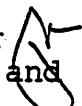


September 18, 1991

TO: Mia Moore-Armitage, Chair
Undergraduate Curriculum Committee
College of Human Ecology and Health Sciences

FROM: Jodell Kuzneski, Chair 
Department of Nursing and Allied Health Professions

SUBJECT: Undergraduate Curriculum Revision Proposal

The faculty in the department have completed the revisions as suggested by the committee last spring. These revisions include:

1. NU 430 Nursing Research has been added to the proposal. This course was recently approved by the Liberal Studies as meeting writing intensive criteria. I previously understood that to mean the course revision did not have to also be submitted for Senate approval and had pulled it from the original proposal.
2. Professional Literature Appendix: Appendix A has been added to include a list of professional journals from which students may select articles for various assignments in several of the courses. This appendix is referenced in the "Required Textbook" section of the appropriate course syllabi.
3. Student Policy Handbook: All of the lab courses have special resource requirements. These requirements are listed with each appropriate course syllabus. The committee had requested a full copy of the Student Policy Handbook to use as a further reference for these special resource requirements. One complete copy of this handbook is now included as Appendix B.
4. Detailed Topical Outlines: More detail has been added to the topical outlines for each course proposal.
5. Descriptions of Evaluation Methods: More detail has been added to the evaluation section of each course syllabi.
6. Table of Contents: The table of contents has been revised to reflect a change in pagination that was necessary with the additions to the proposal.

It is my hope that these revisions now meet all requirements set forth by the College Undergraduate Committee. Please contact me if you have any further questions. After you have signed all of the Curriculum Proposal Cover Sheets I will forward the proposal to the dean for his signature and then on to Senate. Thank you for all your assistance in this matter.

Table of Contents

Rationale for Curriculum Revision	2
Overview of Proposed Curriculum Changes	3
Rationale for Course Titles	6
Resources	7
Liberal Studies	7
Justification of Credits	7
Program/Level Objectives	13
State Board Approval Letter	16
Letter of Support: Dr. Zoni	17
Current and Proposed Curriculum Comparisons	18
Letter of Support: Dr. Duntley	21
Liberal Studies Outline	22
Curriculum Examples	23
Course Revision Proposals	
NU 280	27
NU 285	33
NU 322	38
NU 302	44
NU 303	49
NU 323	54
NU 304	60
NU 305	65
NU 300, 310, 400, 410	70
NU 422	88
NU 402	93
NU 403	98
NU 423	103
NU 404	109
NU 405	114
NU 430	119
Appendix A	124
Appendix B	125

INTRODUCTION

Rationale for Curriculum Revision

The faculty in the Department of Nursing and Allied Health Professions believe on-going evaluation is critical to the maintenance of our outstanding baccalaureate nursing program. Our systematic evaluation plan includes an ordered set of activities designed to monitor the effectiveness, the efficiency, and the quality of attainments toward meeting the goals of the program. The plan includes evaluation of all elements necessary for the conduct of the program, i.e., faculty, students, administration, curriculum and resources.

As part of this evaluation process the faculty collect end-of-course-evaluations from students in each nursing course offered each semester. The results of this evaluation process are tallied, shared and discussed with faculty teaching the courses. The faculty make recommendations to the Department Curriculum Committee. The Committee further assesses the faculty's concerns and suggestions and as necessary makes suggestions for curriculum revision to the entire faculty organization for their approval.

The Department Curriculum Committee also has the responsibility, as do all faculty, to consider changes in the curriculum based on knowledge of several other variables. These variables include changes that are occurring in society (demographic shifts, changing health care needs), in the health care system (acuity level of patients in hospitals, movement to community based health care, cost of health care), changes in the student population (reasons for entering nursing, student demographics) and changes in the nursing profession (understanding and application of nursing theory, emphasis on wellness and health promotion, leadership role of the nurse).

While minor course revisions such as updating content, using new references, revising teaching strategies and assignments and some shifting of lecture hours from one subject to another have been approved and implemented within the department according to the above procedure, the faculty are now completing an intensive curriculum revision process that is reflected in the course changes as identified in this proposal. This curriculum revision has included a review and revision of our department philosophy, organizing framework, program objectives (see pages 13-15), level objectives (those objectives for each of the sophomore, junior and senior levels; see pages 13-15), course objectives and course syllabi.

This type of curriculum revision requires the approval of not only the University Senate but also of our approval/accrediting governing bodies. The State Board of Nursing sets forth standards for baccalaureate nursing programs in their Rules and Regulations (a portion of these Rules and Regulations is included on page 10-11.) State Board approval of a nursing program is necessary for graduates of the program to be eligible to sit for the Registered Nurse licensing exam. IUP has had State Board Approval since it

began in the late 1960's and received its most recent continuing approval status following the site visit made in the Spring of 1990. The State Board of Nursing grants permission for all significant plans for curriculum revision. The revision, as included in this proposal, has been accepted by the State Board of Nursing (see attached letter on page 16) ✓

The undergraduate nursing program is also fully accredited by the National League for Nursing (NLN). The NLN accreditation program is founded on the belief that specialized accreditation provides for the maintenance and enhancement of educational quality, provides a basic assurance of program improvement, and contributes to the improvement of nursing practice. The achievement of NLN accreditation indicates to the general public and the educational community that a nursing program has clear and appropriate educational objectives and is providing the conditions under which its objectives can be fulfilled.

The NLN will be conducting a regularly scheduled accreditation site visit to IUP in November of 1991. In preparation for this visit, the faculty have undergone an extensive self-study process and endorse the changes in this proposal as a result of our program evaluation and self-study work. The Department also engaged an NLN consultant, Dr. Sylvia Hart, to assist in the preparation for the NLN visit. Dr. Hart has reviewed the department's revised philosophy, organizing framework, program and level objectives and supports the work that has been proposed. During Dr. Hart's visit to campus in the spring of 1990, faculty had the opportunity to discuss with her in person the types of course changes we were planning. In particular, Dr. Hart supported the plans for the wellness focus in our curriculum and the inclusion of seminars as a format for investigating and discussing a number of the issues facing nursing. The NLN's accreditation criteria that address the undergraduate curriculum section are listed on page 11 for your reference.

Dr. Carleen Zoni, former chairperson of the Department of Nursing and current Associate Dean of the College of Human Ecology and Health Sciences, has also reviewed this curriculum proposal. As one who has extensive knowledge in the areas of nursing education and higher education in general, Dr. Zoni supports the proposed changes in the undergraduate nursing program (see letter on page 17.)

Overview of Proposed Curriculum Changes

In an attempt to clarify the proposed changes in the nursing curriculum, it may be helpful to share a brief, narrative overview of the current and proposed curriculum. Additional information explaining the proposed changes and rationale for the changes are attached to each Curriculum Proposal Cover Sheet.

Three attachments may also help clarify the proposed changes. The attachment on pages 18 and 19 illustrate the current and proposed curriculum organization. The format of these attachments allow them to be used by faculty for both recruitment and advisement of students. The attachment on page 20 is a comparison table of the current and proposed nursing course titles, course numbers and credits.

There are presently 53 credits of nursing courses in the nursing curriculum. Typical for a baccalaureate nursing program, these credits are concentrated in the junior and senior years. The credits are organized in the following manner. Please note that there is no change in the total credit allocation for the program nor is there any shift of total credits per semester.

Sophomore Level (second semester) 6 credits

Current: The two courses in this semester serve as an introduction to the practice of professional nursing. The lecture course focuses on the basic principles of health and disease and the nurse's role in providing basic care to individuals of all ages. The lab course is designed to provide varied opportunities for application of basic care activities.

Proposed: These courses continue to serve as an introduction to the practice of professional nursing. Major lecture topics remain unchanged. The emphasis on all age groups remains intact. Course descriptions and objectives have been edited for more clarity and to bring them in closer line with the revised level and program objectives.

Junior Level (fall and spring semester) 22 credits total

Current: Two lecture courses (one in the fall, one in the spring) focus on pathophysiology. Two lecture courses (one in the fall and one in the spring) focus on nursing care of patients with the common health problems presented in the pathophysiology-based courses. The lab courses correlate with the lecture courses by focusing on care of patients in the obstetric, pediatric and medical-surgical settings within hospitals. Spring semester courses build on fall courses by addressing the care of patients in these same areas who have increasingly more acute and complex needs. Each semester the students also complete a 1 credit seminar course which is designed to allow for discussion of topics presented in the nursing care lecture courses.

Proposed: Junior level lecture courses have been reorganized, integrating the previously split content related to pathophysiology and nursing care. That is, both the pathophysiology for various disease processes and the related nursing care of patients with those problems are presented within the context of two courses (one in the fall and one in the spring). The courses are also now more clearly organized to focus on either health promotion and maintenance or health restoration. Content related to the use of nursing research and responsibilities as a member of the nursing profession has been more clearly delineated. Lab courses continue the focus on caring for patients in pediatric, obstetric and medical-surgical nursing with some expansion of assignments to include community settings as reflective of the changing patterns of health care delivery.

Students will continue to register for two 1 credit seminar courses (one in the fall and one in the spring). The focus of these courses will change from the current emphasis. The seminars will now better utilize the small class size to investigate and discuss issues and trends relevant to nursing practice.

Senior Level (fall and spring semesters) 25 credits total

Current: During the fall semester, the senior year is structured in a similar way to the junior level. The two lecture courses in this semester are divided with one focusing on pathophysiology and psychopathology and the other focusing on the nursing care of patients in crisis and with life threatening illnesses. Leadership/management content is also emphasized in this semester. The correlating lab course provides experiences in caring for patients in hospital critical care units and in psychiatric mental health units. The lab course also provides experience in a nursing leadership/management role. As with the junior year, the 1 credit seminar course is a discussion of patient care and leadership/management problems which follow the major topics presented in the lecture courses.

During the spring semester the two lecture courses focus on developing a further understanding of the nurse's leadership role and on caring for the patient in community settings. The correlating lab course provides experiences in community health settings including patients' homes and in hospitals where the emphasis is on increasing the students' independence in practice. The 1 credit seminar is designed, as the other seminars are, as a discussion of problems encountered while caring for patients in the community and within organizations.

In either the fall or spring semester the senior students also complete a 3 credit nursing research course. The course is designed to introduce the students to research methodology and their role as a consumer of research.

Proposed: Similar to the revisions proposed in the junior level, one of the lecture courses during the fall semester integrates content related to pathophysiology and psychopathology and the related nursing care of patients experiencing crisis and life threatening illnesses. The second lecture course emphasizes the nurse's roles as accountable provider of care and member of the profession. The correlating lab course provides experiences in caring for patients in hospital critical care units and psychiatric mental health facilities. Experience is also provided in caring multiple patients within a hospital or long term care setting. The seminar course follows the proposed change for the seminars in the junior level and allows for the investigation and discussion of specific trends and issues relevant to nursing practice.

One of the spring semester lecture courses again integrates content related to physiologic and psychologic pathology with nursing care of patients with illness managed in hospitals, long term care and community settings. The second lecture course emphasizes the nurse's role as provider and coordinator of care. The correlating lab course provides experiences in caring for patients in the community and in leadership/management roles in a variety of settings with emphasis on increasing the students' level of independence. The 1 credit seminar course continues with the investigation and discussion of specific trends and issues relevant to nursing.

The proposed 3 credit research course is designed to focus more on the responsibilities of the nurse as an evaluator and user of nursing research.

Rationale for Course Titles

The nursing curriculum is an integration of lecture, lab and seminar courses. The lecture courses are organized throughout the 5 semesters of nursing courses in a manner that one series of lecture courses (322, 323, 422, and 423) deal with theory and principles of maintenance and restoration of wellness. Within each of these courses, there is content related to all age groups of patients with various illnesses, varying degrees of acuity and in a variety of health care settings. Content related to health promotion is also within this series of courses. While the course title, Maintenance and Restoration of Wellness, is lengthy, it does capture the major focus of this series of courses throughout the curriculum. The number designation I, II, III, and IV indicate the sequencing and building that occurs in these courses as the students advance to completion.

The second series of lecture courses (280, 302, 304, 402 and 404) serve as an introduction to nursing and deal with the physiologic and psychologic pathology of a variety of health problems and the related nursing care of patients with those problems. Again, within each of these courses, there is content related to all age groups of patients who are cared for in a variety of health care settings. This content is commonly viewed among the nurse educators as "core" content and therefore the titles of "Nursing Core" are appropriate. The number designation I, II, III, IV and V show an integration and building of the core content throughout the program.

There are 5 levels of lab courses (285, 303, 305, 403 and 405). The lab courses are designed to provide the student with experiences in caring for patients of all age groups with various health problems and in a number of different types of health care settings. While some of the lab courses have a predominant "theme" of patients (i.e. pediatrics, obstetric, elderly) these courses are actually designed to introduce and further expand the students's understandings of concepts and principles of health, disease and nursing care that are generalized to patients of all age groups and with varying diagnoses. For example, the concept of pain and pain management is introduced in the first lab course but is reinforced and expanded upon in the remaining 4 lab courses as students care for patients having pain with various etiologies and requiring various interventions for management.

The titles "Clinical Laboratory I, II, III, IV and V" clearly designate this series of courses as those in which students learn nursing practice through application.

There are 4 levels of seminar courses (300, 310, 400 and 410). All four courses focus on an exploration of trends and issues relevant to nursing practice. The major categories for each of the 4 seminars include historical perspectives, ethics, legal considerations, social issues, and political components of nursing and health care. Within each level of seminar, these major categories are further delineated to identify specific sub-topics to be addressed in the seminar format. This identification of sub-topics is agreed upon by all faculty teaching seminars with the intent to provide continuity, breadth, and avoid overlapping topics within the multiple sections of seminar offered each semester. Therefore, while the title and course descriptions for these four levels of seminars are generic, each are specifically designed to

"fit" into the overall curriculum in efforts to meet our program objectives. Please see the letter of support from Diane Duntley for these seminar courses on page 21.

Resources

The Department of Nursing and Allied Health Professions currently has a faculty complement of 25. The majority of courses in the undergraduate program, with the exception of the seminars and the nursing research course, are team taught.

The proposed curriculum revision will require no additional faculty nor will it require any changes in current faculty workload.

Other resources (space, budget, equipment, travel) are not affected by this curriculum change. The department library holdings are adequate and support the proposed curricular emphasis on wellness and health promotion, trends and issues in nursing, and the leadership role of the nurse.

Liberal Studies

The proposed curriculum changes are only for the nursing courses in the program. There are no proposed changes in the pre-requisites for the major or the courses that meet liberal studies requirements. See the Academic Record for Liberal Studies on page 22 for the outline of how the total nursing curriculum meets liberal studies requirements

Justification of Credits in the Nursing Curriculum

The proposed curriculum revision does not alter the credit requirement for the nursing curriculum, however, justification of our credit requirement is provided in response to the UWCC statement that appears on page 53 of the Curriculum Handbook regarding opportunities for students to freely select some courses. This justification includes information in the following categories:

1. The context of nursing and its effect on education
2. The American Association of Colleges of Nursing (AACN) statement on the necessary abilities of the professional nurse as a liberally educated individual
3. The State Board of Nursing's Rules and Regulations for baccalaureate nursing curricula
4. The National League for Nursing Accreditation Criteria pertaining to curricula
5. Outcomes of IUP's baccalaureate program
6. Comparison with other BSN programs

1. The Context of Nursing and its Effect on Education

The role of the nurse has expanded considerably in the past 20 years matching the pace of change in the health care system. Rapid changes in health care, especially those related to age groups, care settings, and technology, require that the professional nurse has an up-to-date knowledge and practice base, the motivation and skills for life-long learning, and the ability to translate new knowledge and skills into health care for individuals, families, groups and communities. These changes have implications for curricular content, clinical learning sites, new areas of specialized knowledge, and changed responsibilities. The following illustrate the effects that some changes have had on the context of nursing.

A shift from retrospective reimbursement to prospective payment in health care has led to early discharge and the need for nurses to administer complex care in homes and alternative health settings. Home care of the acutely and chronically ill and the establishment of hospices have increased the need for the delivery of nursing care in community settings. A redistribution of power has modified the roles of nurses and physicians and the missions of health care agencies. In addition, consumers are assuming more decision-making responsibility for their health. Technological advances present ethical dilemmas such as the right to die, allocation of donor organs, and the balance between high technology and high touch. The cultural diversity of consumers and the variability in their knowledge of health care are factors that have increased the need for health care advocacy.

Professional nurses, who are primary health providers, engage in a broad range of health promotion and teaching activities and coordinate care in every sector of the health care system. Nurses have major roles in wellness and health promotion, in acute care, and in long-term care for chronic illness. Each of these areas is discussed briefly.

Wellness and Health Promotion The nurse, who has direct contact with people at all levels of health and in diverse settings, has a key role in health teaching and health promotion. These two functions are likely to expand in scope and significance as life style and stress are implicated in the development of diseases such as stroke, heart disease, and cancer. Nurses are becoming increasingly involved in community wellness efforts focused on health education, life style change, early childhood health, and stress-management. Nurses assist people by helping them learn to deal with daily health problems. In addition, many nursing interventions focus on identifying and decreasing health risks.

Acute Care The complexity and intrusiveness of highly technical health care has increased the acuity levels of hospitalized patients/clients* and expanded the diagnostic-monitoring activities of the nurse. The nurse is faced with the need for immediate responses to unstable conditions and greater participation in decisions about life and death. The intensity of disease conditions along with abbreviated hospitalizations requires the nurse to provide extensive support and education.

Long-Term Care for Chronic Illness The number of chronically ill and injured individuals has increased the need for rehabilitation and follow-up care. Increases in stress-related chronic illness, survival rates of people with major injuries, and an aging population require efforts to support and teach self-care to individuals and families in order to achieve maximum functioning. Meeting these health care needs falls primarily in nursing's domain.

The diversity and complexity of nursing practice in today's health care field makes it necessary to prepare nurses who can think critically and creatively and who have a sound education in nursing science, related sciences, and the humanities.

*Throughout the document, patient/client refers to individuals, families, groups, and communities.

