhance the coordination of clinical experiences with the content of the theory courses.

Specific examples of quality improvement recommendations that are addressed in the revised curriculum include:

- Clinical experiences and related theory content are more closely coordinated in the new curriculum. Furthermore, in an effort to enhance skill development, clinical experience in medical surgical nursing has been expanded from eight weeks to fourteen weeks at the junior level.
- Content in pharmacology at the sophomore level and throughout nursing theory courses at all levels have increased. Increased pharmacology content at the sophomore level will provide a foundation for more advanced pharmacological concepts at the junior and senior levels.
- A major revision of the nursing research course will provide the junior nursing student with increased knowledge of research utilization in nursing practice. The course will prepare the student to become a more sophisticated consumer of nursing research. This foundation will enhance the student's ability to comprehend and utilize current nursing research as it applies to specialized areas of nursing practice throughout the curriculum.
- The curriculum builds on past success in preparing the baccalaureate student to become the manager/coordinator/designer of care by expanding on leadership development throughout the senior year and this role is further explored in Professional Nursing III.

In conclusion, the proposed curriculum addresses the health care changes related to community and population based care, health promotion and disease prevention, inclusion of core competencies, and recommendations of the departmental quality improvement committee.

References:

American Association of Colleges of Nursing (1998). The essentials of baccalaureate education for professional nursing practice. Washington, DC: Author.

Bellack, J. & O'Neil, E.H. (2000). Recreating nursing practice for a new century. Nursing and Health Care Perspectives, 21(1), 14-21.

Heller, B. Feros, M. T., & Durney-Crowley, J. (2000). The future of nursing education: 10 trends to watch. Nursing and Health Care Perspectives, 21(2), 9-13.

National Council of State Boards of Nursing (1997) NCLEX-RN Test Plan. Chicago:Author.

Oermann, M. (1994). Reforming nursing education for future practice. Journal of Nursing Education, 33, 21-219.

Part III

Implementation

Part III. Implementation

1. Effect on Current Students

The goal is to begin the revised curriculum in fall 2001 with the sophomore class. Freshmen students entering IUP in fall 2000 will be able to complete course prerequisites in a timely manner to be prepared to begin the revised curriculum in fall 2001. If the revised curriculum is not approved for implementation at that time students will also have appropriate preparation for the current introductory nursing courses. Nursing courses are not offered to freshmen in either curriculum.

Students who entered IUP prior to fall 2000 and who have successfully completed the sophomore level nursing courses in the existing curriculum will continue in the existing curriculum. The existing curriculum will be completely phased out with the graduating class of May 2004. See phase out/phase in projections on pp. 18-25. During the phase-in period for the new curriculum arrangements will be made for students who receive a D/F in a course being phased out. Depending on the type of course and the particular needs of the individual student one of the following options will be offered: 1) a revised course may be designated as a substitute, 2) an independent study, 3) individualized instruction, or 4) a special topics offering. The department maintains a commitment to facilitating timely progression for all students.

2. Effect on Faculty Teaching Load

The program revision has been planned with consideration to the current faculty complement of 24 FTE, needs of the graduate program, and projected needs of a revised RN to BSN track. Workload calculations confirm that the proposed curriculum can be implemented with the existing faculty complement.

Workload is based upon

- Faculty complement of 24
- 9.0 credit/semester for department chairperson
- 6.0 credit/semester for allied health coordinator (without replacement)
- 5:4 reimbursement for lab courses
- projected class size of 80 students

Faculty preparation:

All faculty are licensed Registered Nurses. Faculty maintain specialty preparation in a variety of areas. The proposed curriculum considers that most/all faculty are appropriately prepared to teach any 200 level nursing course, any course in the Professional Nursing sequence, and the Research Utilization course. The proposed curriculum takes into account the specialty preparation of the current and projected faculty resources.

Adequacy of Seating in Revised Courses

The curriculum revision plans to accommodate approximately 80 students per year. The appropriate number of sections are planned to accommodate limited enrollment in clinical courses and writing-intensive courses.

Adequacy of Resources

The program revision can be offered with existing resources. Travel required by faculty to clinical sites will be similar to the travel currently required. Additional types of clinical sites already available in the community may be used.

