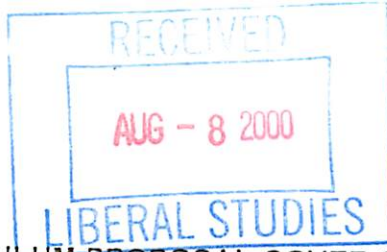


LSC Use Only  
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Action-Date: \_\_\_\_\_



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Number: 00-32p  
Submission Date: \_\_\_\_\_  
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)

<input checked="" type="checkbox"/>	COURSE	<u>Adult Health Clinical II</u> <small>Suggested 20 character title</small>
<input checked="" type="checkbox"/>	New Course*	<u>NURS 437 Adult Health Clinical II.</u> <small>Course Number and Full Title</small>
<input type="checkbox"/>	Course Revision	_____ <small>Course Number and Full Title</small>
<input type="checkbox"/>	Liberal Studies Approval + for new or existing course	_____ <small>Course Number and Full Title</small>
<input type="checkbox"/>	Course Deletion	_____ <small>Course Number and Full Title</small>
<input type="checkbox"/>	Number and/or Title Change	_____ <small>Old Number and/or Full Old Title</small>
		_____ <small>New Number and/or Full New Title</small>
<input type="checkbox"/>	Course or Catalog Description Change	_____ <small>Course Number and Full Title</small>
<input type="checkbox"/>	PROGRAM:	<input type="checkbox"/> Major <input type="checkbox"/> Minor <input type="checkbox"/> Track
<input type="checkbox"/>	New Program*	_____ <small>Program Name</small>
<input type="checkbox"/>	Program Revision*	_____ <small>Program Name</small>
<input type="checkbox"/>	Program Deletion*	_____ <small>Program Name</small>
<input type="checkbox"/>	Title Change	_____ <small>Old Program Name</small>
		_____ <small>New Program Name</small>

III. Approvals (signatures and date)

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

Robert Kesner 2-25-00  
Department Chair

Mary E. Seiber 7/14/00  
College Curriculum Committee

Charles P. Zoni 15 July 00  
College/Dean

+Director of Liberal Studies (where applicable)

\*Provost (where applicable)

**NURS 437 Adult Health Clinical II**

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

**Prerequisites:** NURS 336,337, 338, 339

**Corequisite:** NURS 436

**Prerequisite or Corequisite:** NURS 412

Course is designed to provide opportunities for clinical practice as a provider of care for complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus will be on secondary prevention/intervention for long term critically ill patients. The role of designer/manager/coordinator of care will be emphasized with opportunities to apply management principles and practice leadership skills in the acute care or rehabilitation setting. Opportunities for students to receive precepting with a registered nurse will be an integral component of the course.

## I. Course Description

**NURS 437 Adult Health Clinical II**

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

**Prerequisites:** NURS 336,337, 338, 339

**Corequisite:** NURS 436

**Prerequisite or corequisite:** NURS 412

The course is designed to provide opportunities for clinical practice as a provider of care for complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus will be on secondary prevention/intervention for long term critically ill patients. The role of designer/manager/coordinator of care will be emphasized with opportunities to apply management principles and practice leadership skills in the acute care or rehabilitation setting. Opportunities for students to receive preceptoring with a registered nurse will be an integral component of the course.

## II. Course Objectives

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

1. Perform comprehensive nursing assessment of adults with critical/complex health problems
2. Integrate knowledge of pathophysiology and the nursing process to provide appropriate care for clients with critical/complex health problems
3. Assume a leadership role within one's scope of practice
4. Apply management principles in the delivery, supervision, and delegation of nursing care
5. Analyze problem solving and decision making strategies employed on a given unit
6. Demonstrate the ability to foster team-building skills with a group
7. Understand the principles of quality performance improvement
8. Analyze the usefulness of outcomes research to evaluate the quality of care

## III. Course Outline

### UNIT I Care of Acutely Ill Patients with Complex Problems

**Day 1** 8 hrs.

1. Orientation to clinical agency and course expectations
2. Overview of expected competencies
3. Skill Lab sessions – psychomotor skill practice
4. Completion of agency orientation requirements

**Days 2-15** 97 hrs.

1. Provide and coordinate care – complex acutely ill clients
  - a. Faculty directed experiences with close supervision of essential skills with complex care and critical care populations. Students assume responsibility for primary care of groups of patients with complex health problems. Opportunities for providing care for critically ill patients are an integral component of this unit as well.