Essentials of College and University Education for Professional Nursing (1986)
Final Report of the American Association of Colleges of Nursing

2. The AACN's Statement on Abilities

The AACN recommends that the education of the professional nurse, in support of liberal education for professionals, be designed so that the graduate will exhibit qualities of mind and character that are necessary to live a free and fulfilling life, act in the public interest locally and globally, and contribute to health care improvements and the nursing profession. The AACN recommends the education of the professional nurse ensure the ability to:

1. Write, read, and speak English clearly and effectively in order to acquire knowledge, convey and discuss ideas, evaluate information, and think critically.
2. Think analytically and reason logically using verifiable information and past experience in order to select or create solutions to problems.
3. Understand other cultural traditions in order to gain a perspective on personal values and the similarities and differences among individuals and groups.
4. Use mathematical concepts, interpret quantitative data, and use computers and other information technology in order to analyze problems and develop positions that depend on numbers and statistics.
5. Use concepts from the behavioral and biological sciences in order to understand oneself and one's relationships with other people and to comprehend the nature and function of communities.
6. Understand the physical world and its interrelationship with human activity in order to make decisions that are based on scientific evidence and responsiveness to the values and interests of the individual and society.

7. Comprehend life and time from historical and contemporary perspectives and draw from past experiences to influence the present and future.
8. Gain a perspective on social, political, and economic issues for resolving societal and professional problems.
9. Comprehend the meaning of human spirituality in order to recognize the relationship of beliefs to culture, behavior, health, and healing.
10. Appreciate the role of the fine and performing arts in stimulating individual creativity, expressing personal feelings and emotions, and building a sense of the commonality of human experience.
11. Understand the nature of human values and develop a personal philosophy in order to make ethical judgments in both personal and professional life.

The State Board of Nursing

In order for graduates of a nursing program to be eligible to sit for the state licensing exam, the school must have State Board approval. The Rules and Regulations lists the general curriculum requirements for a baccalaureate program in nursing as the following:

21.81. General curriculum requirements:

- (a) The curriculum shall be developed, implemented, and evaluated by the faculty and shall implement the philosophy and objectives of the school.
- (b) The curriculum shall be organized and developed to include the knowledge, attitudes, skills, and abilities necessary for the specific levels of student achievement.
- (c) Physical and biological sciences shall include content from the areas of anatomy and physiology, chemistry and microbiology, physics, and nutrition, which may be integrated, combined, or presented as separate courses; the scientific facts and principles drawn from these areas serve as a basis for planning and implementing nursing care. When the basic sciences are presented as distinct academic courses - that is, chemistry, anatomy and physiology, and microbiology - there shall be a related laboratory experience. A related laboratory experience is defined as an assigned period of time during which students participate in the testing of scientific principles.
- (d) Selected courses shall be included in the humanities and social and behavioral sciences that support the philosophy, purposes, educational concepts, and terminal objectives of the program.
- (e) The curriculum shall provide concurrent theory and clinical experience in the care of men, women, and children in all age groups and with the health problems characteristic of each group. Experiences shall be

provided which include preventive aspects of nursing care during acute and chronic illnesses and rehabilitative care. Opportunities shall be provided for the student to participate in casefindings, health teaching, and health counseling for patients and their families. Evening and night assignments are considered part of the curriculum only in terms of the objectives to be achieved and if faculty supervision is provided.

- (f) Content related to history, trends, and professional responsibilities of nursing may be integrated, combined, or taught as separate courses.
 - (g) The Board encourages curriculum experimentation designed to replicate or validate educational theories or to promote open-ended career development.
4. The National League for Nursing offers accreditation of nursing programs. IUP's program has had full NLN accreditation since its initial visit in 1978. Some of the NLN's accreditation criteria pertaining to curriculum are listed as follows:
1. The curriculum is logically organized, internally consistent and reflects the mission and/or beliefs of the nursing unit.
 2. The majority of course work in nursing is at the upper division level.
 3. The curriculum content focuses on the discipline of nursing and is supported by appropriate prerequisites and accompanied by cognates in arts, sciences, and humanities.
 4. The curriculum provides for theoretical and clinical learning activities that focus on clients from diverse populations throughout the life span.
 5. The curriculum provides theoretical and clinical learning activities in health promotion and maintenance, illness care, and rehabilitation of clients.
 6. Historical, political, social, economic, ethical, technological, and legal components of nursing are evident in the curriculum.
 7. The curriculum emphasizes the development of critical thinking and of progressively independent decision making.
 8. Introduction to the research process and application of research findings in practice are included in the curriculum.
 9. The curriculum provides for the development of professional accountability and management skills for beginning professional practice and for collaboration with other health care professionals.

5. Outcomes

IUP is graduating its 20th class in May 1991. Over the years the nursing program has earned an outstanding reputation among health care agencies and graduate nursing programs. IUP's passing rate on the State licensing exam for registered nurses has been the same or higher than the national norms for many years. Our graduates have 100% employment rate following graduation and now many agencies begin their recruiting efforts with our sophomore students.

6. Comparison with other BSN Programs

There are currently over 500 NLN accredited baccalaureate nursing programs in the United States. While there is no one standard curriculum, most programs have many similarities in credit requirements. Sample curricula from the University of Louisville, Georgetown University and the University of Tennessee at Knoxville are included on pages 23, 24, 25, 26. These samples serve as illustrations of other well known NLN accredited baccalaureate programs with similar credit requirements.

PROGRAM OBJECTIVE #1

Use a comprehensive knowledge base to analyze and synthesize information about the health status and nursing needs of the individual, family, and community.

SENIOR LEVEL

Analyze and synthesize information about the health status and nursing needs of patients, families, and communities.

JUNIOR LEVEL

Interpret data pertaining to a patient within a family and apply the data to the development of an individualized nursing care plan.

SOPHOMORE LEVEL

Systematically collect appropriate data, and begin to formulate a plan of care.

PROGRAM OBJECTIVE #2

Practice professional nursing from a holistic perspective, promoting man's dignity, individuality, and freedom to make choices regarding health care.

SENIOR LEVEL

Provide care which demonstrates respect for the rights and choices of the individual within the family and community and reflects a deeper understanding of man's holistic nature.

JUNIOR LEVEL

Provide care which demonstrates respect for the rights and choices of the individual within the family and reflects understanding of man's holistic nature.

SOPHOMORE LEVEL

Provide care which demonstrates respect for the needs and rights of the individual.

PROGRAM OBJECTIVE #3

Promote a positive image of nursing by demonstrating professional concern for societal trends and issues impacting on health care.

SENIOR LEVEL

Accept the responsibility to improve the discipline of nursing through participation in professional activities and the use of the political process.

JUNIOR LEVEL

Provide care recognizing the trends and issues which impact on individuals and their families.

SOPHOMORE LEVEL

Acquire an awareness of societal and professional trends and issues impacting on health care.

PROGRAM OBJECTIVE #4

Deliver care that reflects a thorough understanding of the nursing process.

SENIOR LEVEL

Provide care using the nursing process in a variety of settings to patients with complex needs.

JUNIOR LEVEL

Use the nursing process as a basis for providing care to patients and families with moderately complex needs.

SOPHOMORE LEVEL

Identify the elements of the nursing process and begin to relate these to their provision of care to patients with stable health needs.

PROGRAM OBJECTIVE #5

Coordinate the appropriate use of resources in the delivery of health care services.

SENIOR LEVEL

Collaborate with other professionals and consumers to promote optimal health in individuals, families, and communities.

JUNIOR LEVEL

Function as a member of the health care team to promote optimal health in selected individuals within families.

SOPHOMORE LEVEL

Demonstrate a beginning ability to function in the dependent, interdependent, and independent roles of the nurse.

PROGRAM OBJECTIVE #6

Utilize research as a basis for improving the practice of professional nursing.

SENIOR LEVEL

Conduct, critique, and apply research to the practice of nursing; raise questions for further research.

JUNIOR LEVEL

Review and apply research findings to the practice of nursing.

SOPHOMORE LEVEL

Identify the elements of the research process and utilize professional literature to formulate a data base for nursing practice.

PROGRAM OBJECTIVE #7

Affirm a personal commitment to the practice of professional nursing and to growth toward expert practice.

SENIOR LEVEL

Integrate into practice standards and codes established by the profession.

JUNIOR LEVEL

Accept responsibility for professional development.

SOPHOMORE LEVEL

Demonstrate responsibility and accountability in nursing practice.

Accepted by Faculty May 16, 1989



COMMONWEALTH OF PENNSYLVANIA
 DEPARTMENT OF STATE
 BUREAU OF PROFESSIONAL AND OCCUPATIONAL AFFAIRS
 STATE BOARD OF NURSING
 P.O. BOX 2649
 HARRISBURG, PENNSYLVANIA 17105-2649

March 26, 1991

Jodell Kuzneski, Chairperson
 Department of Nursing
 Indiana University of Pennsylvania
 210 Johnson Hall
 Indiana, PA 15705

Dear Mrs. Kuzneski:

At its March 1991 meeting, the State Board of Nursing reviewed the proposal for curriculum changes submitted by the Indiana University of Pennsylvania Department of Nursing. The action of the Board was to approve the changes, as follows:

1. Complete revision of junior and senior level seminars, with a change of focus to development of professional values, critical thinking, decision making, and communication skills.
2. Greater emphasis on health promotion and family, and utilization of non-hospital settings for junior level clinical practice.
3. Deletion of management practice from first semester, senior year; and addition of advanced medical surgical clinical practice.
4. Addition of management practice to second semester, senior year; deletion of one preceptorship.
5. Integration of research content and process throughout the curriculum.
6. All course titles changed to more accurately reflect course content.

If we can assist you in any way, please do not hesitate to contact us.

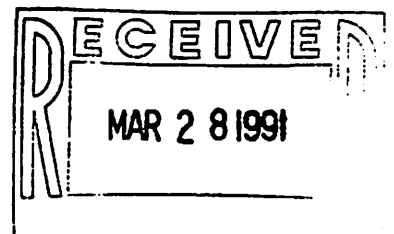
Sincerely,

STATE BOARD OF NURSING

Miriam H. Limo /MAM

Miriam H. Limo, Executive Secretary

MAM:car



1

#1

6-MAY-1991 09:24:26.29

From: GROVE::CCZONI "Carleen C. Zoni, Associate Dean"
 To: JODY_KUZNESKI
 CC: CCZONI
 Subj: Revised Undergraduate Curriculum Proposal

The Undergraduate Curriculum Revisions proposed are timely and obviously well thought out. The Committee has maintained the high academic integrity that has always been part of the Nursing program while at the same time, responsive to societal needs. As modern medicine changes rapidly, we have an obligation to assure that educational programs preparing professional nurses continuously respond to the complex problems and issues resulting from high technology. Successful autonomy in nursing practice requires specific theoretical and clinical knowledge and competencies. This is reflected clearly in your Curriculum Revision. Congratulations to your Curriculum Committee for maintaining a strong educational program.

MAIL>
 %MAIL-E-NOMOREMSG, no more messages

MAIL>

CURRENT

IUP
Curriculum Organization - Nursing Major
Four Year Plan
LIBERAL STUDIES

FRESHMAN YEAR

CH 101 College Chemistry I	4	CH 102 College Chemistry II	4
EN 101 College Writing	4(LS)	*PY 151 Medical Physics Lecture	3 (LS)
*BI 105 Cell Biology	4(LS)	*PY 161 Medical Physics Lab	1
*Fine Arts: Art/Music/Theater	3	SO 151 Principles of Sociology	3
+HP 140 Health and Wellness	1.5	PC 101 General Psychology	3
		**HI 195 History: The Modern Era	3
+FN 140 Nutrition and Wellness	1.5		17
	16.5		

*Cell Biology or Medical Physics may be taken either semester.

**All Students are expected to take these courses during the freshman year.

SOPHOMORE YEAR

*BI 151 Human Physiology	4	*BI 150 Human Anatomy	3
BI 241 General Microbiology	3	EN 202 Research Writing	3
(LS) PC 310 Develop. Psychology	3	PC 321 Abnormal Psychology	3
FN 212 Nutrition	3	NU 280 Nursing Core I	3
EN 121 Intro. to Literature	3	NU 285 Nursing I	3
	16	+HP 141 Health and Wellness	1.5
		+FN 141 Nutrition and Wellness	1.5
			16.5

*Human Physiology or Human Anatomy may be taken either semester. 16.5

+It is possible to complete the HP 140/141 or FN 140/141 within one semester however. Dean's approval is required for an 18 credit load. Military Science 101 and 102 may be substituted for HP 140/141 or FN 140/141.

JUNIOR YEAR

NU 302 Nursing II	2	NU 304 Nursing III	2
NU 302 Nursing II Seminar	1	NU 304 Nursing III Seminar	1
NU 303 Nursing IIA (lab)	5	NU 305 Nursing IIIA (lab)	5
NU 322 Nursing Core II	3	NU 323 Nursing Core III	3
Social Science	3	MA 217 Probability & Stats.	3
Philosophy/Religious Studies	3	Liberal Studies Elective	3
	17		17

SENIOR YEAR

NU 402 Nursing IV	2	NU 404 Nursing V	2
NU 402 Nursing IV Seminar	1	NU 404 Nursing V Seminar	1
NU 403 Nursing IV (lab)	5	NU 405 Nursing V-A (lab)	5
NU 422 Nursing Core IV	3	NU 423 Nursing Core V	3
NU 430 Nursing research	3	LS 499 Synthesis	3
	14		14

IUP
 Department of Nursing and Allied Health Professions
 Curriculum Organization - Nursing Major
 4 Year Plan - Liberal Studies

PROPOSED

FRESHMAN YEAR

CH 101 College Chemistry I	4	CH 102 College Chemistry II	4
^EN 101 College Writing	4	*PY 151 Medical Physics Lect.	3 (LS)
*BI 105 Cell Biology	4	*PY 161 Medical Physics Lab	1
^Fine Arts: Art/Music/Theater	<u>3</u>	PC 101 General Psychology	3
	15	^HI 195 History: The Modern Era	3
		Health and Wellness	<u>3</u>
			17

*Cell Biology and Medical Physics 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 and Wellness requirement.

SOPHOMORE YEAR

*BI 151 Human Physiology	4	*BI 150 Human Anatomy	3
BI 241 General Microbiology	3	EN 202 Research Writing	3
PC 310 Developmental Psych.	3 (LS)	PC 321 Abnormal Psychology	3
FN 212 Nutrition	3	NU 280 Nursing Core I	3
EN 121 Intro. to Literature	<u>3</u>	NU 285 Clinical Lab I	<u>3</u>
	16		15

*Human Physiology and Human Anatomy may be taken either semester.

JUNIOR YEAR

NU 322 M/R Wellness I	3	NU 323 M/R Wellness II	3
NU 302 Nursing Core II <i>Core II</i>	2	NU 304 Nursing Core III	2
NU 303 Clinical Lab II	5	NU 305 Clinical Lab III	5
NU 300 Nursing Seminar I	1	NU 310 Nursing Seminar II	1
*#Social Science Requirement	3	MA 217 Prob & Stats	3
SO 151 Prin. of Sociology	<u>3</u>	*^Liberal Studies Elective	<u>3</u>
	17		17

*One of these course must also meet the Non-Western Culture Requirement.

#The Social Science course cannot have a PC or SO prefix.

^The Liberal Studies elective cannot have a PC or PY prefix.

SENIOR YEAR

NU 422 M/R Wellness III	3	NU 423 M/R Wellness IV	3
NU 402 Nursing Core IV	2	NU 404 Nursing Core V	2
NU 403 Clinical Lab IV	5	NU 405 Clinical Lab V	5
NU 400 Nursing Seminar III	1	NU 410 Nursing Seminar IV	1
*NU 430 Nursing Research	3	LS 499 Synthesis	<u>3</u>
Philosophy/Religious Studies	<u>3</u>		14
	17		

*Nursing Research and Synthesis may be taken either semester.

For information regarding a minor in any area please consult with the Chairperson of that Department.

COMPARISON OF CURRENT AND PROPOSED CURRICULUM

Current Curriculum*Proposed CurriculumSophomoreSpring

NU 280 Nursing Core I (3 cr.)
 NU 285 Nursing I Lab (3 cr.)

NU 280 ~~Core I~~ Core I (3 cr.)
 NU 285 Clinical Lab I (3 cr.)

JuniorFall

NU 322 Nursing Core II (3 cr.)
 NU 302 Nursing II (2 cr.)
 NU 303 Nursing IIA Lab (5 cr.)
 NU 302A Nursing II Seminar (1 cr.)

NU 322 Maintenance & Restoration
 of Wellness I (3 cr.)
 NU 302 Core II (2 cr.)
 NU 303 Clinical Lab II (5 cr.)
 NU 300 Nursing Seminar I (1 cr.)

Spring

NU 323 Nursing Core III (3 cr.)
 NU 304 Nursing III (2 cr.)
 NU 305 Nursing III Lab (5 cr.)
 NU 304A Nursing III Seminar (1 cr.)

NU 323 Maintenance & Restoration
 of Wellness II (3 cr.)
 NU 304 Core III (2 cr.)
 NU 305 Clinical Lab III (5 cr.)
 NU 310 Nursing Seminar II (1 cr.)

SeniorFall

NU 422 Nursing Core IV (3 cr.)
 NU 402 Nursing IV (2 cr.)
 NU 403 Nursing IV Lab (5 cr.)
 NU 402A Nursing IV Seminar (1 cr.)

NU 422 Maintenance & Restoration
 of Wellness III (3 cr.)
 NU 402 Core IV (2 cr.)
 NU 403 Clinical Lab IV (5 cr.)
 NU 400 Nursing Seminar III (1 cr.)

Spring

NU 423 Nursing Core V (3 cr.)
 NU 404 Nursing V (2 cr.)
 NU 405 Nursing V Lab (5 cr.)
 NU 404A Nursing V Seminar (1 cr.)
 NU 430 Nursing Research (3 cr.)

NU 423 Maintenance & Restoration
 of Wellness IV (3 cr.)
 NU 404 Core V (2 cr.)
 NU 405 Clinical Lab V (5 cr.)
 NU 410 Nursing Seminar IV (1 cr.)
 NU 430 Nursing Research (3 cr.)