3. Effect on Enrollment

It is anticipated that enrollment will increase to approximately 80 students due to the increased competitiveness with area programs and due to the timely focus on preventive health care and community nursing. This increase more closely reflects student enrollment in the early 90's. Sections will be added/deleted as enrollment dictates.

Typical Workload for Current Undergraduate Nursing Curriculum

Fall Semester

Level	Course	Hour Designation	No. Sections	Total Workload Required
Sophomore	No courses offered in Fall			
Junior	NU 302 Core I	2c-0l-2sh	1	2.0
	NU 303 Clinical Lab I	0c-15l-5sh	9	93.6
	NU 322 M/R Wellness I	3c-0l-3sh	1	3.0
Senior	NU 402 Core III	2c-0l-2sh	1	2.0
	NU 403 Clinical Lab III	0c-15l-5sh	9	93.6
	NU 422 M/R Wellness IV	3c-0l-3sh	1	3.0
	NU 430 Nursing Research	3c-0l-3sh	1	3.0
	NU 480 Nursing Seminar	1c-0l-1sh	9	9.0
Total				212.2

Resources:

24 permanent faculty x 12 credits of workload/semester = 288 total credits of workload/semester

288 total credits/complement of 24

-9 department chairperson

279

-6 allied health coordinator

273 teaching credits available

273.0 teaching credits available

-212.2 required for current curriculum (Fall)

60.8 balance

-27.0 credits for graduate program

33.8 balance for other courses (i.e. LS499) and special projects

Typical Workload for Current Undergraduate Nursing Curriculum

Spring Semester

Level	Course	Hour Designation	No. Sections	Total Workload Required
Sophomore	NU 280 Introduction to Nursing	3c-0l-3sh	1	3.0
	NU 285 Introduction to Clinical Practice	0c-9l-3sh	9	39.8
Junior	NU 304 Core II	2c-0l-2sh	1	2.0
	NU 305 Clinical Lab II	0c-15l-5sh	9	93.6
	NU 323 M/R Wellness II	3c-0l-3sh	1	3.0
Senior	NU 404 Core IV	2c-0l-2sh	1	2.0
	NU 405 Clinical Lab IV	0c-15l-5sh	9	93.6
	NU 423 M/R Wellness IV	3c-0l-3sh	1	3.0
	NU 430 Nursing Research	3c-0l-3sh	1	3.0
	NU 480 Nursing Seminar	1c-0l-1sh	8	8.0
Total				251.0

Resources:

24 permanent faculty x 12 credits of workload/semester = 288 total credits of workload/semester

288 total credits/complement of 24

-9 department chairperson

279

-6 allied health coordinator

273 teaching credits available

273.0 teaching credits available

-251.0 required for current curriculum (Spring)

22.0 balance for graduate program

**Projected Workload for YEAR ONE Phase in of Undergraduate Curriculum
(Proposed Sophomore, Current Junior, Current Senior)**

Fall Semester

Level	Course	Hour Designation	No. Sections	Total Workload Required
Sophomore	NURS 212 Professional Nursing I	2c-0l-2sh	1	2.0
	NURS 211 Nursing Practice I	0c-3l-1sh	8	19.2
Junior	NU 302 Core I	2c-0l-2sh	1	2.0
	NU 303 Clinical Lab I	0c-15l-5sh	9	93.6
	NU 322 M/R Wellness I	3c-0l-3sh	1	3.0
Senior	NU 402 Core III	2c-0l-2sh	1	2.0
	NU 403 Clinical Lab III	0c-15l-5sh	9	93.6
	NU 422 M/R Wellness IV	3c-0l-3sh	1	3.0
	NU 430 Nursing Research	3c-0l-3sh	2	6.0
	NU 480 Nursing Seminar	1c-0l-1sh	9	9.0
Total				233.4

Resources:

24 permanent faculty x 12 credits of workload/semester = 288 total credits of workload/semester

288 total credits/complement of 24

-9 department chairperson

279

-6 allied health coordinator

273 teaching credits available

273.0 teaching credits available

-233.4 required for Year One Phase in (Fall)