- b. Sites
    - 1. Intensive care units
    - 2. Monitor units
    - 3. Medical-surgical units
  - 2. Participate in clinical conferences with faculty
- Exam** 1 hr.

## **UNIT II Leadership**

**Days 16-21** 47 hrs.

- 1. Function in team leader and/or primary care nurse roles.
  - 2. Practice delegation and supervision skills, reporting, and evaluating care delivered by others.
  - 3. Participate in interdisciplinary team meetings.
  - 4. Work with head nurse and unit manager to gain insight about the managerial aspects of these roles.
  - 5. Work closely with directing the functions of the patient care unit, i.e., interfacing with physicians, transcribing and implementing medical orders, monitoring status of all patients on the unit.
  - 6. Learn aspects of the unit operation including operating budget, scheduling, staffing, discipline, strategies for problem solving and conflict resolution.
  - 7. Learn how information is disseminated within the agency chain of command.
  - 8. Attend managerial meetings for the purpose of participating as well as analyzing how committee work is accomplished.
  - 9. Participate in clinical conferences with faculty
- Exam** 1 hr.

## **UNIT III Preceptor Experience with Registered Nurse**

**Days 22-28** 55 hrs.

- 1. Preceptor directed experiences in the provider of care role for complex, acutely ill patient populations. Students will assume responsibility for managing the care to groups of patients. Students will work directly with an assigned registered nurse preceptor. Faculty will continue to provide instruction and monitor student performance with "in-house" presence and will meet regularly with the preceptor and student to determine student progress with expected clinical knowledge and competencies.
  - 2. Participate in clinical conferences with faculty
- Exam** 1 hr

## **Finals Week Final Exam**

### Clinical Conference Topics

Unit Assessment – how are problem solving and decision making accomplished?  
 Leadership Behaviors – can you recognize them?  
 Conflict Resolution – is there an effective model?  
 Clinical Delegation – How do you know when it's effective?  
 Socialization to the Workplace – can the transition be smoother?  
 Interdisciplinary Teams – advantages and obstacles to quality care  
 Outcomes Evaluation – what are the indicators? whose responsibility?  
 Additional topics related to complex acutely ill clients

#### IV. Evaluation Methods\*

The grade for this course will be calculated based on:

1. **The pass/fail grade in clinical performance, including:**
  - a. Written assignments
  - b. Clinical competencies
  - c. Appropriate professional behavior
2. **75% Unit exams (multiple choice nursing process questions)**
3. **25% Final exam (multiple choice)**

##### **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% + Pass in clinical performance
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 exams and satisfactorily complete all assignments.**

##### Clinical Competencies

In order to pass clinical performance the student must demonstrate competency in the following areas:

1. \*Perform 12 lead EKG and distinguish basic from life threatening arrhythmias
2. Recognize asystole, and ventricular fibrillation and ventricular tachycardia on monitor or EKG
3. Administer medication: IV therapy (including piggy-back), Patient Controlled Analgesia (PCA), Total Parenteral Nutrition (TPN)
4. \*Participate in a mock code – identifying participants' roles and drugs used
5. Management of central lines
6. Monitor blood/colloids administration
7. \*Management of chest tubes
8. \*Management of artificial airways
9. Care of clients using special mattress/therapeutic beds
10. Demonstrate principles of supervising nursing care performed by others
11. Demonstrate effective problem solving strategies in the clinical setting
12. Demonstrate effective conflict management strategies
13. Plan and implement a teaching session based on an identified need
14. Perform and synthesize a priority assessment
15. Perform a neurological assessment on a patient with a deficit

**\* These competency can be completed in the Learning Lab.**

**Opportunities for competency testing will be available throughout the semester**

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

#### 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. St. Louis: Mosby.

Schultz, C., Decker, P.J., & Sullivan, E.J. (1992). Effective management in nursing: An experiential/skill building workbook (3<sup>rd</sup> ed.). Menlo Park, CA: Addison-Wesley.