*Proposed curriculum represents revision in all courses

29

#29

30-APR-1991 18:56:42.35

MAIL

From: NetMail%"YKMWNA@IUPCP6.BITNET" "Diane Duntley"
To: JODY_KUZNESKI@IUP.BITNET
CC:
Subj: Nursing Curriculum revisions

Return-path: <YKMWNA@IUPCP6.BITNET>

Received: from JNET-DAEMON by grove.iup.edu with PMDF#10230; Tue, 30 Apr 1991 18:56 EDT

Received: From IUPCP6(YKMWNA) by IUPMAPLE with Jnet id 2850 for JODY_KUZ@IUP; Tue, 30 Apr 1991 18:55 EDT

Received: By Exporter B06 from YKMWNA@IUPCP6; 30 Apr 91 18:52 EST

Date: 30 Apr 91 18:52 EST

From: Diane Duntley <YKMWNA@IUPCP6.BITNET>

Subject: Nursing Curriculum revisions

To: JODY_KUZNESKI@IUP.BITNET

Message-id: <910430.18521901.057783@IUP.CP6>

X-Envelope-to: JODY_KUZNESKI

X-Orig-To: Jody Kuzneski

X-Orig-Cc: Mia Moore-Armitage, Hal Wingard

Press RETURN for more...

MAIL>

#29

30-APR-1991 18:56:42.35

MAIL

Comments: Please Acknowledge Receipt

This memo comes as a followup to our conversation earlier today about revisions underway in the nursing curriculum.

I support the identification of four separate numbers for the seminar courses (each one credit) that parallel the segments in the semesters five thru eight of your program. As we discussed with Dr. Mia Moore-Armitage, I am not aware of a restriction of the number of times a seminar-type course may appear. I do know that there is a practice in at least Computer Science and Biochemistry of having two seminars required.

I also support the use of separate numbers, even if the descriptions are somewhat generic, as a matter of clarity in scheduling and record keeping. Within the next 18 months, we will move to computer-assisted advising (also known as degree-audit system) which will track students' progress in meeting degree requirements. Separate, identifiable course designations will be much easier to utilize than repetitions of a single seminar course number. As you think about numbers, you may want to use something like

Press RETURN for more...

MAIL>

#29

30-APR-1991 18:56:42.35

MAIL

330 or 340, then 380, then 430 or 440, then 480 ... so that you tie them in to the "x80" of 480, the regular seminar number. Not necessary, just a tidy way to organize.

Please feel free to call if I can help in any further way.

Diane L. Duntley

MAIL>

#30

1-MAY-1991 09:13:51.76

MAIL

From: GROVE::CCZONI "Carleen C. Zoni, Associate Dea

IUP Department of Nursing and Allied Health Professions

ACADEMIC RECORD - LIBERAL STUDIES

Name _____ SAT Scores: V _____
 Social Security Number _____ M _____
 Advisor _____ Total _____
 Date entered IUP _____ Transferred from _____

GPA: Freshman _____ Sophomore _____ Junior _____ Senior _____
 Class Standing: Freshman _____ Sophomore _____ Junior _____ Senior _____

LEARNING SKILLS

English Composition (7 s.n.)		
EN 101 College Writing	4	_____
EN 202 Research Writing	3	_____
Mathematics (3 s.h.)		
MA 217 Prob. & Stat.	3	_____

KNOWLEDGE AREAS

Humanities (9 s.h. - one History, one Literature, one Philosophy or Religious Studies)

HI 195 History: Modern Era	3	_____
EN 121 Intro. to Literature	3	_____
_____	3	_____
Fine Arts (3 s.h.)		
___ 101 Intro. to _____	3	_____

NATURAL SCIENCE

BI 105 Cell Biology	4	_____
CH 101 College Chemistry I	4	_____
CH 102 College Chemistry II	4	_____
BI 151 Human Physiology	4	_____
BT 241 General Microbiology	3	_____
BI 150 Human Anatomy	3	_____

HEALTH AND WELLNESS OR

NUTRITION AND WELLNESS (3 sh.)

___ 140 _____ and Wellness	1.5	_____
___ 141 _____ and Wellness	1.5	_____

COURSES TAKEN FOR PSYCHOLOGY MINOR

PC _____	3	_____
PC _____	3	_____

9/9:

LIBERAL STUDIES ELECTIVES (9 s.h.)

PC 310 Developmental Psych.	3	_____
PY 151 Medical Physics Lec.	3	_____
PY 161 Medical Physics Lab	1	_____
Non-Western Cultures (3 s.h.)		
_____	3	_____

SOCIAL SCIENCES (9 s.h.)

SO 151 Principles of Soc.	3	_____
PC 101 General Psychology	3	_____
_____	3	_____

RELATED REQUIRED COURSES

PC 321 Abnormal Psychology	3	_____
FN 217 Nutrition	3	_____

SYNTHESIS (3 s.h.)

LS 499 Senior Synthesis	3	_____
-------------------------	---	-------

NURSING (53 s.h.)

NU 280 Nursing Core I	3	_____
NU 285 Nursing I	3	_____
NU 302 Nursing II	2	_____
NU 302 Nursing II (Seminar)	1	_____
NU 303 Nursing IIA (Lab)	5	_____
NU 322 Nursing Core II	3	_____
NU 304 Nursing III	2	_____
NU 304 Nursing III (Seminar)	1	_____
NU 305 Nursing IIIA (Lab)	5	_____
NU 323 Nursing Core III	3	_____
NU 402 Nursing IV	2	_____
NU 402 Nursing IV (Seminar)	1	_____
NU 403 Nursing IV-A (Lab)	5	_____
NU 422 Nursing Core IV	3	_____
NU 430 Nursing Research	3	_____
NU 404 Nursing V	2	_____
NU 404 Nursing V (Seminar)	1	_____
NU 405 Nursing V-A (Lab)	5	_____
NU 423 Nursing Core V	3	_____

University of Louisville

Table 21A

Bachelor of Science in Nursing Degree Program-of-Study

FIRST YEAR	SEMESTER HRS.
English 101, Introduction to College Writing	3 hrs
Psychology 201, Introduction to Psychology	3 hrs
Sociology 201, Introduction to Sociology	3 hrs
Chemistry 201, General Chemistry I	3 hrs
Prescribed elective	3 hrs
	<hr/> 15 hrs
English 102, Intermediate College Writing	3 hrs
Chemistry 202, General Chemistry II	3 hrs
Biology 357, Introductory Microbiology	4 hrs
Psychology 363, Developmental Psychology (Life Span)	3 hrs
Prescribed elective	3 hrs
	<hr/> 16 hrs
 SECOND YEAR	 SEMESTER HRS.
Basic Science Core 211, (Anatomy and Physiology)	4 hrs
Health Education 303, Human Nutrition	3 hrs
Nursing 211, Introduction to Professional Nursing	3 hrs
Chemistry 252, Organic Biological Chemistry	3 hrs
Nursing 212, Introduction to Basic Nursing Care	4 hrs
	<hr/> 17 hrs
Basic Science Core 312, Human Organic Systems (Physiology)	4 hrs
Health Education 406, Nutrition in Health and Disease	3 hrs
Nursing 214, Basic Nursing Care of the Adult	5 hrs
Free elective	3 hrs
	<hr/> 15 hrs

University of Louisville

THIRD YEAR	SEMESTER HRS.
Nursing 320 Health Assessment	3 hrs
Nursing 324 Nursing of Childbearing/ Childrearing Families	6 hrs
Nursing 395 Basic Pharmacology	3 hrs
Free elective (RN student takes NURS 211)	3 hrs

 15 hrs

Nursing 322 Nursing of the Adult	6 hrs
Nursing 326 Nursing of Clients with Psychiatric/ Mental Health Problems	4 hrs
Prescribed electives	6 hrs

 16 hrs

(NURS 320, 322, 324, 326 may be taken in any order during the junior year. These courses are offered both fall and spring semesters).

SENIOR YEAR	SEMESTER HRS.
Nursing 420 Nursing of Clients with Complex Health Problems	8 hrs
Statistics (Math 109, Psyc 212, or Soc 292)	3 hrs
Free electives	6 hrs

 17 hrs

Nursing 421, Issues and Trends in Professional Nursing	3 hrs
Nursing 422 Nursing of Individuals & Families in the Community	8 hrs
Free elective	3 hrs

 14 hrs

(NURS 420 and 422 may be taken any time. Both are offered fall and spring semesters).

Support science	45 hrs
Prescribed electives	12 hrs
Nursing hours	53 hrs
Free electives	15 hrs

 TOTAL 125 HRS

TABLE 21c

Georgetown University School of Nursing
Generic Program

FALL SEMESTER	Credits	SPRING SEMESTER	Credits
<u>Freshman Year</u>			
English (by placement)	3	English (by placement)	3
Chem. 005 Chemistry I	4	Chem. 006 Chemistry II	4
Phys. 106 Microbiology	4	Phil. 001 Intro to Philosophy	3
Psy. 001 General Psychology	4	Soc. 001 Intro to Sociology	3
	<u>15</u>	Theology Requirement/Elective	3
		Nsg. 002 Orientation to Contemporary Nursing	1
			<u>17</u>
<u>Sophomore Year</u>			
Phys. 101 Human Biology	4	Phys. 102 Human Biology II	4
Nsg. 051 Intro to Nursing as Practice Discipline	3	Psy. 103 Abnormal Psychology	3
Nsg. 061 Normal Nutrition	3	Nsg. 042 Human Growth and Development	3
Theology Requirement/Elective	3	Nsg. 052 Design of Nursing Systems	3
Ethics Requirement	3	Nsg. 054 Technologies II	1
Nsg. 053 Technologies I	1	Math 005 Intro to Statistics	3
	<u>17</u>		<u>17</u>
<u>Junior Year</u>			
Phys. 103 Pathophysiology & Pharmacology I	3	Phys. 104 Pathophysiology & Pharmacology II	3
Nsg. 114 A Family Focus in Nursing Practice	10	Nsg. 114 A Family Focus in Nursing Practice	10
OR		OR	
Nsg. 134 Designing Nursing Systems with Adults Experiencing Behavioral and Organic Disorders	10	Nsg. 134 Designing Nursing Systems with Adults Experiencing Behavioral and Organic Disorders	10
Nsg. 155 Technologies III	2	Nsg. 203 The Scholarly and Research Dimensions of Nursing Practice	3
	<u>15</u>		<u>16</u>
<u>Senior Year</u>			
Nsg. 201 Nursing in the Community	5	Nsg. 212 Clinical Elective	6
Nsg. 205 Complex Nursing Problems	5	Nsg. 216 Leadership/Management in Nursing Elective	6
Nsg. 211 Nursing in the System of Delivery of Health Care	2		<u>3</u>
Elective/Theology Requirement	3		<u>15</u>
Elective	3		
	<u>18</u>		
		56 credits of nursing	
		130 credits total	

**THE UNIVERSITY OF TENNESSEE, KNOXVILLE
COLLEGE OF NURSING**

**Bachelor of Science in Nursing Degree
for Basic Students**

Freshman

101 English Composition	3	102 English Composition	3
110 Mathematics (Algebraic Reasoning)	3	115 Mathematics (Statistical Reasoning)	3
100 Chemistry	4	110 Chemistry	4
Humanities Elective	3	Humanities Elective	3
110 Psychology	<u>3</u>	Sociology or Anthropology	<u>3</u>
	16		16

Sophomore

240 Zoology (Anatomy)	3	230 Zoology (Physiology)	5
210 Microbiology	3	Nutrition	3
210 CFS Human Development	3	History	3
History	3	Multicultural or	3
Sociology or Anthropology	<u>3</u>	Integrative Studies	—
	15		14

Junior

301 Pharmacology	3	311 Acute Care Nursing	10
302 Intro. to Prof. Nursing	9	313 Introduction to	
304 Nursing Assessment and		Nursing Research	3
Wellness Promotion	<u>4</u>	345 Medical Ethics	<u>3</u>
	16		16

Senior

401 Family Health Nursing	6	404 Nursing Management	8
403 Community Health Nursing	4	and Strategies	
Multicultural or	3	411 Psychosocial Long	
Integrative Studies	<u>13</u>	Term Nursing	<u>6</u>
			14

Credit Distribution:

Required general education courses	55
Required nursing courses	53
Humanities Electives	6
Multicultural or Integrative Studies	<u>6</u>
Required for BSN degree	120

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

UWUCC Use Only
Number: 44
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 280 Core I
Suggested 20 Character Course Title: Core I
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellak Department Curriculum Committee
Judea Kuzmeski Department Chairperson
Mia M Moore-Armstrong College Curriculum Committee
Howard E. Wingard College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

1

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p data-bbox="147 800 467 817">NU 280 Nursing Core I (3 credits)</p> <p data-bbox="77 842 535 957">Introduction to the philosophy of baccalaureate education for nursing, the nursing process, and the role of the nurse, concepts and principles basic to health and disease, and implications for care of patients with common problems to maintenance of health.</p> <p data-bbox="77 983 224 1000"><u>Lecture Topics:</u></p> <ul data-bbox="77 1004 302 1272" style="list-style-type: none"> Introduction to Nursing Nursing Process Communication Pharmacology Homeostasis Sleep Cellular Needs Relaxation Techniques Sick Role Aging Stress Epidemiology Nursing in Community Future of Nursing 	<p data-bbox="711 800 948 817">NU 280 Core I (3 credits)</p> <p data-bbox="597 842 1062 995">Introduces the major concepts of concern to nursing: persons in their environments, health and the profession of nursing. Topics include: the nurse's role as provider of care and member of a profession; the nursing process as the mode of practice; the value of research as a basis for nursing practice; biophysical and psychosocial components of wellness.</p> <p data-bbox="597 1021 743 1038"><u>Lecture Topics:</u></p> <ul data-bbox="597 1042 993 1153" style="list-style-type: none"> Introduction to Professional Nursing Mode of Nursing Practice Focus on the Individual Recipient of Care Interventions for Wellness Aspects of Nursing in the Community Future of Nursing 	<p data-bbox="1117 838 1581 953">This course continues to serve as an introduction to the practice of professional nursing. Major lecture topics remain unchanged. The emphasis on all age groups remains intact. Course description and objectives have been edited for more clarity.</p>

CATALOG DESCRIPTION

NU 280 Core I

3 credits
3 lecture hours
(3c-3sh)

Prerequisite: Nursing majors only

Introduces the major concepts of concern to nursing: persons in their environments, health, and the profession of nursing. Topics include: the nurse's role as provider of care and member of a profession; the nursing process as the mode of practice; the value of research as a basis for nursing practice; biophysical and psychosocial components of wellness.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 280 Core I

3 credits
3 lecture hours
(3c-3sh)

Prerequisite: Nursing majors only

Introduces the major concepts of concern to nursing: persons in their environments, health, and the profession of nursing. Topics include: the nurse's role as provider of care and member of a profession; the nursing process as the mode of practice; the value of research as a basis for nursing practice; biophysical and psychosocial components of wellness.

II. COURSE OBJECTIVES: Upon completion of NU 280, the student will:

1. Identify concepts and factors which are the basis for comprehensive physical and psychosocial assessment of the individual's uniqueness and ability to maintain homeostasis. (Program Objectives #1 and 2)
2. Describe current and historical trends and issues which affect health care and the related responsibilities of the professional nurse. (Program Objective #3)
3. Describe the basis for and elements of the nursing process. (Program Objective #4)
4. Discuss resources available in the community for meeting health needs. (Program Objective #5)
5. Relate the implications of research from the natural and social sciences, medicine and nursing, and knowledge from the humanities to nursing practice. (Program Objective #6)
6. Describe the basis and nature of the nurse's responsibility and accountability to recipients of care, and to self as a professional. (Program Objective #7)

III. TOPICAL OUTLINE:

- A. Introduction to Professional Nursing (4 hours)
 1. Indiana University of Pa. program
 2. Legal definitions of nursing
 3. Characteristics of a profession
 4. Historical overview of nursing
 5. Current role of the nurse
- B. Mode of Nursing Practice (4 hours)
 1. Nursing Process
 2. Therapeutic communication

- C. Focus on the Individual Recipient of Care
 - 1. Assessment of client's health status (6 hours)
 - 2. Sources and effects of stress (3 hours)
 - 3. Psychological and cultural factors (2 hours)
 - 4. Sick role (1 hour)
 - 5. Aging (1 hour)
 - 6. Death and dying (2 hours)
- D. Interventions for Wellness
 - 1. Teaching/learning (1 hour)
 - 2. Sleep, rest, and relaxation (2 hours)
 - 3. Pain control (2 hours)
 - 4. Introductory pharmacology (4 hours)
- E. Aspects of Nursing in the Community (3 hours)
- F. Future of Nursing (1 hour)

TEACHING STRATEGIES: Lecture; discussion; assigned readings; multi-media.

- IV. EVALUATION METHODS: Five examinations - 20% each; annotated bibliography cards from current literature.

V. REQUIRED TEXTS:

Modules for Basic Nursing skills, Volumes I & II, Ellis, Nowlis, Bentz et al., latest edition, Houghton-Mifflin.

A Guide to Physical Examination, Bates, latest edition, J.B. Lippincott Company.

Fundamentals of Nursing, Potter and Perry, Mosby, 1989.

Clinical Pharmacology and Nursing Management, Spencer et al., Lippincott, 1989.

Student Workbook for Clinical Pharmacology and Nursing Management, Spencer, Lippincott, 1989.

Nursing Diagnosis: Application to Clinical Practice, Carpenito, latest edition, Lippincott.

One of these dictionaries:

Taber's Medical Dictionary, latest edition, F.A. Davis.

Medical and Nursing Dictionary, latest edition, C.V. Mosby Company.

Encyclopedia and Dictionary of Medicine, Nursing, and Allied Health, Miller and Keane, latest edition, W.B. Saunders.

RECOMMENDED TEXTS:

Gerontological Nursing, Matteson, W.B. Saunders, 1988.

One of the following:

Handbook of Drugs for Nursing Practice, Mosby, latest edition.

Drugs and Nursing Implications, Govini, latest edition, Appleton.

The Nurse's Drug Handbook, Loebler, John Wiley and Sons, latest edition.

Drug Reference, Springhouse Publications.

Drug Guide, latest edition, Davis.

One of the following:

Math for Nurses, Boyer, J.B. Lippincott, 1987.

Clinical Calculations, Kee, W.B. Saunders, 1988.

VI. SPECIAL RESOURCE REQUIREMENTS: none.

VII. BIBLIOGRAPHY:

George, Nursing Theories, 3rd ed. Appleton and Lange, 1990.

Arnold and Boggs, Interpersonal Relationships, Saunders, 1989.

Lehn, Pharmacology for Nursing Care, Saunders, 1990.

Luckmann and Sorensen, Medical-Surgical Nursing, Saunders, 1987.

Sorensen and Luckmann, Basic Nursing, Saunders, 1986.