39.6 balance

-27.0 credits for graduate program

12.6 balance for other courses

**Projected Workload for YEAR ONE Phase in of Undergraduate Curriculum
(Proposed Sophomore, Current Junior, Current Senior)**

Spring Semester

Level	Course	Hour Designation	No. Sections	Total Workload Required
Sophomore	NURS 236 Foundations of Nursing	3c-0l-3sh	1	3.0
	NURS 214 Health Assessment	2c-0l-2sh	1	2.0
	NURS 213 Nursing Practice II	0c-3l-1sh	8	19.2
Junior	NU 304 Core II	2c-0l-2sh	1	2.0
	NU 305 Clinical Lab II	0c-15l-5sh	9	93.6
	NU 323 M/R Wellness II	3c-0l-3sh	1	3.0
Senior	NU 404 Core IV	2c-0l-2sh	1	2.0
	NU 405 Clinical Lab IV	0c-15l-5sh	9	93.6
	NU 423 M/R Wellness IV	3c-0l-3sh	1	3.0
	NU 430 Nursing Research	3c-0l-3sh	1	3.0
	NU 480 Nursing Seminar	1c-0l-1sh	8	8.0
Total				232.4

Resources:

24 permanent faculty x 12 credits of workload/semester = 288 total credits of workload/semester

288 total credits/complement of 24

-9 department chairperson

279

-6 allied health coordinator

273 teaching credits available

273.0 teaching credits available

-232.4 required for Year One Phase-in (spring)

40.6 balance

-27.0 credits for graduate program

13.6 balance available for other courses

**Projected Workload for YEAR TWO Phase in of Undergraduate Curriculum
(Proposed Sophomore, Proposed Junior, Current Senior)**

Fall Semester

Level	Course	Hour Designation	No. of Sections	Total Workload Required
Sophomore	NURS 212 Professional Nursing I	2c-01-2sh	1	2.0
	NURS 211 Nursing Practice I	0c-31-1sh	8	19.2
Junior	NURS 316 Research Utilization	3c-01-3sh	3	9.0
	NURS 336 Adult Health I	4c-01-4sh	1	4.0
	NURS 337 Adult Health Clinical I	0c-151-5sh	4	41.6
	NURS 338 Maternal Child Health	4c-01-4sh	1	4.0
	NURS 339 Mat/Child Health Clinical	0c-151-5sh	4	41.6
Senior	NU 402 Core III	2c-01-2sh	1	2.0
	NU 403 Clinical Lab III	0c-151-5sh	9	93.6
	NU 422 M/R Wellness III	3c-01-3sh	1	3.0
	NU 430 Nursing Research	3c-01-3sh	2	6.0
	NU 480 Nursing Seminar	1c-01-1sh	5	5.0
Total				231.0

Resources:

24 permanent faculty x 12 credits of workload/semester = 288 total credits of workload/semester

288 total credits/complement of 24

-9 department chairperson

279

-6 allied health coordinator

273 teaching credits available

273.0 teaching credits available

-231.0 required for Year Two Phase-in (Fall)

42.0 balance

-27.0 credits for graduate program

15.0 balance available for other courses

**Projected Workload for YEAR TWO Phase in of Undergraduate Curriculum
(Proposed Sophomore, Proposed Junior, Current Senior)**

Spring Semester

Level	Course	Hour Designation	No. of Sections	Total Workload Required
Sophomore	NURS 236 Foundations of Nursing	3c-0l-3sh	1	3.0
	NURS 214 Health Assessment	2c-0l-2sh	1	2.0
	NURS 213 Nursing Practice II	0c-3l-1sh	8	19.2
Junior	NURS 312 Professional Nursing II	2c-0l-2sh	3	6.0
	NURS 336 Adult Health I	4c-0l-4sh	1	4.0
	NURS 337 Adult Health Clinical I	0c-15l-5sh	4	41.6
	NURS 338 Maternal Child Health	4c-0l-4sh	1	4.0
	NURS 339 Mat/Child Health Clinical	0c-15l-5sh	4	41.6
Senior	NU 404 Core IV	2c-0l-2sh	1	2.0
	NU 405 Clinical Lab IV	0c-15l-5sh	9	93.6
	NU 423 M/R Wellness IV	3c-0l-3sh	1	3.0
	NU 430 Nursing Research	3c-0l-3sh	1	3.0
	NU 480 Nursing Seminar	1c-0l-1sh	5	5.0
Total				228.0