Sullivan, E.J. & Decker, P.J. (1997). Effective leadership and management in nursing (4<sup>th</sup> ed.). Menlo Park, CA: Addison-Wesley.

## **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.

## VII. Bibliography

### Management

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- Andersen, C.A.F. (1999). Nursing student to nursing leader: The critical path to leadership development. Albany, NY: Delmar Publishers.
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- Burkhardt, M.A., & Nathaniel, A.K. (1998). Ethics and issues in contemporary nursing. Albany, NY: Delmar Publishers.
- Cherry, B., & Jacob, S.R. (1999). Contemporary nursing: Issues, trends, and management. St. Louis: Mosby.
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- Lachman, V.D. (1998). You can take charge of your practice. RN, 61(2), 19-20.
- Lachman, V.D. (1988). The chemically dependent nurse. Holistic Nurse Practitioner, 2(4), 34-44. (Classic)
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- Webber-Jones, J.E. (1999). A practical approach to problem solving. RN, 62(4), 30-33.
- Wilson, C.K. & Porter-O'Grady, T. (1999). Leading the revolution in health care: Advancing systems, igniting performance (2nd ed.). Gaithersburg, MD: Aspen.

### Complex Care

- Chan, H. (1997). Bladder management in acute care of stroke patients: A quality improvement project. Journal of Neuroscience Nursing, 29(3), 187-191.
- Clayton, L.H., & Dilley, K.B. (1998). Clinical snapshot: Cushing's syndrome. American Journal of Nursing, 98(7), 40-41.
- Cook, L. (1999) The value of lab values. American Journal of Nursing, 99(5), 66-75.
- Dubin, S. (1998). Nursing rounds: The hospitalized nursing home resident. American Journal of Nursing, 98(1), 35-37.
- Goldy, D.A. (1998). Emergency! Circulatory overload secondary to blood transfusion. American Journal of Nursing, 98(7), 33-34.
- Harvey, C.V. (1998). Challenges of traction in critical care: A case study. Critical Care Nursing Quarterly, 21(2), 114.

32. Home, C., & Derrico, D. (1999). Mastering ABGs. American Journal of Nursing, 99(8), 26-32.
- Ignatavicius, D. (1999). Resolving the delerium dilemma. Nursing99, 99(10), 41-46.
- Kanacki, L. (1997). How to guide ventilator-dependent patients from hospital to home. American Journal of Nursing, 97(2), 37-40.
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- Mackin, D. (1997). How to manage PICC lines. American Journal of Nursing, 97(9), 26-32.
39. Miracle, V.A. & Sims, J.M. (1999). Making sense of the 12 lead ECG. Nursing99, 99(7), 34-39.
- Miracle, V.A. & Sims, J.M. (1999). Using the ECG to detect MI. Nursing99, 99(8), 41-46.
- Nield-Anderson, L., Minarik, P.A., Dilworth, J.M., Jones, J., Nash, P.K., ODonnell, K.L., & Steinmiller, E.A. (1999). Responding to "difficult" patients. American Journal of Nursing, 99(12), 26-32.
- OHanlon-Nichols, T. (1998). Basic assessment of the GI system. American Journal of Nursing, 98(4), 48-52.
- Poupolo, A.L. (1999). Gaining confidence to talk about end of life care. Nursing99, 99(7), 49-51.
- Stark, J. (1997). Dialysis choices: Turning the tide in acute renal failure. Nursing97, 27(2), 41-48.
- Stuifbergen, A.K. & Rogers, S. (1997). Health promotion: An essential component of rehabilitation for persons with chronic disabling conditions. Advances in Nursing Science, 19(4), 1-21.