LSC Use Only

Number: _____
Action: _____
Date: _____

UWUCC Use Only

Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 285 Clinical Laboratory I
Suggested 20 Character Course Title: Clinical Lab I
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellak
Department Curriculum Committee

Jodelle Kuzneski
Department Chairperson

Miriam Moore-Ortega
College Curriculum Committee

David E. Wingard
College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p>NU 285 Nursing I (Lab) (3 credits)</p> <p>Nursing theory and skills necessary for nursing diagnosis, nursing process; includes laboratory.</p> <p>This course requires the student to spend 9 clock hours per week in the following manner:</p> <ul style="list-style-type: none"> - a 3 hour demonstration lab - a 2 hour practice lab - 4 hours in a clinical laboratory <p>The majority of clinical lab hours is spent with patients in long term care settings.</p>	<p>NU 285 Clinical Laboratory I (3 credits)</p> <p>A clinical and college laboratory course which provides the opportunity to practice the use of the nursing process. Emphasis is placed on assessment and basic intervention skills. Distribution of laboratory hours remains the same. The demonstration labs present the rationale and nursing role in the following areas:</p> <ul style="list-style-type: none"> - assisting with activities of daily living - sterile/non-sterile procedures - health assessment strategies - medication administration techniques - communication strategies 	<p>Course description and objectives have been edited for more clarity. Clinical practice remains with patients whose health status is relatively stable, primarily in long term care settings.</p>

CATALOG DESCRIPTION

NU 285 Clinical Laboratory I

3 credits
9 lab hours
(91-3sh)

Prerequisite: Nursing majors only

A clinical and college laboratory course which provides the opportunity to practice the use of the nursing process. Emphasis is placed on assessment and basic intervention skills.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 285 Clinical Laboratory I 3 credits
9 lab hours
(91-3sh)

Prerequisite: Nursing majors only

A clinical and college laboratory course which provides the opportunity to practice the use of the nursing process. Emphasis is placed on assessment and basic intervention skills.

II. COURSE OBJECTIVES: Upon completion of NU 285, the student will:

1. Assess the health status of the individual, including physical, psychological, and social dimensions. (Program Objective #1)
2. Describe the health status of an individual. (Program Objective #1)
3. Begin to identify appropriate nursing diagnoses and plan care for wellness promotion and maintenance for the patient. (Program Objective # 1)
4. Demonstrate respect for the worth and autonomy of the individual. Program Objective #2)
5. Implement nursing care based on appropriate identification of individual needs. (Program Objective #4)
6. Communicate a plan of care to others in an appropriate manner. (Program Objective #5)
7. Identify bases upon which professional nurses in practice settings make clinical judgments. (Program Objective # 6)

III. TOPICAL OUTLINE: This course requires that the student spend 9 clock hours per week in the following manner:

- * a 3 hour DEMONSTRATION LAB
- * a 2 hour PRACTICE LAB
- * 4 hours in the CLINICAL LABORATORY

Demonstration labs present the rationale and nursing role in the following:

- assisting with activities of daily living
- sterile/nonsterile procedures
- health assessment strategies

- medication administration techniques
- communication strategies

TEACHING STRATEGIES: Demonstration and supervised practice in college and clinical laboratory settings.

IV. EVALUATION METHODS: Four written exams including a cumulative final, 100 points each, 12.5% each; practice lab participation -10 %; clinical lab participation and written work (2 patient assessments, 1 nursing care plan, self evaluation diary) 40 %.

V. REQUIRED TEXTS: same as those listed for NU 280

VI. SPECIAL RESOURCE REQUIREMENTS:

As outlined in the Department Student Handbook*, all students are required to -

- A. have evidence of current CPR certification, professional liability insurance, health screening;
- B. purchase physical assessment equipment and nursing student uniforms.

* See Student Handbook, Appendix B

VII. BIBLIOGRAPHY:

George, Nursing Theories, 3rd ed. Appleton and Lange, 1990.

Arnold and Boggs, Interpersonal Relationships, Saunders, 1989.

Lehn, Pharmacology for Nursing Care, Saunders, 1990.

Luckmann and Sorensen, Medical-Surgical Nursing, Saunders, 1987.

Sorensen and Luckmann, Basic Nursing, Saunders, 1986.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 322 Maintenance and Restoration of Wellness I
Suggested 20 Character Course Title: Mnt/Rest Wellness I
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W. Bellak Department Curriculum Committee
Jodeen Kuzmedis Department Chairperson
Miriam Moore-Amato College Curriculum Committee
Harold E. Wingard College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

3

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p>NU 322 Nursing Core II (3 credits)</p> <p>This course presents the principles and concepts pertinent to normal growth and development, family and group dynamics, alterations in homeostasis, pathophysiology, psychopathology, research, professional development and teaching/learning principles related to man, health and nursing.</p> <p><u>Lecture Topics:</u> Psychological Stressors The Family and Community Health The Reproducing Family Growth and Development Stressors Physiological Stressors Circulatory Stressors Pulmonary Stressors</p>	<p>NU 322 Maintenance and Restoration of Wellness I (3 credits)</p> <p>This course introduces pathophysiologic change in individuals across the life span and associated nursing management. Topics include: caring for the individual who requires surgery or whose alteration in health is related to problems in oxygenation, nutrition, and fluid and electrolyte balance.</p> <p><u>Lecture Topics:</u> Surgical Stressors Pulmonary Stressors Gastrointestinal Problems Circulatory Problems Physiologic Stressors</p>	<p>The current NU 322 course is primarily a pathophysiology course. Topics are related to the health problems common to adults, children and adolescents, and child bearing families. The proposed course combines not only pathophysiology of specific health problems but also the appropriate nursing management of patients with those problems. This nursing management was previously taught in NU 302. The revision is designed to permit students to study both the pathophysiology and related nursing management within one course. Organizing the content in this manner will facilitate students' learning by allowing them to focus on various concepts related to health problems within one course. The inclusion of all age groups remains intact.</p>

CATALOG DESCRIPTION

**NU 322 Maintenance and Restoration of
Wellness I**

**3 credits
3 lecture hours
(3c-3sh)**

Prerequisites: NU 280, NU 285

Introduces pathophysiologic change in individuals across the life span and associated nursing management. Topics include: caring for the individual who requires surgery or whose alteration in health is related to problems in oxygenation, nutrition, and fluid and electrolyte balance.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 322 Maintenance and Restoration of Wellness I	3 credits 3 lecture hours (3c-3sh)
---	--

Prerequisites: NU 280, NU 285

Introduces pathophysiologic change in individuals across the life span and associate nursing management. Topics include: caring for the individual who requires surgery or whose alteration in health is related to problems in oxygenation, nutrition, and fluid and electrolyte balance.

II. COURSE OBJECTIVES: Upon completion of NU 322, the student will:

1. Identify selected alterations in homeostasis. (Program Objective #1)
2. Discuss pathophysiologic changes associated with those alterations. (Program Objective #1)
3. Discuss the nursing process as a basis for providing care to individuals and families with moderately complex health care needs. (Program Objective #4)
4. Discuss the rationale for nursing interventions used in the care of individuals with selected health problems. (Program Objective #1)
5. Identify current research related to the management of selected health problems in individuals. (Program Objective #6)

III. TOPICAL OUTLINE:

- A. Nursing Management for Patients Having Surgery (3 hours)
 1. Preoperative work-ups for surgical patients
 2. Legal aspects of nursing related to surgery
 3. Assessment of the patient undergoing surgery
 4. Common interventions for the postsurgical patient
- B. Nursing Management for Children and Adults with Disorders of the Respiratory System (8 hours)
 1. Assessment of the respiratory system
 2. Pathophysiology of and nursing care for respiratory infections
 3. Pathophysiology of and nursing care for chronic respiratory conditions
- C. Nursing Management for Children and Adults with Disorders of the Gastrointestinal System (11 hours)
 1. Nutritional assessment

2. Nursing diagnoses and interventions common to GI disorders
3. Pathophysiology of and nursing care for diseases of the GI system
- D. Nursing Management for Adults with Peripheral Vascular, Cardiac, and Hematologic Disorders (11)
 1. Pathophysiology of and nursing care for arterial and venous vascular problems
 2. Nursing management for the patient at risk for developing cardiovascular disease
 3. Pathophysiology of and nursing care for cardiac conditions and hypertension
 4. Pathophysiology of and nursing care for hematologic disorders
- E. Nursing Management for Patients with Fluid and Electrolyte Imbalances or Stress-Related Problems (6 hours)
 1. Nursing interventions for fluid imbalance in children
 2. Pathophysiology of and nursing care for fluid or electrolyte disorders in adults
 3. Physiologic responses to stress and stress management

TEACHING STRATEGIES: Lecture; discussion; multi-media; assigned reading.

- IV. EVALUATION METHODS: Examinations - 3 100 point multiple choice unit exams - 22% each; comprehensive 100 point multiple choice final = 34% of grade

V. REQUIRED TEXTS:

Beare, P. and Myers, J. L. (1990). Principles and practice of adult health nursing. St. Louis: C.V. Mosby Company.

Bullough, B. and Bullough, V. (1990). Nursing in the community. St. Louis: C.V. Mosby Company.

Olds, S., London, M. and Ladewig, P. (1988). Maternal-newborn nursing: A family centered approach (3rd ed.). California: Addison-Wesley.

Whaley, L.F. and Wong, D.L. (1987). Nursing care of infants and children (3rd ed.). St. Louis: C.V. Mosby Company.

Wilson, H. and Kneisl C. (1988). Psychiatric nursing (3rd ed.). California: Addison-Wesley.

RECOMMENDED TEXTS:

Fischbach, F. (1988). A manual of laboratory diagnostic tests (3rd ed.). Philadelphia: J.B. Lippincott.

Wong, D.L. and Whaley, L.F. (1990). Clinical manual of pediatric nursing. St Louis: C.V. Mosby Company.

VI. SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Beare, Rahr, and Ronshauses. (1985). Nursing implications of diagnostic tests (2nd ed.). Philadelphia: J.B. Lippincott.

Brunner, L. and Suddarth, D. (1988). Textbook of medical-surgical nursing (6th ed.). Philadelphia: J.B. Lippincott.

Patrick, Woods, Craven, Rokosky, and Bruno. (1991). Medical-surgical nursing: Pathophysiologic concepts (2nd ed.). Philadelphia: J.B. Lippincott.

Thompson, McFarland, Hirsch, Tucker, and Bowers. (1989). Mosby's manual of clinical nursing (2nd ed.). St. Louis: C.V. Mosby.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 302 Core II
Suggested 20 Character Course Title: Core II
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u>Margaret W. Bellak</u> Department Curriculum Committee	<u>Jadeen Kueneshi</u> Department Chairperson
<u>M. M. Moore-Amitage</u> College Curriculum Committee	<u>Harold E. Wingard</u> College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p>NU 302 Nursing II (2 credits)</p> <p>Nursing theory derived from content of NU 322 and prior knowledge of biophysical and psychosocial sciences is stressed. Emphasis is on theory relevant to clients with non-acute or acute alterations in homeostasis.</p> <p><u>Lecture Topics:</u> Nursing Care of -- - Clients with Psychological stressors - Clients in the Community - The Reproducing Family - Clients with Physiological Stressors - Clients with Circulatory Stressors - Clients with Pulmonary Stressors - Clients with Dermatologic Stressors</p>	<p>NU 302 Core II (2 credits)</p> <p>Emphasizes the involvement of nurses and nursing in selected aspects of wellness promotion and maintenance. The theory base for the use of the nursing process to support individuals and families through maturational change and the childbearing cycle is presented.</p> <p><u>Lecture Topics:</u> I. The Childbearing Family II. Communications III. Health Maintenance for Children</p>	<p>The current NU 302 course presents the nursing management content related to the topics present in the NU 322 course. The revision identifies content "core" to nursing (such as communication) and content related to the childbearing family and health maintenance for children. There is a strong focus on health promotion and a specific objective to help students identify current research related to the practice of nursing.</p>

CATALOG DESCRIPTION

NU 302 Core II

2 credits
2 lecture hours
(2c-2sh)

Prerequisite: NU 280

Emphasizes the involvement of nurses and nursing in selected aspects of wellness promotion and maintenance. The theory base for the use of the nursing process to support individuals and families through maturational change and the childbearing cycle is presented.

COURSE SYLLABUS

I. CATALOG DESCRIPTION
NU 302 Core II2 credits
2 lecture hours
(2c-2sh)

Prerequisite: NU 280

Emphasizes the involvement of nurses and nursing in selected aspects of wellness promotion and maintenance. The theory base for the use of the nursing process to support individuals and families through maturational change and the childbearing cycle is presented.

II. COURSE OBJECTIVES: Upon completion of NU 302, the student will:

1. Interpret human developmental tasks, birth through adolescence. (Program Objectives #1 and 2)
2. Describe the role of the individual as a member of the family. (Program Objective #2)
3. Identify issues which affect health care and relate them to professional nursing practice. (Program Objective #3)
4. Discuss the nursing process as a basis for facilitating wellness promotion and maintenance with individuals and families in maturational change and the childbearing cycle. (Program Objectives #1, 2, and 4)
5. Relate the value of therapeutic communication to the role of the nurse as care provider. (Program Objective 2 and 4)
6. Identify research findings relevant to the practice of nursing. (Program Objective #6)

III. TOPICAL OUTLINE:

- A. The Childbearing Family (16 hours)
 1. Developmental stages of reproduction
 2. Developmental changes during pregnancy
 3. Stages of labor and delivery
 4. Newborn
- B. Health Maintenance for Children (6 hours)
 1. Normal growth and development
 2. Childhood screenings and immunizations
- C. Therapeutic Communication (6 hours)
 1. Interview techniques
 2. Establishing nurse-patient relationships

TEACHING STRATEGIES: Lecture; discussion; multi-media.

- IV. EVALUATION: 3 100 point multiple choice examinations -
equally weighted
- V. REQUIRED TEXT: See list for NU 322 Maintenance and
Restoration of Wellness
- VI. SPECIAL RESOURCE REQUIREMENTS: none
- VII. BIBLIOGRAPHY: See list for NU 322 Maintenance and Restoration
of Wellness.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 303 Clinical Laboratory II
Suggested 20 Character Course Title: Clinical Lab II
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret A. Bellak Department Curriculum Committee
Jochen Kuzneski Department Chairperson
Mrs. M. Alice Armitage College Curriculum Committee
Harold C. Wingard College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

5

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p data-bbox="133 804 483 825">NU 303 Nursing IIA (Lab) (5 credits)</p> <p data-bbox="77 846 527 946">A clinical lab course with application of nursing theory using the nursing process. Students care for clients in clinical practice settings which include hospitals, community clinics and physicians' offices.</p>	<p data-bbox="630 804 1031 825">NU 303 Clinical Laboratory II (5 credits)</p> <p data-bbox="597 846 1055 1064">A clinical lab course which enables the student to care for individuals and families across the life span. Guided experiences are provided in hospital and community based facilities. The nursing process is utilized to promote and maintain wellness in individuals within families. Students spend one third of the semester in settings with children and adolescents, one third with women in various stages of childbearing cycle and one third with adults in medical/surgical acute care settings.</p>	<p data-bbox="1117 846 1575 968">Additional practice settings outside the acute care facilities are used. This revision is in response to the changing health care system where many people are now cared for outside the hospital. There is an emphasis on wellness promotion and family.</p>

CATALOG DESCRIPTION

NU 303 Clinical Laboratory II

5 credits
14 lab hours
(141-5sh)

Prerequisites: NU 280, 285

A clinical laboratory course which enables the student to care for individuals and families across the life span. Guided experiences are provided in hospital and community based facilities. The nursing process is utilized to promote and maintain wellness in individuals within families.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 303 Clinical Laboratory II 5 credits
0 class
14 lab hours
(14l-5sh)

Prerequisites: NU 280, 285

A clinical laboratory course which enables the student to care for individuals and families across the life span. Guided experiences are provided in hospital and community based facilities. The nursing process is utilized to promote and maintain wellness in individuals within families.

II. COURSE OBJECTIVES: Upon completion of NU 303, the student will:

1. Provide care which demonstrates respect for the rights and choices of the individual within the family. (Program Objective #2)
2. Develop individualized care plans based on nursing assessment and diagnoses. (Program Objectives #1, 2, and 4)
3. Implement and evaluate plans of care. (Program Objectives #1, 2, 4, and 5)
4. Use current nursing literature to substantiate plans of care. (Program Objective #6)
5. Function as a member of the health care team. (Program Objective #5)
6. Demonstrate growth in professional development. (Program Objective #7)

III. TOPICAL OUTLINE:

Students spend one-third of the semester (14 hours/week) in clinical settings with children and adolescents, one-third of the semester in settings with women in various stages of the childbearing cycle, and one-third with adults in medical/surgical acute care settings. The students rotate sites and are supervised as they provide care to patients.

TEACHING STRATEGIES: Multi-media; college and clinical laboratory experience; clinical conference.

IV. EVALUATION METHODS: Examination; evaluation of clinical laboratory practice; written assignments; clinical diaries.

V. REQUIRED TEXT: See NU 304.

VI. SPECIAL RESOURCE REQUIRMENTS:

As outlined in detail in the Department's Student Handbook*, nursing students are required to have:

A. Current CPR certification and professional liability insurance;

B. current health screening;

C. uniforms and physical assessment equipment.

* See Student Handbook, Appendix B

VII. BIBLIOGRAPHY:

Beare, Rahr, and Ronshouses. (1985). Nursing implications of diagnostic tests (2nd ed.). Philadelphia: J.B. Lippincott.

Brunner, L. and Suddarth, D. (1988). Textbook of medical-surgical nursing (6th ed.). Philadelphia: J.B. Lippincott.

Patrick, Woods, Craven, Rokosky, and Bruno. (1991). Medical-surgical nursing: Pathophysiologic concepts (2nd ed.). Philadelphia: J.B. Lippincott.