Resources:

24 permanent faculty x 12 credits of workload/semester = 288 total credits of workload/semester

288 total credits/complement of 24

-9 department chairperson

279

-6 allied health coordinator

273 teaching credits available

273.0 teaching credits available

-228.0 required for Year Two Phase-in (Spring)

45.0 balance

-27.0 credits for graduate program

18.0 balance available for other courses

**Projected Workload for YEAR THREE Phase in of Undergraduate Curriculum
(Proposed Sophomore, Proposed Junior, Proposed Senior)**

Fall Semester

Level	Course	Hour Designation	No. of Sections	Total Workload Required
Sophomore	NURS 212 Professional Nursing I	2c-0l-2sh	1	2.0
	NURS 211 Nursing Practice I	0c-3l-1sh	8	19.2
Junior	NURS 316 Research Utilization /w	3c-0l-3sh	3	9.0
	NURS 336 Adult Health Aging I	4c-0l-4sh	1	4.0
	NURS 337 Adult Health Clinical I	0c-15l-5sh	4	41.6
	NURS 338 Maternal Child Health	4c-0l-4sh	1	4.0
	NURS 339 Mat/Child Health Clinical I	0c-15l-5sh	4	41.6
Senior	NURS 412 Professional Nursing III	2c-0l-2sh	1	2.0
	NURS 436 Adult Health II	4c-0l-4sh	1	4.0
	NURS 437 Adult Health Clinical II	0c-15l-5sh	4	41.6
	NURS 432 Psychiatric Mental Health	2c-0l-2sh	1	2.0
	NURS 434 Community Health NURS 435 Comm/Psych Mental Health Clinical	2c-0l-2sh 0c-15l-5sh	1 4	2.0 41.6
Total				214.6

Resources:

24 permanent faculty x 12 credits of workload/semester = 288 total credits of workload/semester

288 total credits/complement of 24

-9 department chairperson

279

273.0 teaching credits available

-214.6 required for Year Two Phase-in (Fall)

58.4 balance

-6 allied health coordinator

-27.0 credits for graduate program

273 teaching credits available

31.4 balance available for other courses

**Projected Workload for YEAR THREE Phase in of Undergraduate Curriculum
(Proposed Sophomore, Proposed Junior, Proposed Senior)**

Spring Semester

Level	Course	Hour Designation	No. of Sections	Total Workload Required
Sophomore	NURS 236 Foundations of Nursing	3c-0l-3sh	1	3.0
	NURS 212 Professional Nursing I	2c-0l-2sh	1	2.0
	NURS 213 Nursing Practice II	0c-2l-1sh	8	19.2
Junior	NURS 312 Professional Nursing II/w	2c-0l-2sh	3	6.0
	NURS 336 Adult Health Aging I	4c-0l-4sh	1	4.0
	NURS 337 Adult Health Clinical I	0c-15l-5sh	4	41.6
	NURS 338 Maternal Child Health	4c-0l-4sh	1	4.0
	NURS 339 Mat/Child Health Clinical I	0c-15l-5sh	4	41.6
Senior	NURS 436 Adult Health II	4c-0l-4sh	1	4.0
	NURS 437 Adult Health Clinical II	0c-15l-5sh	4	41.6
	NURS 432 Psychiatric Mental Health	2c-0l-2sh	1	2.0
	NURS 434 Community Health	2c-0l-2sh	1	2.0
	NURS 435 Comm/Psych Mental Health Clinical Elective	0c-15l-5sh 3c-0l-3sh	4 2	41.6 6.0
Total				218.6

Resources:

24 permanent faculty x 12 credits of workload/semester = 288 total credits of workload/semester

288 total credits/complement of 24

-9 department chairperson

279

-6 allied health coordinator

273 teaching credits available

273.0 teaching credits available

-218.0 required for Year Three Phase-in (Spring)

54.4 balance

-27.0 credits for graduate program

27.4 balance available for other courses

Part IV

Course Proposals