**COURSE ANALYSIS QUESTIONNAIRE**  
**NURS 437 Adult Health Clinical II**

Section A: Details of the Course

- A1 This course will fit into the senior 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 managing patients with complex problems and leadership skills would be included in other baccalaureate nursing programs.
- A7 The content in this course is necessary to practice nursing in multiple health care settings (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 This course will be taught by a team of faculty members within the Nursing Department.
- 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, Nursing, Heart & Lung, Nursing Clinics of North America, and Nursing Management. 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 and Journal of Nursing Scholarship. The library also has a holding of references related to nursing. To update these holdings, the department has a mechanism in place for identifying and recommending future library purchases.
  - c. The clinical course will be held at affiliating agencies
- 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 this course (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.

**NURS 450 A Cognitive Approach to Clinical Problem Solving**

**3c-01-3sh**

**Prerequisites:** NURS 412

This course focuses on advanced clinical problem solving and decision making skills needed by professional nurses. Factors that influence clinical problem solving will be examined to facilitate higher level thinking in simulated clinical situations.

## **I. Course Description**

**NURS 450 A Cognitive Approach to Clinical Problem Solving**      **3 lecture hours**  
**0 lab hours**  
**3 semester hours**  
**(3c-0l-3sh)**

**Prerequisites:** NURS 412

This course focuses on advanced clinical problem solving and decision making skills needed by professional nurses. Factors that influence clinical problem solving will be examined to facilitate higher level thinking in simulated clinical situations.

## **II. Course Objectives**

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

1. Use theoretical principles to organize knowledge from previous course work and guide decision making in the nursing process.
2. Identify factors that influence the individual's problem solving ability.
3. Describe cognitive processes that affect nurses' problem solving behaviors in actual and simulated clinical problem solving situations.
4. Apply newly learned problem solving and thinking skills to simulated clinical problem solving situations.

## **III. Course Outline**

Week 1	A. Introduction and Overview of Course	3 hrs
	1. Self Assessment	
	2. Text Attitude Inventory	
	3. Pretest & Review	
Week 2	B. Application of Problem Solving Skills	3 hrs
	1. Test Taking Strategies	
Week 3	C. Nursing process as an approach to clinical problem solving	3hrs
	1. Application of key nursing concepts in problem solving	
Week 4	D. Introduction to National Council Licensure Exam (NCLEX)	3 hrs
	1. Discussion of test plan	

	2. Dispelling myths of the licensure exam	
Week 5	E. Impaired thinking in problem solving situations 1. Test Anxiety 2. Progressive Relaxation	3 hrs
Week 6	F. Identifying faulty thinking in problem solving situations 1. Personal/Professional	3 hrs
Week 7	G. Nurses Cognitive Self-Assessment Model (NCSAM) 1. Cognitive restructuring 2. NCSAM introduction	3 hrs
Week 8	MID-TERM EXAM and review	3 hrs
Week 9	H. Evaluation of faulty cognitions to improve problem solving abilities 1. NCSAM examples	3 hrs
Week 10	I. Thought Distraction Techniques 1. Thought stopping 2. Prescribed worry 3. Worry breaks 4. Visualization Techniques	3 hrs
Weeks 11-14	J. Developing an individualized Plan of Action 1. Class topics and assignments individualized according to identified students needs	12 hrs
Finals Week	FINAL EXAM	

#### **IV. Evaluation Methods**

Students will be evaluated by their performance on weekly quizzes, a midterm, and a final examination. The exams will consist of multiple choice questions related to clinical situations. The purpose of this form of evaluation is to enhance clinical judgement skills necessary to be successful on standardized tests using national norms. Students will have the opportunity to drop the lowest quiz score. Extra credit options will be available at faculty discretion.