Thompson, McFarland, Hirsch, Tucker, and Bowers. (1989). Mosby's manual of clinical nursing (2nd ed.). St. Louis: C.V. Mosby.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NJ 323 Maintenance and Restoration of Wellness II
Suggested 20 Character Course Title: Mnt/Rest Wellness II
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellak
Department Curriculum Committee
Michael Moore-Umutoy
College Curriculum Committee
Josiah Krzesniak
Department Chairperson
David E. Wingard
College Dean *

Director of Liberal Studies (where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p>NU 323 Nursing Core III (3 credits)</p> <p>A continuation of concepts and principles in NU 322 increasing in depth and severity of alterations in homeostasis. Emphasis is on pathophysiology, psychopathology, disease control, rehabilitation, management principles and health teaching.</p> <p><u>Lecture Topics:</u> Obstetric Complications Reproductive Dysfunction Developmental Failures Psychological Dysfunction Group Processes Dysfunctional Family Dynamics Health Failure--Aberrant Cell Gastrointestinal Problems Chemical, Neural or Renal Imbalance Locomotor and Sensory Dysfunction</p>	<p>NU 323 Maintenance and Restoration of Wellness II (3 credits)</p> <p>Physiologic and psychologic pathology in individuals across the life span and associated nursing management. Topics include: caring for the individual whose alteration in health is related to problems with reproductive, cognitive-perceptual, motor, metabolic, and elimination function.</p> <p><u>Lecture Topics:</u> Nursing Management of Patients with Disorders of the: --Endocrine System --Genitourinary System --Musculoskeletal System --Skin Nursing Management of Dysfunctional Families and of Patients with Obstetric Complications and Genetic Disorders.</p>	<p>The rationale for the revision is the same as described for NU 322 Maintenance and Restoration of Wellness I on page 3.</p> <p>This redistribution of content strengthens the organization and delivery of content related to these topics. We anticipate the students will more clearly and easily grasp the concepts regarding health problems and nursing management.</p>

CATALOG DESCRIPTION

NU 323 Maintenance and Restoration
of Wellness II

3 credits
3 lecture hours
(3c-3sh)

Prerequisite: NU 322

Physiologic and psychologic pathology in individuals across the life span and associated nursing management. Topics include: caring for the individual whose alteration in health is related to problems with reproductive, cognitive-perceptual, motor, metabolic, and elimination function.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 323	Maintenance and Restoration of Wellness II	3 credits 3 lecture hours (3c-3sh)
--------	---	---

Prerequisite: NU 322

Physiologic and psychologic pathology in individuals across the life span and associated nursing management. Topics include: caring for the individual whose alteration in health is related to problems with reproductive, cognitive-perceptual, motor, metabolic, and elimination function.

II. COURSE OBJECTIVES: Upon completion of NU 323, the student will:

1. Identify selected alterations in homeostasis. (Program Objective #1)
2. Discuss physiologic and psychologic changes associated with those alterations. (Program Objective #1)
3. Discuss the nursing process as a basis for providing care to individuals and families with moderately complex health care needs. (Program Objective #4)
4. Discuss the rationale for interventions used in the care of individuals with selected health problems. (Program Objective #1)
5. Identify current research related to the management of individuals with selected health problems. (Program Objective #6)

III. TOPICAL OUTLINE:

- A. Nursing Management of Patients with Disorders of the Endocrine System (6 hours)
 1. Pancreatic disorders
 - a. IDDM
 - b. NIDDM
 2. Thyroid disorders
 3. Pituitary, hypothalamus, and adrenal disorders
 4. Parathyroid disorders
- B. Nursing Management of Patients with Disorders of the Genitourinary System (4 hours)
 1. Inflammatory disorders
 2. Nephrotic syndrome
 3. Obstructive uropathies
 4. Impotence

- C. Nursing Management of Patients with Obstetric Complications (9 hours)
 - 1. Complications of pregnancy
 - a. infection
 - b. hemorrhage
 - c. PIH and preeclampsia/eclampsia
 - d. gestational diabetes
 - 2. Sociocultural risk factors
 - a. psychiatric disorders
 - b. substance abuse
 - c. poverty
 - 3. Medical conditions coincident with pregnancy
 - a. heart disease
 - b. maternal PKU
 - c. endocrine disorders
 - 4. Fetal and neonatal complications
- D. Nursing Management of Patients with Disorders of the Musculoskeletal System (5 hours)
 - 1. Musculoskeletal trauma
 - 2. Degenerative and inflammatory joint disease
 - 3. Low back pain and trauma
 - 4. Lower extremity amputation
- E. Nursing Management of Patients with Disorders of the Neurological System (8 hours)
 - 1. Altered LOC
 - 2. Cerebrovascular disorders
 - 3. Degenerative disorders
 - 4. Autoimmune disorders
- F. Nursing Management of Patients with Disorders of Genetic Origin (2 hours)
 - 1. Chromosomal disorders
 - 2. Single gene disorders
 - 3. Multifactorial disorders
 - 4. Inborn errors of metabolism
 - 5. Oncogenetics
- G. Nursing Management of Patients with Skin Disorders (3 hours)
 - 1. Viral, fungal, parasitic, and bacterial disorders
 - 2. Dermatologic manifestations of allergy
 - 3. Common cancerous skin lesions
- H. Nursing Management of Dysfunctional Families (2 hours)
 - 1. Characteristics of dysfunctional families
 - 2. Theoretical perspectives
 - 3. Therapeutic approaches in management

TEACHING STRATEGIES: Lecture; discussion; multi-media; assigned reading.

IV. EVALUATION METHODS: 3 100 point, multiple choice unit examinations - 22% each; comprehensive final = 33% of grade

V. REQUIRED TEXT:

Beare, P. and Myers, J. L. (1990). Principles and practice of

adult health nursing. St. Louis: C.V. Mosby Company.

Bullough, B. and Bullough, V. (1990). Nursing in the community. St. Louis: C.V. Mosby Company.

Olds, S., London, M. and Ladewig, P. (1988). Maternal-newborn nursing: A family centered approach (3rd ed.). California: Addison-Wesley.

Whaley, L.F. and Wong, D.L. (1987). Nursing care of infants and children (3rd ed.). St. Louis: C.V. Mosby Company.

Wilson, H. and Kneisl C. (1988). Psychiatric nursing (3rd ed.). California: Addison-Wesley.

RECOMMENDED TEXTS:

Fischbach, F. (1988). A manual of laboratory diagnostic tests (3rd ed.). Philadelphia: J.B. Lippincott.

Wong, D.L. and Whaley, L.F. (1990). Clinical manual of pediatric nursing. St. Louis: C.V. Mosby Company.

VI. SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Beare, Rahr, and Ronshausen. (1985). Nursing implications of diagnostic tests (2nd ed.). Philadelphia: J.B. Lippincott.

Brunner, L. and Suddarth, D. (1988). Textbook of medical-surgical nursing (6th ed.). Philadelphia: J.B. Lippincott.

Patrick, Woods, Craven, Rokosky, and Bruno. (1991). Medical-surgical nursing: Pathophysiologic concepts (2nd ed.). Philadelphia: J.B. Lippincott.

Thompson, McFarland, Hirsch, Tucker, and Bowers. (1989). Mosby's manual of clinical nursing (2nd ed.). St. Louis: C.V. Mosby.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NV 304 Core III
Suggested 20 Character Course Title: Core III
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellah

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellah Department Curriculum Committee
Jordan Kranski Department Chairperson
Miriam More-Armstrong College Curriculum Committee
David C. Wingard College Dean *

Director of Liberal Studies (where applicable) _____
Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p>NU 304 Nursing III (2 credits)</p> <p>Nursing theory derived from concepts and principles from NU 323 pertinent to nursing care of clients with acute and more complex deviations from health.</p> <p><u>Lecture Topics:</u> Nursing Care of Clients with: --Reproductive, gastrointestinal, psychological, locomotor and sensory dysfunction --Obstetric complications --Developmental failures --Aberrant Cell function --Chemical, renal and neural imbalances Nursing care of the family with an imperfect child Interventions in small groups</p>	<p>NU 304 Core III (2 credits)</p> <p>Core III emphasizes the involvement of nurses and nursing in selected aspects of wellness promotion and maintenance. The theory base for the use of the nursing process is expanded from NU 302 to include family, community health and transcultural nursing concepts.</p> <p><u>Lecture Topics:</u> Promoting family/community health Transcultural approaches to health promotion Health promotion for women, children and older adults Preservation of sight and hearing Prevention of substance abuse Promotion of psychological health Health promotion through group processes</p>	<p>The rationale for revision is the same as described for NU 302 Nursing Core II on page 4.</p> <p>The stronger emphasis on health promotion is clear in the listing of lecture topics. There continues to be a specific focus on helping students identify research findings relevant to the practice of nursing.</p>

CATALOG DESCRIPTION

NU 304 Core III

2 credits
2 lecture hours
(2c-2sh)

Prerequisite: NU 302

Emphasizes the involvement of nurses and nursing in selected aspects of wellness, promotion, maintenance, and restoration. The theory base for the use of the nursing process is expanded to include family, community health, and transcultural nursing concepts.

- 3. Assessment and planning to meet psychologic needs of adults
- 4. Prevention of substance abuse

TEACHING STRATEGIES: Lecture; discussion; multi-media.

IV. EVALUATION METHODS: 2 100 point multiple choice examinations - 50% each.

V. REQUIRED TEXTS:

Beare, P. and Myers, J. L. (1990). Principles and practice of adult health nursing. St. Louis: C.V. Mosby Company.

Bullough, B. and Bullough, V. (1990). Nursing in the community. St. Louis: C.V. Mosby Company.

Olds, S., London, M. and Ladewig, P. (1988). Maternal-newborn nursing: A family centered approach (3rd ed.). California: Addison-Wesley.

Whaley, L.F. and Wong, D.L. (1987). Nursing care of infants and children (3rd ed.). St. Louis: C.V. Mosby Company.

Wilson, H. and Kneisl C. (1988). Psychiatric nursing (3rd ed.). California: Addison-Wesley.

RECOMMENDED TEXTS:

Fischbach, F. (1988). A manual of laboratory diagnostic tests (3rd ed.). Philadelphia: J.B. Lippincott.

Wong, D.L. and Whaley, L.F. (1990). Clinical manual of pediatric nursing. St. Louis: C.V. Mosby Company.

VI. SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Beare, Rahr, and Ronshausen. (1985). Nursing implications of diagnostic tests (2nd ed.). Philadelphia: J.B. Lippincott.

Brunner, L. and Suddarth, D. (1988). Textbook of medical-surgical nursing (6th ed.). Philadelphia: J.B. Lippincott.

Patrick, Woods, Craven, Rokosky, and Bruno. (1991). Medical-surgical nursing: Pathophysiologic concepts (2nd ed.). Philadelphia: J.B. Lippincott.

Thompson, McFarland, Hirsch, Tucker, and Bowers. (1989). Mosby's manual of clinical nursing (2nd ed.). St. Louis: C.V. Mosby.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NV 305 Clinical Laboratory III
Suggested 20 Character Course Title: Clinical Lab III
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellak Department Curriculum Committee
Jodeen Kuzneski Department Chairperson
M. M. Moore-Armstrong College Curriculum Committee
Harold E. Wingard College Dean *

Director of Liberal Studies (where applicable) _____
Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p data-bbox="129 787 487 819">NU 305 Nursing III (Lab) (5 credits)</p> <p data-bbox="73 829 544 1032">A continuation of NU 303 Nursing II Lab, this course continues to provide opportunities for application of nursing theory using nursing process with clients of all age groups. Clinical settings are primarily medical/surgical, pediatric, and maternity units in acute care settings. Students care for clients having more acute and more complex alterations in homeostasis than those cared for in NU 303.</p>	<p data-bbox="625 787 1031 819">NU 305 Clinical Laboratory III (5 credits)</p> <p data-bbox="592 829 1063 1053">A continuation of NU 303 Clinical Laboratory II, this course enables the student to provide care to individuals and families with acute and chronic health problems across the life span. Guided experiences are provided in hospitals, community based facilities and in patients' homes. The nursing process is used to promote, maintain, and restore optimal wellness in individuals within families. Students care for patients with more acute and complex alterations in health than those cared for in NU 303.</p>	<p data-bbox="1112 829 1575 946">The addition of patients' homes as clinical settings and the clearer focus on health promotion represents the minor revisions in NU 305. These changes are responsive to the changing health care system and health needs of society.</p>

CATALOG DESCRIPTION

NU 305 Clinical Laboratory III

5 credits
14 laboratory hours
(14l-5sh)

Prerequisite: NU 303

A clinical laboratory course which enables the student to provide care to individuals and families with acute and chronic health problems across the life span. Guided experiences are provided in hospital and community based facilities and individuals' homes. The nursing process is utilized to promote, maintain, and restore optimal wellness in individuals within families.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 305	Clinical Laboratory III	5 credits
		14 laboratory hours
		(141-5sh)

A clinical laboratory course which enables the student to provide care to individuals and families with acute and chronic health problems across the life span. Guided experiences are provided in hospital and community based facilities and individuals' homes. The nursing process is utilized to promote, maintain, and restore optimal wellness in individuals within families.

II. COURSE OBJECTIVES: Upon completion of NU 305, the student will:

1. Develop, evaluate, and revise individualized plans of care. (Program Objectives #1, 2, and 4)
2. Recognize issues which impact the health of individuals within the family. (Program Objective #3)
3. Utilize the nursing process as a basis for providing care for individuals and families with moderately complex health care needs. (Program Objectives #1 and 4)
4. Review the literature for research findings applicable to nursing practice. (Program Objective #6)
5. Function as a member of the health care team. (Program Objective #5)
6. Demonstrate growth in the professional role. (Program Objective #7)

III. TOPICAL OUTLINE: Students spend one-third of the semester (14 hours/week) in setting with children and adolescents, one-third of the semester in settings with women in various stages of the childbearing cycle, and one-third with adults in medical-surgical acute care settings. The students rotate sites and are supervised as they provide care to patients.

TEACHING STRATEGIES: Multi-media; college and clinical laboratory practice; clinical conference.

IV. EVALUATION: Examinations; evaluation of clinical laboratory practice; written assignments; clinical diaries.

V. REQUIRED TEXTS:

Beare, P. and Myers, J. L. (1990). Principles and practice of adult health nursing. St. Louis: C.V. Mosby Company.

Bullough, B. and Bullough, V. (1990). Nursing in the community. St. Louis: C.V. Mosby Company.

Olds, S., London, M. and Ladewig, P. (1988). Maternal-newborn nursing: A family centered approach (3rd ed.). California: Addison-Wesley.

Whaley, L.F. and Wong, D.L. (1987). Nursing care of infants and children (3rd ed.). St. Louis: C.V. Mosby Company.

Wilson, H. and Kneisl C. (1988). Psychiatric nursing (3rd ed.). California: Addison-Wesley.

RECOMMENDED TEXTS:

Fischbach, F. (1988). A manual of laboratory diagnostic tests (3rd ed.). Philadelphia: J.B. Lippincott.

Wong, D.L. and Whaley, L.F. (1990). Clinical manual of pediatric nursing. St. Louis: C.V. Mosby Company.

VI. SPECIAL RESOURCE REQUIREMENTS: As detailed in the Department's Student Handbook*, all students must have:

- A. current CPR certification and professional liability insurance;
- B. current health screening;
- C. uniforms and physical assessment equipment.

* See Student Handbook, Appendix B

VII. BIBLIOGRAPHY:

Beare, Rahr, and Ronshauses. (1985). Nursing implications of diagnostic tests (2nd ed.). Philadelphia: J.B. Lippincott.

Brunner, L. and Suddarth, D. (1988). Textbook of medical-surgical nursing (6th ed.). Philadelphia: J.B. Lippincott.

Patrick, Woods, Craven, Rokosky, and Bruno. (1991). Medical-surgical nursing: Pathophysiologic concepts (2nd ed.). Philadelphia: J.B. Lippincott.

Thompson, McFarland, Hirsch, Tucker, and Bowers. (1989). Mosby's manual of clinical nursing (2nd ed.). St. Louis: C.V. Mosby.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 300 Seminar I
Suggested 20 Character Course Title: Seminar I
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellak Department Curriculum Committee
Gerden Kuzneski Department Chairperson
Miriam Moore Cornutega College Curriculum Committee
Howard E. Wingard College Dean *

Director of Liberal Studies (where applicable) Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

FOR ALL FOUR LEVELS OF SEMINAR (300, 310, 400, 410)

6

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
NU 302-A Nursing II Seminar (1 credit) NU 304-A Nursing III Seminar (1 credit) NU 402-A Nursing IV Seminar (1 credit) NU 404-A Nursing V Seminar (1 credit)	<p>All four 1-credit courses are designed to provide a forum for the exploration and discussion of historical, ethical, legal, social and political issues which affect nursing and health care. Emphasis is placed on the development of professional values, critical thinking, decision making and communication skills. The specific focus for each seminar is as follows:</p> <p><u>NU 300 Nursing Seminar I (1 credit)</u></p> <ol style="list-style-type: none"> I. Historical Perspectives of Nursing Leaders II. Ethics--ANA Code and Universal Principles III. Legal Considerations--Documentation IV. Social Issues--Environment and Health V. Political Components--Politics of Patient Care <p><u>NU 310 Nursing Seminar II (1 credit)</u></p> <ol style="list-style-type: none"> I. Historical Perspectives-Nursing Organizations II. Ethics--Confidentiality III. Legal Considerations--Informed Consent IV. Social Issues--Demographics and Disease V. Political Components--Access to Health Care <p><u>NU 400 Seminar III (1 credit)</u></p> <ol style="list-style-type: none"> I. Historical Perspectives-Health problems II. Ethics--Right to Die III. Legal Considerations--Emergency Situations IV. Social Issues--Drug Abuse V. Political Components--Political Action in Professional Organizations 	<p>Students and faculty often use clinical conference time for the discussion of client-centered nursing problems. With this revision the seminar time is better utilized to explore topics essential to a baccalaureate education. This revision is supported by various sections of the following documents:</p> <p><u>NLN's Characteristics of Baccalaureate Education in Nursing:</u> "Graduates are able to incorporate professional values as well as ethical, moral, and legal aspects of nursing into nursing practice."</p> <p><u>NLN Accreditation Criterion #26:</u> "Historical, political, social, economic, ethical, technical, and legal components of nursing are evident in the curriculum."</p> <p><u>State Board of Nursing Rules and Regulations:</u> "Content related to history, trends and professional responsibilities of nursing may be integrated, combined or taught as separate courses."</p> <p><u>ANA Social Policy Statement (1980)</u></p> <p><u>ANA Standards for Professional Nursing Education (1984) Standard VII:</u> "The objectives and curriculum designs of professional nursing education programs reflect the philosophy of the educational unit in nursing and provide for the development of attitudes and competencies specific to the roles for which students are being prepared."</p>

These four 1-credit courses are currently structured to allow for small group discussions of client centered nursing problems. Problems selected are associated with the topics presented in the concurrently taught courses NU 302, NU 304, NU 402 and NU 404.