The course grade will be determined based on:

Weekly quizzes (30 pts each)	420 pts
Midterm exam	50 pts
Final Exam	<u>70 pts</u>
Total possible points	540

**Grading Scale:**

- A = 486-540
- B = 432-486
- C = 378-432
- D = 324-378
- F = 323 or below

**V. Required Text**

Poorman, S.G., Webb, C.A., Mastorovich, M.L., & Molcan, K.L. (1999). A Good Thinking Approach to NCLEX and Other Nursing Exams. Pittsburgh: STAT Nursing Consultants.

**VI. References**

Ambrose, M.L., Goldberg, K.E., Johnson, P.H., Mauro, E., Nash, J., Sabella, B.L. & Shaw, M. (Eds.). (1997). Fluids & electrolytes made incredibly easy! Springhouse, PA: Springhouse.

Bourne, E.J. (1995). The anxiety and phobia workbook (2<sup>nd</sup> ed.). Oakland, CA: New Harbinger.

Burns, D.D. (1989). The feeling good handbook: Using the new mood therapy in everyday life, New York: William Morrow. (Classic)

Carpenter, D.O., Ambrose, M.L. & Wittig, P. (Eds.). (1998). Pathophysiology made incredibly easy! Springhouse, PA: Springhouse.

Davis, M., McKay, M., & Eshelman, E.R. (1996). The relaxation and stress reduction workbook (4<sup>th</sup> ed.). Oakland, CA: New Harbinger.

Fanning, P. (1994). Visualization for change (2<sup>nd</sup> ed.). Oakland, CA: New Harbinger. (Classic)

Greenberger, D. & Padesky, C.A. (1995). Mind over mood: A cognitive therapy treatment manual for clients. New York: Guilford Press.

Johnson, S. (1997). Taking the anxiety out of taking tests: A step-by-step guide. Oakland, CA: New Harbinger.

McKay, M., Davis, M., & Fanning, P. (1997). Thoughts & feelings: Taking control of your moods and your life (2<sup>nd</sup> ed.). Oakland, CA: New Harbinger.

Meltzer, M. & Palau, S.M. (1997). Learning strategies in nursing: Reading, studying and test taking (2<sup>nd</sup> ed.). Philadelphia: Saunders.

Sides, M.B. & Korchek, N.B. (1997). Nurse's guide to successful test-taking (3<sup>rd</sup> ed.). Philadelphia: Lippincott. (Classic)

Simonton, O.C., Matthews-Simonton, S. & Sparks, T.F. (1980). Psychological intervention in the treatment of cancer. Psychosomatics. 21 226-235. (Classic)

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A Cognitive Approach to Clinical Problem Solving  
NURS 450  
Course Analysis Questionnaire

Section A: Details of the Course

- A1 How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies).

This course is designed for second semester senior students. It will be a required 3 credit course for students to enhance their problem solving in simulated clinical situations. Students who achieve a higher score than a specified minimum on a department required standard test(s) are exempt from this course.

- A2 Does this course require changes in the content of existing courses or requirements for a program? If catalog description 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.

No.

- 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.

Yes, it has been offered for 3 years in Spring term as a special topics course.

- A4 Is this course to be a dual-level course? If so, what is the approval status at the graduate level?

No.

- 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?

N/A

- A6 Do other higher education institutions currently offer this course? If so, please list examples.

No. This course was developed specifically for the IUP nursing student. However, with national NCLEX pass rates declining (NCSBN.ORG), many colleges and universities are offering similar courses for their



nursing students. (e.g. East Georgia State University, Wilcox College,  
\*see attached article).

- 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. Explain why this content or these skills cannot be incorporated into an existing course.

The course does not reteach information from other courses, but helps students enhance critical thinking and problem solving skills.

### Section B: Interdisciplinary Implications

- B1 Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.

One instructor.

- 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 which clarify their attitudes toward the proposed change(s).

Content is specific for senior level nursing students and need small class size for increased interaction with instructor.

- B3 Will seats in this course be made available for students in the School of Continuing Education?

No.

### Section C: Implementation

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?

Yes – course will be taught once per academic year.

- 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
- \*Travel Funds

Computer programs, videos, and textbooks have been purchased to enhance 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 the Dean, Provost, etc.)

No.

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

Yes – will only be needed spring term for second semester nursing seniors.

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

One.

- C6 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.

20 – small class size is needed for increased interaction with student.

- 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 – other than general documentation that small class size enhances learning and allows for increased interaction.

#### Section D: Miscellaneous

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

### IUP WebMail - Revision in Nursing Major

Delete	File	Create	Reply	Reply All	Forward	Previous	Next	Options	Index	Help
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**Date Sent:** Thursday, March 02, 2000 12:32 PM

**From:** Mary Lou Zanich <mlzanich@grove.iup.edu>

[Add to Address Book](#)

**To:** "Marie E. Twal" <METWAL@grove.iup.edu>

**Subject:** Revision in Nursing Major

**Status:**  Urgent  New

I have discussed the proposed changes in the nursing major and minor with members of the Department's Undergraduate Committee. We are reviewing the proposed changes in the minor and will get back to you the week after Spring break. I informed the Committee of your decision to remove PC 321: Abnormal Psychology as a requirement for the major and of your decision to keep PC 310: Developmental Psychology as a requirement. Our department is keenly aware of the limitations that can come about because of accreditation requirements and preparation for licensing. The working relationship we have had with the nursing department has been characterized by mutual respect and concern for students. We will continue to work with you to provide the best possible program for your students.

\*\*\*\*\*

Mary Lou Zanich, Ph.D.  
 Chair and Professor of Psychology  
 101 Uhler Hall - IUP  
 Indiana, PA 15705  
 PHONE: (724) 357-4528  
 FAX: (724) 357-2214



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 To: IN%"metwal@grove.iup.edu"  
 CC: IN%"jburiok@grove.iup.edu" "Jerry Buriok"  
 Subj: MA217 for Nursing Majors

Return-path: <jburiok@grove.iup.edu>  
 Received: from eagle ("port 1052"@eagle.ma.iup.edu [144.80.64.66])  
 by grove.iup.edu (PMDF V5.2-32 #30978)  
 with SMTP id <01JMJZIZUVKA8ZDVEE@grove.iup.edu>; Thu, 2 Mar 2000 10:54:50 EST  
 Date: Thu, 02 Mar 2000 09:59:47 -0500  
 From: Jerry Buriok <jburiok@grove.iup.edu>  
 Subject: MA217 for Nursing Majors  
 To: metwal@grove.iup.edu  
 Cc: Jerry Buriok <jburiok@grove.iup.edu>  
 Message-id: <001c01bf8457\$f41c9bc0\$42405090@eagle.ma.iup.edu>  
 MIME-version: 1.0  
 X-MIMEOLE: Produced By Microsoft MimeOLE V4.72.3155.0  
 X-Mailer: Microsoft Outlook Express 4.72.3155.0  
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This is a multi-part message in MIME format.

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 Content-Type: text/plain;  
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Dr. Twal,

For a number of years, undergraduate students in the B.S. in Nursing =  
 curriculum have been required to complete MA217 Probability and =  
 Statistics. In a recent telephone conversation, you informed me the =  
 Department of Nursing and Allied Health wishes to submit a proposal to =  
 the University Senate to revise this curriculum. You indicated MA217 =  
 would remain the required mathematics course for your majors, but you =  
 pointed out it would be helpful to your program if Nursing students =  
 could complete this requirement during fall semesters. To restate in =  
 writing the reply I gave on the telephone, I feel the Mathematics =  
 Department has sufficient flexibility with scheduling that this change =  
 will have no impact on our MA217 offerings. We offer between eight and =  
 twelve sections of MA217 each semester, and two sections during each =  
 summer session. It will take only minor adjustments to accomodate your =  
 request.

Gerald Buriok

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