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT

PROPOSED CONTENT

RATIONALE

NU 410 Seminar IV (1 credit)

- I. Historical Perspectives-Nursing Education
- II. Ethics--Role Conflict
- III. Legal Considerations--Nurse Practice Act
- IV. Social Issues--The Homeless
- V. Political Components--Political Action in Government

AACN Essentials Document: Sections on socialization, values and member of profession.

CATALOG DESCRIPTION**NU 300 Seminar I****1 credit
1 class hour
(1c-1sh)****Prerequisite:**

A seminar which provides a forum for the exploration and discussion of historical, ethical, legal, social, and political issues which affect nursing and health care. Emphasis is placed on the development of professional values, critical thinking, decision making, and communication skills.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 300 Seminar I

1 credit
1 class hour
(1c-1sh)

Prerequisite:

A seminar which provides a forum for the exploration and discussion of historical, ethical, legal, social, and political issues which affect nursing and health care. Emphasis is placed on the development of professional values, critical thinking, decision making, and communication skills.

II. COURSE OBJECTIVES: Upon completion of NU 300, the student will:

1. Describe the influence of selected nursing leaders on the development of nursing and health care. (Program Objectives #3 and 7)
2. Discuss the ethical principles inherent in the ANA Code for Nurses. (Program Objectives #2, 3, and 7)
3. Discuss various legal implications for the documentation of the nursing process. (Program Objectives #3 and 7)
4. Describe a variety of current environmental factors and their influence on health. (Program Objective #3)
5. Discuss the dynamics of power and influence in policy making related to provision of health care. (Program Objective #3)
6. Recognize the importance of developing professional values, critical thinking, and decision making skills. (Program Objectives #3 and 7)

III. TOPICAL OUTLINE:

- A. Historical Perspectives (20%)
 1. Nursing
 2. Nursing leaders
- B. Ethics (20%)
 1. ANA Code
 2. Universal principles
- C. Legal Considerations: documentation (20%)

- D. Social Issues: environment and health (20%)
- E. Political Components: politics of patient care (20%)

TEACHING STRATEGIES: Literature review; discussion; written position and reaction papers; multi-media; oral presentations.

IV. EVALUATION METHODS: Participation; written assignments; oral presentations.

V. REQUIRED TEXT: Current literature in professional journals and publications*.
 * See Appendix A - Current Professional Literature

VI. SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Chaska, N.L. (1990). The nursing profession: Turning points. St. Louis: C.V. Mosby Company.

McCloskey, J. and Grace, H. (1990). Current issues in nursing. (3rd ed.). St. Louis: C.V. Mosby Company.

Bullough, V. and Bullough, B. (1987). History, trends and politics of nursing. Connecticut: Appleton-Century Crofts.

Kalisch, P. and Kalisch, B. (1987). The changing image of the nurse. California: Addison-Wesley Company.

Mason, D. and Talbott, S. (1985). Political action handbook for nurses. California: Addison-Wesley Company.

Bandman, E. and Bandman, B. (1990). NUrsing ethics throughout the life span (2nd ed.). Connecticut: Appleton-Lange.

Goldwater, M. and Zusy, M.J. (1990). Prescription for nurses: Effective political action. St. Louis: C.V. Mosby Company.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 310 Seminar II
Suggested 20 Character Course Title: Seminar II
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellah

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u>Margaret W Bellah</u> Department Curriculum Committee	<u>Jordan Kuenzels</u> Department Chairperson
<u>M. M. Moore-Armstrong</u> College Curriculum Committee	<u>Donald C. Wingard</u> College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

CATALOG DESCRIPTION**NU 310 Seminar II****1 credit
1 class hour
(1c-1sh)****Prerequisite: NU 300**

A seminar which provides a forum for the exploration and discussion of historical, ethical, legal, social, and political issues which affect nursing and health care. Emphasis is placed on the development of professional values, critical thinking, decision making, and communication skills.

- V: **REQUIRED TEXTS:** Current literature in professional journals and publications*.
* See Appendix A - Current Professional Literature
- VI: **SPECIAL RESOURCE REQUIREMENTS:** none
- VII. **BIBLIOGRAPHY:** See list for NU 300 Seminar I

LSC Use Only

Number: _____
Action: _____
Date: _____

UWUCC Use Only

Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 400 Seminar III
Suggested 20 Character Course Title: Seminar III.
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u>Margaret W Bellak</u> Department Curriculum Committee	<u>James Kuzmaleski</u> Department Chairperson
<u>M. M. Moore-Cumtore</u> College Curriculum Committee	<u>David E. Wingard</u> College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

CATALOG DESCRIPTION

NU 400 Seminar III

1 credit
1 class hour
(1c-1sh)

Prerequisite: NU 310

A seminar which provides a forum for the exploration and discussion of historical, ethical, legal, social, and political issues which affect nursing and health care. Emphasis is placed on the development of professional values, critical thinking, decision making, and communication skills.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 400 Seminar III

1 credit
1 class hour
(1c-1sh)

Prerequisite: NU 310

A seminar which provides a forum for the exploration and discussion of historical, ethical, legal, social, and political issues which affect nursing and health care. Emphasis is placed on the development of professional values, critical thinking, decision making, and communication skills.

II. COURSE OBJECTIVES: Upon completion of NU 400, the student will:

1. Explore the history of a nursing response to a health problem. (Program Objectives #3 and 7)
2. Discuss current legal and ethical dilemmas related to the right to die issue. (Program Objectives #2, 3, and 7)
3. Debate the nurse's responsibilities in providing health care in emergency situations. (Program Objectives #3 and 7)
4. Discuss the nurse's responsibility in dealing with substance abuse problems. (Program Objectives #2, 3, and 7)
5. Demonstrate ways of responding to legal, ethical, political, and social concerns of nursing. (Program Objectives #3 and 7)
6. Discuss the application of professional values, critical thinking, and decision making in relation to ethical, legal, social, and political issues. (Program Objectives #3 and 7)

III. TOPICAL OUTLINE:

- A. Historical Perspectives: health problems (20%)
- B. Ethics: right to die (20%)
- C. Legal Considerations: emergency situations (20%)
- D. Social Issues: drug abuse (20%)
- E. Political Components: political action in professional organizations (20%)

TEACHING STRATEGIES: Literature review; discussion; written position and reaction papers; AV media; oral presentations.

IV. EVALUATION METHODS: Participation; written assignments; oral presentations.

V. REQUIRED TEXTS: Current literature in professional journals and publications*.

* See Appendix A - Current Professional Literature

VI: SPECIAL RESOURCE REQUIREMENTS: none

VII: BIBLIOGRAPHY: See list for NU 300 Seminar I.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 410 Seminar IV
Suggested 20 Character Course Title: Seminar IV
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellub

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellub Department Curriculum Committee
Jocelyn Kuzneski Department Chairperson
M. M. Moore-Armstrong College Curriculum Committee
David E. Wingard College Dean *

Director of Liberal Studies (where applicable) Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

CATALOG DESCRIPTION

NU 410 Seminar IV

1 credit
1 class hour
(1c-1sh)

Prerequisite: NU 400

A seminar course which provides a forum for the exploration and discussion of historical, ethical, legal, social, and political issues which affect nursing and health care. Emphasis is placed on the development of professional values, critical thinking, decision making, and communication skills.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 410 Seminar IV

1 credit
1 class hour
(1c-1sh)

Prerequisite: NU 400

A seminar course which provides a forum for the exploration and discussion of historical, ethical, legal, social, and political issues which affect nursing and health care. Emphasis is placed on the development of professional values, critical thinking, decision making, and communication skills.

II. COURSE OBJECTIVES: Upon completion of NU 410, the student will:

1. Explore and explain the changes in nursing education through history. (Program Objectives #3 and 7)
2. Analyze the ethical issues related to role conflict in nursing. (Program Objective #2, 3, and 7)
3. Explain the legal bases and implications for nursing practice that rest in nurse practice acts. (Program Objectives #3 and 7)
4. Discuss nursing's professional responsibility in relation to the problem of homelessness. (Program Objectives #2, 3, and 7)
5. Propose strategies for political action in nursing that may affect governmental policy. (Program Objectives #3 and 7)
6. Incorporate evidence of critical thinking, decision making and professional values in written and oral assignments. (Program Objectives #3 and 7)

III. TOPICAL OUTLINE:

- A. Historical Perspectives: nursing education (20%)
- B. Ethics: role conflict (20%)
- C. Legal Considerations: Nurse Practice Act (20%)
- D. Social Issues: the homeless (20%)
- E. Political Components: political action in government (20%)

TEACHING STRATEGIES: Literature review; discussion; written position and reaction papers; multi-media; oral presentations.

- IV. **EVALUATION METHODS:** Participation; written assignments; oral presentations.
- V. **REQUIRED TEXT:** Current literature in professional journals and publications*.
* See Appendix A - Current Professional Literature
- VI. **SPECIAL RESOURCE REQUIREMENTS:** none
- VII: **BIBLIOGRAPHY:** See list attached to NU 300 Seminar I.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 422 Maintenance and Restoration of Wellness III
Suggested 20 Character Course Title: Mat/Rest Wellness III
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellab

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

<u>Margaret Bellab</u> Department Curriculum Committee	<u>Juden Puzneski</u> Department Chairperson
<u>M. M. Woodruff</u> College Curriculum Committee	<u>Harold E. Wenzel</u> College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p>NU 422 Nursing Core IV (3 credits)</p> <p>Concepts and principles of pathophysiology and psychopathology related to life-threatening alterations in homeostasis, disturbed communications and crisis theory. Change theory, nursing contribution to change within the health care delivery system, leadership development and the liaison role of the nurse is stressed. Professional responsibility, accountability and professional standards are taught.</p> <p><u>Lecture Topics:</u> Critical Alterations in Circulatory, Neurological, Respiratory Systems and Fluid and Electrolyte Balance Psychologic and Social Crisis Substance Abuse Health Care Management Professional Standards Community Health Concepts</p>	<p>NU 422 Maintenance and Restoration of Wellness III (3 credits)</p> <p>Emphasis on pathophysiology and psychopathology for understanding the complex process of the patient's adaptation to crisis. The theory base for the application of the nursing process in the care of patients with complex needs including life-sustaining treatment, intensive monitoring and crisis intervention is discussed.</p> <p><u>Lecture Topics:</u> Nursing Role in the Management of Patients with Critical Alterations in Health: --Oxygenation --Neural Integrity --Fluid and electrolyte balance --Distortions of mood --Disturbances of reality</p>	<p>Similar to the revisions in NU 322 and NU 323, the proposed course integrates both the physiologic and psychologic pathology with related nursing management content. Currently, this content is separated into NU 422 and 402. This integration strengthens the organization of content, facilitating student learning. The emphasis remains on critical alterations in health throughout the life span. The management/leadership content has been deleted and placed in the second semester senior year when students have had more preparation as provider of care.</p>

CATALOG DESCRIPTION

NU 422 Maintenance and Restoration
of Wellness III

3 credits
3 lecture hours
(3c-3sh)

Prerequisite: NU 323

Emphasizes pathophysiology and psychopathology for understanding the complex process of the individual's adaptation to crisis. The theory base for the application of the nursing process in the care of individuals requiring hospitalization, life-sustaining treatment, intensive monitoring, and crisis intervention is discussed.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 422	Maintenance and Restoration of Wellness III	3 credits 3 lecture hours (3c-3sh)
--------	--	--

Prerequisite: NU 323

Emphasizes pathophysiology and psychopathology for understanding the complex process of the individual's adaptation to crisis. The theory base for the application of the nursing process in the care of individuals requiring hospitalization, life-sustaining treatment, intensive monitoring, and crisis intervention is discussed.

II. COURSE OBJECTIVES: Upon completion of NU 422, the student will:

1. Identify critical alterations in homeostasis. (Program Objective #1)
2. Explain pathophysiology and psychopathology related to critical alterations in homeostasis. (Program Objectives #1, 4, and 6)
3. Explain the rationale for intervention utilized in the care of individuals with medical, surgical, and/or psychologic crises. (Program Objectives #1, 4, and 5)
4. Discuss the effects of critical alterations in homeostasis on family functioning. (Program Objectives #1, 2, 4 and 5)
5. Identify the criteria for the evaluation of outcomes when applying the nursing process in the care of individuals and families with complex health care needs. (Program Objective #1, 3, 4 and 7)

III. TOPICAL OUTLINE:

- A. Nursing Role in the Management of Critical Alterations in Oxygenation (10 hours)
 1. Respiratory crises
 2. Cardiac crises
- B. Nursing Role in the Management of Critical Alterations in Neurologic Integrity (5 hours)
 1. Trauma
 2. Spinal cord injury
 3. Neural tube defects
 4. Neurological insults

- C. Nursing Role in the Management of Critical Alterations in Fluid and Electrolyte Balance (12 hours)
 - 1. acute renal failure
 - 2. burns
 - 3. physiologic shock
- D. Medical and nursing management
 - 1. supportive therapy
 - 2. hemodynamic monitoring
- E. Nursing Role in Crisis Intervention (6 hours)
 - 1. Social crises
 - 2. Psychological crises
- F. Nursing Role in the Management of Distortions of Mood (4 hours)
 - 1. Major depressive disorders
 - 2. Manic depressive disorders
- G. Nursing Role in the Management of Disturbances of Reality (4 hours)
 - 1. Schizophrenia
 - 2. Paranoia

TEACHING STRATEGIES: Lecture; multi-media.

IV. EVALUATION METHODS: 3 100 point multiple choice examinations and a comprehensive final - all equally weighted

V. REQUIRED TEXTS:

Baier. (1986). Bed number ten. CRC Press.

Sullivan. (1988). Effective management in nursing (2nd ed.) California: Addison-Wesley.

Swearinger. (1988). Manual of critical care. St. Louis: C.V. Mosby Company.

Townsend. (1988). Nursing diagnosis in psychiatric nursing. F.A. Davis Company.

RECOMMENDED TEXT:

Talbot. (1989). Pocket guide to critical care assessment. St. Louis: C.V. Mosby Company.

VI: SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Christiansen, K. (1990). Nursing Process. St. Louis: C.V. Mosby Company.

Kee. (1986). Fluid and electrolytes with clinical applications. Wiley Medical.

Thelan et al. (1990). Textbook of critical care nursing. St. Louis: C.V. Mosby Company.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 402 Core IV
Suggested 20 Character Course Title: Core IV
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellah

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellah Department Curriculum Committee
Godwin Kwenekwi Department Chairperson
Miriam Moore-Armstrong College Curriculum Committee
Arnold E. Wingard College Dean *

Director of Liberal Studies (where applicable) _____
Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____ Semester to be implemented: _____ Date to be published in Catalog: _____
to UWUCC: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p data-bbox="186 766 479 798">NU 402 Nursing IV (2 credits)</p> <p data-bbox="97 808 576 915">Nursing theory derived from NU 422 pertinent to care of clients with crises and life-threatening alterations in homeostasis are emphasized. Methods of leadership and management, and change theory are presented.</p> <p data-bbox="97 925 251 946"><u>Lecture Topics:</u></p> <p data-bbox="97 946 503 1032">Nursing Care of Patients with Critical Alterations in Physical and Mental Health Community Health Problems Nursing Management</p>	<p data-bbox="722 766 982 798">NU 402 Core IV (2 credits)</p> <p data-bbox="617 808 1096 957">Emphasizes the nurse's roles as accountable provider and coordinator of care and member of a profession. The specific issues that are addressed are: quality assurance in providing care, rights and responsibilities of the patient, the nurse as an employee and employer; current environmental health concepts.</p> <p data-bbox="617 968 771 989"><u>Lecture Topics:</u></p> <p data-bbox="617 989 1023 1170">Quality Assurance and Evaluation of Care Professional Standards Role of Nurse in Patient Education Nurse/Patient Relationship in Psychiatric Settings Role of Nurse in Caring for Patients with Addiction Problems Role of Nurse in Emergencies, Trauma and Disasters</p>	<p data-bbox="1136 808 1607 1010">The proposed course continues to support content presented in NU 422 Maintenance and Restoration of Wellness III. Additional "core" content is presented as it relates to the nurse's responsibilities as coordinator of care and member of a profession. <u>The AACN Essentials of Baccalaureate Nursing Education</u> and the NLN's <u>Characteristics of a Baccalaureate Graduate</u> support the inclusion of this content in a BSN curriculum.</p>

CATALOG DESCRIPTION

NU 402 Core IV

2 credits
2 lecture hours
(2c-2sh)

Prerequisite: NU 304

Emphasizes the nurse's roles as accountable provider and coordinator of care and member of a profession. The specific issues that are addressed are: quality assurance in provision of patient care; rights and responsibilities of the individual, the nurse as an employee, and the employer; current environmental health concepts.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 402 Core IV

2 credits
2 lecture
hours
(2c-2sh)

Prerequisite: NU 304

Emphasizes the nurse's roles as accountable provider and coordinator of care and member of a profession. The specific issues that are addressed are: quality assurance in provision of patient care; rights and responsibilities of the individual, the nurse as an employee, and the employer; current environmental health concepts.

II. COURSE OBJECTIVES: Upon completion of NU 402, the student will:

1. Identify the nurse's rights and responsibilities as a member of the health care team and as an employee. (Program Objectives #3 and 7)
2. Identify the rights and responsibilities of the employer of the professional nurse. (Program Objectives #3 and 7)
3. Analyze selected issues related to the use of the political process for nursing and health care improvement, labor relations, and employee/employer rights and responsibilities. (Program Objectives #3 and 7)
4. Describe nursing standards set by professional nursing organizations, legislation, and accrediting agencies. (Program Objectives #3 and 7)
5. Affirm the value of respect for the rights and choices of the individual within family and community. (Program Objective #2)

III. TOPICAL OUTLINE:

- A. Establishing the Nurse/Patient Relationship in Psychiatric Settings (2 hours)
- B. Quality Assurance and Evaluation of Nursing Care (3 hours)
- C. Role of the Nurse in Patient Education (3 hours)
 1. Patients and their families as learners
 2. Groups as learners

- D. Role of the Nurse in the Care of Patients with Addiction Problems (6 hours)
 - 1. Alcohol abuse and rehabilitation
 - 2. Drug abuse and rehabilitation
- E. Professional Standards of Nursing Care (3 hours)
 - 1. ANA Standards
 - 2. Nursing specialty standards
- F. Role of the Nurse in Emergencies, Trauma, and Disasters (9 hours)
- G. General principles and techniques of triage
- H. Triage of patients with special needs:
 - 1. obstetrical patients
 - 1. children
 - 2. psychiatric patients

TEACHING STRATEGIES: Lecture; multi-media.

IV. EVALUATION METHODS: Four 100 point multiple choice examinations and a comprehensive final - all equally weighted

V. REQUIRED TEXTS:

Baier, E. (1986). Bed number ten. Atlanta: CRC Press.

Sullivan, A. (1988). Effective management in nursing. New York: Addison Wesley.

Swearinger, J. (1988). Manual of critical care. St. Louis: C.V. Mosby.

Talbot, G. (1989). Pocket guide to critical care assessment. St. Louis: C.V. Mosby.

Townsend, A. (1988). Nursing diagnosis in psychiatric nursing. Philadelphia: F. A. Davis.

VI. SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Christensen, K. (1990). Nursing process. St. Louis: C.V. Mosby Company.

Kee. (1986). Fluids and electrolytes with clinical applications. Wiley Medical.

Thelan et al. (1990). Textbook of critical care nursing. St. Louis: C.V. Mosby Company.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 403 Clinical Laboratory IV
Suggested 20 Character Course Title: Clinical Lab IV
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret A. Bellak Department Curriculum Committee
Jouko Kuumaki Department Chairperson
M. M. Moore-Armstrong College Curriculum Committee
Harold C. Wingard College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

13

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p data-bbox="138 817 477 838">NU 403 Nursing IV (Lab) (5 credits)</p> <p data-bbox="77 857 542 1034">Application of nursing theory in various health care agencies using the nursing process with life threatening alterations in homeostasis, critical health failures and psychoses. Practice occurs in acute and chronic psychiatric settings and other units in acute care facilities. Students also have the opportunity to develop management skills and care for groups of clients.</p>	<p data-bbox="631 817 1024 838">NU 403 Clinical Laboratory IV (5 credits)</p> <p data-bbox="594 857 1040 959">A clinical laboratory course in which students apply the nursing process as provider and coordinator of care with patients and families experiencing complex health care needs in a variety of health care facilities.</p>	<p data-bbox="1115 857 1589 1151">Currently students in NU 403 rotate through a critical care, psychiatric and management experience. The proposed course will retain the experience in critical care and psychiatric settings. The management experience is moved to second semester senior year. The third clinical experience in this course provides the opportunity for advanced clinical practice in acute and long term care settings. As the acuity of patients in health care settings increases, students need additional opportunities to care for patients and their families with complex needs. This experience will provide that opportunity with the direct guidance of faculty.</p>

CATALOG DESCRIPTION

NU 403 Clinical Laboratory IV

5 credits
14 lab hours
(14l-5sh)

Prerequisite: NU 305

A clinical laboratory course which affords the opportunity to apply the nursing process as provider and coordinator of care with individuals and families experiencing complex health care needs in a variety of health care facilities.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 403	Clinical Laboratory IV	5 credits
		14 lab hours
		(141-5sh)

Prerequisite: NU 305

A clinical laboratory course which affords the opportunity to apply the nursing process as provider and coordinator of care with individuals and families experiencing complex health care needs in a variety of health care facilities.

II. COURSE OBJECTIVES: Upon completion of NU 403, the student will:

1. Demonstrate increased proficiency in the implementation of the nursing process. (Program Objectives #1 and 4)
2. Utilize the nursing process in the care of individuals with complex health care needs. (Program Objectives# 1 and 4)
3. Demonstrate knowledge of pathophysiology and psychopathology in the care of patients with complex health care needs. (Program Objectives #1 and 4)
4. Selectively utilize nursing research in the provision and coordination of care. (Program Objective #6)
5. Exhibit behavior that is consistent with professional nursing standards of accountability and responsibility. (Program Objectives # 3 and 7)

III. TOPICAL OUTLINE: Students spend one third of the semester (14 hours/week) in critical care units, one third in a psychiatric hospital unit, and one third in medical/surgical or extended patient care units. The students rotate sites and are supervised as they provide nursing care to patients. Faculty stay in their areas of specialty.

TEACHING STRATEGIES: Multi-media; college and clinical laboratory practice; clinical conference.

IV. EVALUATION METHODS: Examinations; evaluation of clinical laboratory practice; written assignments; clinical diaries.

V. REQUIRED TEXTS:

Baier. (1986). Bed number ten. CRC Press.

Sullivan. (1988). Effective management in nursing (2nd ed.) California: Addison-Wesley.

Swearinger. (1988). Manual of critical care. St. Louis: C.V. Mosby Company.

Townsend. (1988). Nursing diagnosis in psychiatric nursing. F.A. Davis Company.

RECOMMENDED TEXT:

Talbot. (1989). Pocket guide to critical care assessment. St. Louis: C.V. Mosby Company.

VI: SPECIAL RESOURCE REQUIREMENTS:

As outlined in detail in the Department's Student Handbook*, nursing students are required to have:

- A. Current CPR certification and professional liability insurance;
- B. current health screening;
- C. uniforms and physical assessment equipment.

* See Student Handbook - Appendix B

VII. BIBLIOGRAPHY:

Christiansen, K. (1990). Nursing Process. St. Louis: C.V. Mosby Company.

Kee. (1986). Fluid and electrolytes with clinical applications. Wiley Medical.

Thelan et al. (1990). Textbook of critical care nursing. St. Louis: C.V. Mosby Company.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 423 Maintenance and Restoration of Wellness IV
Suggested 20 Character Course Title: Mnt/Rest Wellness IV
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellah

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret Bellah Department Curriculum Committee
Jordan Kuzneski Department Chairperson
Miss M. Moore-Armstrong College Curriculum Committee
Harold E. Wingard College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p>NU 423 Nursing Core V (3 credits)</p> <p>Concepts and principles pertinent to leadership responsibility, professional relationships, delivery of health care in the community, state and national systems. Management and leadership principles essential to peer review, nursing audit, client advocacy, professional opportunities and methods to secure employment, labor relations and changes in the health care system are taught.</p> <p><u>Lecture Topics:</u> Community Health Nursing Causes of Health Care Emergencies, Mass Casualties and Disasters Management/Leadership Concepts Organic Disorders of Mental Functioning Rape, Suicide, Homosexuality and Sexual Deviations Complex Psychosocial Problems in Children and Adolescents</p>	<p>NU 423 Maintenance and Restoration of Wellness IV (3 credits)</p> <p>Emphasizes strategies used in assisting individuals and their families in the maintenance and restoration of optimal wellness. The theory base for the application of the nursing process when illness is being managed in acute, long term care and community settings is discussed.</p> <p><u>Lecture Topics:</u> Nursing Management of Patients and Families with: --Cancer --Infectious diseases --Congenital anomalies --Mood/reality distortion in children --Chronic illness in children at home --Situational crises and altered patterns of sexuality --Emotional and cognitive disorders in children and adolescents --Anxiety and maladaptation</p>	<p>Rationale for this proposed revision is consistent with that written for NU 322, NU 323 and NU 422. Physiologic and psychologic pathology is integrated with related nursing management. There is a strengthened emphasis on patients of all age groups, the patient as an individual, and as a member of a community.</p>

CATALOG DESCRIPTION

NU 423 Maintenance and Restoration
of Wellness IV

3 credits
3 lecture hours
(3c-3sh)

Prerequisite: NU 422

Emphasizes strategies used in assisting individuals and their families in the promotion, maintenance, and restoration of optimal wellness. The theory base for the application of the nursing process when illness is being managed in acute, long term care, and community settings is discussed.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 423	Maintenance and Restoration of Wellness IV	3 credits 3 lecture hours (3c-3sh)
--------	---	--

Prerequisite: NU 422

Emphasizes strategies used in assisting individuals and their families in the promotion, maintenance, and restoration of optimal wellness. The theory base for the application of the nursing process when illness is being managed in acute, long term care, and community settings is discussed.

II. COURSE OBJECTIVES: Upon completion of NU 423, the student will:

1. Synthesize knowledge for the assessment of the health status of individuals and their families when there is complex/chronic illness. (Program Objectives #1 and 6)
2. Identify common health needs of patients and families of patients experiencing complex/chronic illness. (Program Objectives #1 and 6)
3. Describe effective strategies for assisting individuals and their families to achieve optimal wellness when there is complex/chronic illness. (Program Objectives # 1 and 6)

III. TOPICAL OUTLINE:

- A. Nursing Role in the Management of Cancer Through the Life Span (6 hours)
 1. Childhood
 2. Adulthood
 3. Old Age
- B. Nursing Role in the Management of Infectious Disease (6 hours)
 1. Sexually transmitted disease
 2. Hepatitis
 3. AIDS
 4. Tuberculosis
- C. Nursing Role in the Management of Situational Crises and Altered Patterns of Sexuality (6 hours)
 1. Coercive and abusive behavior
 - a. rape and sexual assault
 - b. violence in the family
 - c. suicide
 2. Altered patterns of sexuality
 - a. alternative patterns of sexual expression
 - b. gender and sexual disorders

- C. Nursing Role in the Management of Emotional and Cognitive Disorders in Children and Adolescents (3 hours)
 - 3. Characteristics of the population that increase vulnerability to mental health problems
 - 4. Nursing process with clients exhibiting:
 - a. learning disabilities
 - b. mental retardation
 - c. anorexia nervosa
 - d. abuse and neglect
- D. Nursing Role in the Management of Anxiety and Maladaptation: the Personality Disorders (3 hours)
 - 1. Mental health-illness continuum
 - 2. Anxiety continuum
 - 3. Borderline and antisocial personality disorders
- E. Nursing Role in the Management of Pediatric Anomalies (7 hours)
 - 1. Anomalies requiring intervention at birth
 - 2. Other cardiac and GI anomalies
- G. Nursing Role in the Management of Mood/Reality Distortion in Children (6 hours)
 - 1. Child with psychosis
 - 2. Childhood depression
 - 3. Children and adolescents with suicidal behavior
- H. Nursing Role in the Management of Chronic Illness in Children at Home (3 hours)
 - 1. Down's Syndrome
 - 2. Cystic fibrosis

V. EVALUATION METHODS: 3 100 point multiple choice examinations and a comprehensive final - all equally weighted

VI. REQUIRED TEXT:

Baier. (1986). Bed number ten. CRC Press.

Sullivan. (1988). Effective management in nursing (2nd ed.) California: Addison-Wesley.

Swearinger. (1988). Manual of critical care. St. Louis: C.V. Mosby Company.

Townsend. (1988). Nursing diagnosis in psychiatric nursing. F.A. Davis Company.

RECOMMENDED TEXT:

Talbot. (1989). Pocket guide to critical care assessment. St. Louis: C.V. Mosby Company.

VI: SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Christiansen, K. (1990). Nursing Process. St. Louis: C.V. Mosby Company.

Kee. (1986). Fluid and electrolytes with clinical applications. Wiley Medical.

Thelan et al. (1990). Textbook of critical care nursing. St. Louis: C.V. Mosby Company.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 404 Core V
Suggested 20 Character Course Title: Core V
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellah

II. If a course, is it being Proposed for:

Course Revision/Approval Only
 Course Revision/Approval and Liberal Studies Approval
 Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellah Department Curriculum Committee
Jordan Kuzneski Department Chairperson
M. M. Moore-Armistead College Curriculum Committee
Harold E. Wingard College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____
to UWUCC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p data-bbox="170 825 446 846">NU 404 Nursing V (2 credits)</p> <p data-bbox="77 868 535 985">Nursing theory relevant to concepts and principles from NU 423 utilizing the nursing process in leadership roles, self-direction and professional accountability terminating in independent functioning within a health care agency and the community.</p> <p data-bbox="77 1006 224 1027"><u>Lecture Topics:</u></p> <ul data-bbox="77 1027 544 1166" style="list-style-type: none"> Community Health Nursing Nursing Role in Emergencies, Trauma and Disasters Caring for Abused Clients Caring for Children and Adolescents with complex Psychosocial Problems Professional Development and Accountability 	<p data-bbox="711 832 950 853">NU 404 Core V (2 credits)</p> <p data-bbox="597 868 1031 985">Emphasizes the nurse's roles as provider and coordinator of care in health care facilities and in emergency and disaster situations. Concepts and principles related to the management of the health care team, community health and rehabilitation are addressed.</p> <p data-bbox="597 1006 743 1027"><u>Lecture Topics:</u></p> <ul data-bbox="597 1027 917 1091" style="list-style-type: none"> Community Health Concepts Rehabilitation Management and Leadership Nursing 	<p data-bbox="1117 868 1583 1006">Rationale for the proposed course is consistent with what is written for NU 302, NU 304 and NU 402. This content is viewed as "core" to the nursing care of patients of all ages in a variety of settings. Management/leadership content is included in this course and builds on that content presented in NU 402.</p>

CATALOG DESCRIPTION

NU 404 Core V

2 credits
2 lecture hours
(2c-2sh)

Prerequisite: NU 402

Emphasizes the nurse's roles as provider and coordinator of care in health care facilities and in emergency and disaster situations. Concepts and principles related to the management of the health care team, community health, and rehabilitation are addressed.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 404 Core V

2 credits
2 lecture hours
(2c-2sh)

Prerequisite: NU 402

Emphasizes the nurse's roles as provider and coordinator of care in health care facilities and in emergency and disaster situations. Concepts and principles related to the management of the health care team, community health, and rehabilitation are addressed.

II. COURSE OBJECTIVES: At the completion of NU 404, the student will:

1. Analyze current trends impacting on health care delivery in the community. (Program Objective #3)
2. Describe the impact of current trends on nursing's roles in the provision and coordination of care. (Program Objectives #3 and 7)
3. Identify the principles of management underlying the nurse's provision and coordination of health care. (Program Objectives #1, 4, 5, and 6)
4. Compare and contrast the nurse's role as manager in structured situations and urgent, unstructured situations. (Program Objectives #1, 4, 5, and 6)

III. TOPICAL OUTLINE:

- A. Management and Leadership in Nursing (10 hours)
 1. Organizational influences
 2. Principles and strategies
 - a. communication
 - b. decision making
 - c. management of human and material resources
- B. Community Health Concepts (6 hours)
 1. Systems approach to community health
 2. Community assessment
- C. Nursing roles in community health
 1. school nursing
 2. industrial nursing
 3. prison nursing
- D. Trends in Community Health (6 hours)
 1. Aging population
 2. Increasing acuity of illness

- D. Rehabilitation (4 hours)
1. Target groups
 - a. aging
 - b. chronically ill
 - c. psychiatric patients and their families
 2. Strategies in rehabilitation

TEACHING STRATEGIES: Lecture; discussion; AV media.

- IV. EVALUATION METHODS: 3 100 point multiple choice examinations - equally weighted

V. REQUIRED TEXTS:

Baier, E. (1986). Bed number ten. Atlanta: CRC Press.

Sullivan, A. (1988). Effective management in nursing. New York: Addison Wesley.

Swearinger, J. (1988). Manual of critical care. St. Louis: C.V. Mosby.

Talbot, G. (1989). Pocket guide to critical care assessment. St. Louis: C.V. Mosby.

Townsend, A. (1988). Nursing diagnosis in psychiatric nursing. Philadelphia: F. A. Davis.

- VI. SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Christensen, K. (1990). Nursing process. St. Louis: C.V. Mosby Company.

Kee. (1986). Fluids and electrolytes with clinical applications. Wiley Medical.

Thelan et al. (1990). Textbook of critical care nursing. St. Louis: C.V. Mosby Company.

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

UWUCC Use Only
Number: _____
Action: _____
Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NJ 405 Clinical Laboratory IV
Suggested 20 Character Course Title: Clinical Lab IV
Department: Nursing and Allied Health Professions
Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellak Department Curriculum Committee
Jocelyn Kuzneski Department Chairperson
Miriam Moore Armstrong College Curriculum Committee
Harold E. Wingard College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted
to LSC: _____
to UWUCC: _____

Semester to be
implemented: _____

Date to be
published
in Catalog: _____

SUMMARY AND JUSTIFICATION OF PROPOSED CURRICULUM CHANGES

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT	PROPOSED CONTENT	RATIONALE
<p data-bbox="144 842 475 862">NU 405 Nursing V (Lab) (5 credits)</p> <p data-bbox="77 881 547 1099">Application of nursing process utilizing concepts and principles pertinent to nursing and accumulated throughout the education process. Student has the opportunity to elect areas of practice within any health care setting, also practices in clinics, clients' homes, community nursing agencies and health education programs. Students have one rotation in community health and two rotations where with faculty guidance, they work with preceptors in a variety of health care agencies.</p>	<p data-bbox="638 842 1024 862">NU 405 Clinical Laboratory V (5 credits)</p> <p data-bbox="597 881 1062 1099">A clinical laboratory course which affords the opportunity for the application of critical thinking, health teaching and management skills. Students integrate the roles of provider and coordinator of care and member of the profession. Students elect one experience and practice with guidance and supervision of faculty and preceptor. Two additional experiences are provided in community health settings and in acute care settings with an emphasis on coordination of patient care.</p>	<p data-bbox="1117 881 1588 1099">The proposed revision retains the community health experience for the students. The management/leadership experience previously in NU 403 is placed in NU 405 when students are more prepared for emphasis on the nurse's role as coordinator of care. The "preceptorship" experience which provides an excellent bridge to the graduate nurse role is also retained. These practice experiences allow students to synthesize and integrate content and concepts previously taught in the curriculum.</p>

CATALOG DESCRIPTION

NU 405 Clinical Laboratory V

5 credits
14 lab hours
(14l-5sh)

Prerequisite: NU 403

A clinical laboratory course which affords the opportunity for the application of critical thinking, health teaching, and management skills. Emphasizes: development of the caregiver role in selected areas of clinical practice; development of the care provider and coordinator roles in inpatient and community settings with individuals and families experiencing complex health care needs; integration of the roles of provider and coordinator of care and member of a profession.

COURSE SYLLABUS

I. CATALOG DESCRIPTION

NU 405 Clinical Laboratory V	5 credits
	14 lab hours
	(141-5sh)
Prerequisite: NU 403	

A clinical laboratory course which affords the opportunity for the application of critical thinking, health teaching, and management skills. Emphasizes: development of the caregiver role in selected areas of clinical practice; development of the care provider and coordinator roles in inpatient and community settings with individuals and families experiencing complex health care needs; integration of the roles of provider and coordinator of care and member of a profession.

II. COURSE OBJECTIVES: Upon completion of NU 405, the student will:

1. Utilize the nursing process to analyze and synthesize information about the recipient of care within the environment. (Program Objectives# 1 and 4)
2. Demonstrate knowledge of management principles in the provision and coordination of care for a group of individuals and their families. (Program Objectives #1 and 5)
3. Identify researchable clinical problems. (Program Objective #6)
4. Integrate professional standards and codes into practice. (Program Objective #7)
5. Facilitate the use of available resources to meet varying degrees of health care needs of individuals and families. (Program Objectives #1, 2, 4, and 5)
6. Collaborate with individuals, families, and other health care providers to assist individuals in the promotion, maintenance, and restoration of wellness. (Program Objectives #1, 4, and 5)

III. TOPICAL OUTLINE:

One third of the semester is spent in community health agencies, one third on hospital units for a managerial

experience, and one third with a preceptor on chosen units.

TEACHING STRATEGIES: Multi-media; preceptorships; clinical conference.

IV. EVALUATION METHODS: Examination; evaluation of clinical laboratory practice; written assignments; clinical diaries.

V. REQUIRED TEXTS:

Baier, E. (1986). Bed number ten. Atlanta: CRC Press.

Sullivan, A. (1988). Effective management in nursing. New York: Addison Wesley.

Swearinger, J. (1988). Manual of critical care. St. Louis: C.V. Mosby.

Talbot, G. (1989). Pocket guide to critical care assessment. St. Louis: C.V. Mosby.

Townsend, A. (1988). Nursing diagnosis in psychiatric nursing. Philadelphia: F. A. Davis.

VI. SPECIAL RESOURCE REQUIREMENTS:

As outlined in detail in the Department's Student Handbook*, nursing students are required to have:

A. Current CPR certification and professional liability insurance;

B. current health screening;

C. uniforms and physical assessment equipment.

* See Student Handbook - Appendix B

VII. BIBLIOGRAPHY:

Christensen, K. (1990). Nursing process. St. Louis: C.V. Mosby Company.

Kee. (1986). Fluids and electrolytes with clinical applications. Wiley Medical.

Thelan et al. (1990). Textbook of critical care nursing. St. Louis: C.V. Mosby Company.

LSC Use Only

Number: _____

Action: _____

Date: _____

UWUCC Use Only

Number: _____

Action: _____

Date: _____

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. Title/Author of Change

Course/Program Title: NU 430 Nursing Research

Suggested 20 Character Course Title: Nursing Research

Department: Nursing and Allied Health Professions

Contact Person: Margaret Bellak

II. If a course, is it being Proposed for:

- Course Revision/Approval Only
- Course Revision/Approval and Liberal Studies Approval
- Liberal Studies Approval Only (course previously has been approved by the University Senate)

III. Approvals

Margaret W Bellak
Department Curriculum Committee

Jodee Kuzneski
Department Chairperson

M. M. M. M. M. M.
College Curriculum Committee

David C. Wingard
College Dean *

Director of Liberal Studies
(where applicable)

Provost (where applicable)

*College Dean must consult with Provost before approving curriculum changes. Approval by College Dean indicates that the proposed change is consistent with long range planning documents, that all requests for resources made as part of the proposal can be met, and that the proposal has the support of the university administration.

IV. Timetable

Date Submitted to LSC: _____

Semester to be implemented: _____

Date to be published in Catalog: _____

to UWUCC: _____

INDIANA UNIVERSITY OF PENNSYLVANIA

CURRENT CONTENT

PROPOSED CONTENT

RATIONALE

NU 430 Nursing Research (3 credits)

Introduction to research methodology, completing a research project and becoming a more knowledgeable consumer of research.

Lecture Topics:

Historical Background of Nursing Research
 Problem Delineation
 Research Ethics
 Literature Review
 Research Design
 Research Hypothesis
 Collection of Data
 Analysis and Interpretation of Data
 Writing the Research Report
 Research Feedback

NU 430 Nursing Research (3 credits)

The focus is on evaluating research through a study of research design, methodologies, sampling, data analysis, and significance of findings. Consideration is given to issues in conducting research and the impact on problems investigated, the nurse researcher, and the consumer of research. Students develop research proposals.

Lecture Topics:

Overview of Research Process
 Role of Research in Nursing
 Evaluating Nursing Research
 Formulating Research Questions
 Theory and Research
 Literature Review
 Research Design
 Human Subjects in Research
 Research Methodologies
 Data Analysis
 Conclusions and Interpretations

With this proposed revision there is more integration of research content and process throughout the curriculum. Sophomores are now expected to identify elements of the research process and utilize professional literature to formulate a data base for nursing practice. Junior students will develop skills in reviewing and applying research findings to practice. Senior students build on these abilities and focus on critique of nursing research.

This integration will strengthen the students' preparation in the area of nursing research. This type of revision is widely supported in the nursing literature (Lindeman, C. 1988 and others) and is directed by the NLN statement: "Graduates of baccalaureate programs are able to evaluate research for the applicability of its findings to nursing practice."

CATALOG DESCRIPTION

NU 430 Nursing Research

3 credits
3 class hours
(3c-3sh)

Prerequisite: permission

Focus on evaluating research through a study of research design, methodologies, sampling, data analysis, and significance of findings. Consideration is given to issues in conducting research and the impact on problems investigated, the nurse researcher, and the consumer of research.

COURSE SYLLABUS

I. CATALOG DESCRIPTION:

NU 430

3 credits
3 class hours
(3c-3sh)

Prerequisite: permission

Focus on evaluating research through a study of research design, methodologies, sampling, data analysis, and significance of findings. Consideration is given to issues in conducting research and the impact on problems investigated, the nurse researcher, and the consumer of research.

II. COURSE OBJECTIVES:

Upon completion of NU 430, the student will:

1. Analyze the research process in relationship to nursing scholarship.
2. Formulate research questions.
3. Critically discuss issues affecting research and influencing the nurse's role in the research process.
4. Evaluate nursing research.
5. Develop a research proposal.

III. TOPICAL OUTLINE:

- A. Course Overview (.5 hours)
- B. Overview of the Research Process (2.5 hours)
 1. Purposes
 2. Strategies
 3. Utility
- C. Role of Research in Nursing (3 hours)
 1. Research and the profession
 2. Research and the individual nurse
- D. Evaluating Nursing Research (3 hours)
 1. Reading nursing research
 2. Critique of nursing research
- E. Formulating Research Questions (3 hours)
 1. Sources of research problems
 2. Identifying and evaluating researchable questions
- F. The Relationship Between Theory and Research (3 hours)
 1. The level of theory
 2. The level of conceptual models
 3. Propositional statements
 4. Research hypotheses
- G. Reviewing the Literature (5 hours)
 1. Goals
 2. Scope

3. Sources
4. Organizing the literature for writing
5. Writing the literature review
- H. Research Design Considerations (3 hours)
 1. Design types
 2. Matching design and purpose
- I. Human Subjects in Research (2 hours)
 1. Ethics and the rights of subjects
 2. Human Subjects review process
- J. Research Methodologies and Sampling (4 hours)
 1. Approaches to data collection
 2. Samples: nature, size and rationale
 3. Quantitative data collection
 4. Qualitative data collection
- K. Data Analysis (6 hours)
 1. Quantitative analysis
 2. Qualitative analysis
- L. Drawing Conclusions and Making Interpretations (4 hours)
 1. Statistical significance and inference
 2. Alternative explanations
 3. Limits in generalization
 4. Interpreting nonsignificant results

TEACHING STRATEGIES: Lecture, discussion sessions, proposal presentations.

IV. EVALUATION METHODS: Research questions; research critiques; research proposal; examination; class participation; reaction paper.

V. REQUIRED TEXTS:
Wilson, H.S. (1987). Introducing research in nursing. Menlo Park, CA: Addison-Wesley Publishing.

VI. SPECIAL RESOURCE REQUIREMENTS: none

VII. BIBLIOGRAPHY:

Benner, P. (1984). From novice to expert. Menlo Park, CA: Addison-Wesley.

Joint Commission on the Accreditation of Hospitals (JCAH). (1986). Monitoring and evaluation in nursing services. Chicago: Author.

Polit, D. and Hungler, B. (1987). Nursing research: Principles and methods (3rd ed.). Philadelphia: Lippincott.

Riehl, J. and Roy, C. (Eds.). (1980). Conceptual models of nursing practice (2nd ed.). New York: Appleton-Century-Croft.

Ward, M. and Lindeman, C. (1979). Instruments for measuring nursing practice and other health care variables. Washington, DC: U.S. Government Printing Office.

Appendix A
Professional Literature

The following is a list of professional journals from which students may select readings for course assignments. Students wishing to select readings from journals not included in this list may do so with the permission of the faculty.

- American Journal of Nursing
- Nursing Research
- Image
- Journal of Nursing Education
- Journal of Professional Nursing
- Nursing and Health Care
- Nurse Educator
- RN Magazine
- Nursing '91
- Journal of Gerontological Nursing
- Hospitals
- Burns
- Cancer Nursing
- New England Journal of Medicine
- Nursing Management
- Modern Health Care
- Pediatric Nursing
- Critical Care Nursing
- Nursing Economics
- Western Journal of Nursing Research
- Journal of Ambulatory Care Management
- Advances in Nursing Science
- Journal of the Association of Operating Room Nursing
- American Journal of Public Health
- Family and Community Health
- Health Law Digest
- Journal of Gerontology
- Oncology Forum
- Journal of Health Politics, Policy, and Law
- Journal of Pediatric Health Care
- Nursing Administration Quarterly
- Nursing Outlook
- Computers in Nursing
- Maternity Nursing
- Diabetes
- Gerontology and Geriatrics
- Journal of Nursing Administration

Indiana University of Pennsylvania

**Department of Nursing
and Allied Health Professions**

Undergraduate Nursing Program

STUDENT POLICY HANDBOOK

April 1991

Contents

Academic Progress Policy 1

Professional Liability Insurance 1

CPR Certification 1

Dress Code 2

Special Costs of Program 2

Responsibility for Attendance 2

Travel to Clinical Sites 2

Cancellation of Clinical Practice 3

Departmental Test Policy 3

Policy on Student Injury at an Affiliating Agency 3

Academic Achievement/Diagnostic Tests 4

Student Employment 4

Professional Nursing Law 4

Health Policy 4

Guidelines for RN Students 7

ACADEMIC PROGRESS POLICY

1. To enter Level I Nursing courses, the student must complete six science courses with a minimum of a C grade in at least five of them or have special permission from the chairperson.
2. To enter Level II Fall Nursing courses, the student must complete seven science courses with a minimum of a C grade in at least six of them, and a minimum of a C grade in each of the Level I Nursing courses or have special permission from the chairperson.
3. To enter Level II Spring Nursing courses, the student must attain a minimum of a C grade in each of the Level II Fall Nursing courses or have special permission from the chairperson.
4. To enter Level III Fall Nursing courses, the student must attain a minimum of a C grade in each of the Level II Nursing courses or have special permission from the chairperson.
5. To enter Level III Spring Nursing courses, the student must attain a minimum of a C grade in each of the Level III Fall Nursing courses or have special permission from the chairperson.
6. To graduate from the major, the student must attain a minimum of a C grade in each of the Level III Nursing courses or have special permission from the chairperson.

Students are reminded that a 3.0 grade point average is required for admission to most graduate programs.

PROFESSIONAL LIABILITY INSURANCE

Liability Insurance in the amount of \$1,000,000.00 must be carried by all students who are caring for patients/clients in nursing practice courses. Forms are available through the Nursing Department. It is your responsibility to renew the policy annually to assure continuity through all terms in which you are taking clinical nursing courses. **YOU WILL NOT BE PERMITTED TO PARTICIPATE IN CLINICAL PRACTICE WITHOUT HAVING PROOF OF CURRENT LIABILITY INSURANCE ON FILE IN THE NURSING DEPARTMENT.**

CPR CERTIFICATION

Current certification in cardiopulmonary resuscitation must be maintained by nursing students throughout all semesters of clinical nursing courses. Type C certification is required, including adult one and two-person rescue, obstructed airway, and infant CPR; Certification may be attained and maintained either through an American Heart Association or American Red Cross course or through the Actronics CPR Learning System in 252 Johnson Hall (a self-paced, computerized interactive learning program followed by a written test.) A fee is assessed for all types of certification. **CPR CERTIFICATION**

MUST BE CURRENT AT ALL TIMES. PROOF OF CERTIFICATION MUST BE AVAILABLE TO CLINICAL NURSING FACULTY AT THEIR REQUEST.

DRESS CODE

Students are required to wear IUP nursing uniforms during clinical experiences. Exceptions to this policy may be made by clinical faculty.

SPECIAL COSTS OF PROGRAM

Cost of books for the nursing major is concentrated during the first and second semesters of clinical nursing courses. Costs are approximately \$400 for each of these semesters. Book costs during the remaining three semesters of nursing courses are lower. Purchase of a physical assessment kit will cost approximately \$60.00. This will be needed for the first clinical course and will be useful throughout your student and graduate practice. Some of the additional costs throughout the program include uniforms, liability insurance, CPR certification, health screening, State Board application fee and academic achievement/diagnostic tests.

RESPONSIBILITY FOR ATTENDANCE

Attendance is an important aspect of professional and personal accountability. Absence from clinical nursing practice will decrease the data available on which to evaluate the student's progress toward meeting course objectives. However, in the event that personal illness or other circumstances make it unsafe for the student to be on the clinical site, the student will follow the guidelines established by the faculty member at that site for reporting the absence. Make up of days of clinical practice missed for legitimate reasons may be made available by individual faculty members. The student's progress toward meeting course objectives will be the basis for evaluation and grading in each individual clinical practice site. Students are urged to consider that, while class attendance at IUP is not mandated, the course content presented in nursing classes is the basis for materials tested in the licensing examination and the foundation for the knowledge base required for safe professional practice. It is difficult to meet the requirements of the Department's Academic Progress Policy without consistent attendance at all scheduled classes.

TRAVEL TO CLINICAL SITES

IUP vans may be requested for nursing students' use during NU 285, NU 303 and NU 305. Requests for use of the vans must follow the University policies for use of IUP vehicles. Requisition forms for the vans are available in the Nursing Department office; these must be completed at least three work days in advance of the date that the vans are to be used. All other requirements (registration of driver, information on each trip taken) must be completed as required. Vans must be picked up at the Robertshaw Building, and returned

there following use. In general, vans are available for NU 303 and NU 305 only for students assigned to clinical sites outside of Indiana (i.e. Latrobe Area Hospital, Forbes Regional Health Center, Westmoreland Hospital Association); only one van is available for each hospital. Exceptions to this must be negotiated through the Department Chairperson. Carpooling is encouraged as an alternative to using IUP vans. University cars and vans are not available for student personal use. DURING NU 403 AND NU 405, STUDENTS MUST MAKE ARRANGEMENTS FOR THEIR OWN TRANSPORTATION TO CLINICAL SITES.

CANCELLATION OF CLINICAL PRACTICE

During inclement weather, clinical practice may be cancelled at the discretion of the faculty. Mechanisms for communicating information about cancellations will be established by the individual faculty. STUDENTS SHOULD USE GOOD JUDGMENT ABOUT THEIR ABILITIES TO DRIVE UNDER HAZARDOUS CONDITIONS.

DEPARTMENTAL TEST POLICY

Students who are unable to attend the class period when a test is scheduled, and who have just cause for their absence, must make prior arrangements for completing the course requirements. Just cause is defined as, but not limited to, physician excused personal illness or injury, or death in the student's immediate family.

Prior arrangements for completion of tests includes completing the form "Permission Form for Rescheduling an Exam" available in the department office. This form must be signed by the Chairperson or designee at least 24 hours before the test is scheduled. In an emergency, the student may request permission to be absent from a test via telephone to the Level Coordinator, Chairperson, or designee prior to the hour the test is scheduled. Failure to meet these requirements may result in the assigning of a grade of zero for the test.

Scheduling of the makeup examination should be done within one week and will be the responsibility of the student in conjunction with the faculty involved.

Copies of this permission will be filed in the student's permanent record.

POLICY ON STUDENT INJURY AT AN AFFILIATING AGENCY

Any injury to a student which occurs during clinical laboratory hours at an affiliating hospital and which necessitates treatment should be processed through the hospital's emergency department. Financial reimbursement for services rendered in the Emergency Room will be the responsibility of the student. It is the responsibility of the student or hospital personnel to notify the IUP Nursing Department or appropriate clinical professor of all injuries sustained during clinical practice. The appropriate form (available in the departmental office) needs to be completed for any injury that occurs with a student. Injury incurred by student in an agency other than hospital

should be seen at Pechan Health Center or at the nearest Emergency Room - the choice being dictated by the severity of the student's injury.

ACADEMIC ACHIEVEMENT/DIAGNOSTIC TESTS

NLN and/or other standardized exams are given during the Spring Junior and Fall and Spring Senior semesters for the purpose of diagnostic evaluation of student's knowledge base. They are compulsory for all unlicensed students. Fees for the exams are the responsibility of the student.

STUDENT EMPLOYMENT

Students seeking employment in health care agencies are advised that they must follow the job description guidelines that are given by the agency in which they were hired. Student liability insurance does not cover student employment. Students who successfully complete the sophomore year are eligible to take the state-approved nurse aide competency examination. The student will then be placed on the nurse aide registry maintained by the Pennsylvania Department of Health and will be eligible for employment as a nurse aide in a long-term care facility or home health agency.

PROFESSIONAL NURSING LAW

Students are informed of the following language of the Professional Nursing Law from Act 109, P.L. 409, No. 109, December 20, 1985:

- "The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as 'The Controlled Substance, Drug, Device, and Cosmetic Act,' or convicted of a felony related to a controlled substance in a court of law of the United States or any other state, territory or country unless:

- (1) 'At least ten (10) years have elapsed from the date of conviction;...'

HEALTH POLICY

1. The purposes of these policies on student health are:
 - a. to safeguard the health of students.
 - b. to meet employee health criteria established by our clinical agencies.
 - c. to provide protection to patients, agency employees, other students and faculty from students who are medically unsafe to practice clinical nursing.

- d. to encourage students to practice health maintenance and preventive care.
2. Prior to entry into clinical nursing courses, the following entry screening must be completed:
 - a. health history and physical examination administered by a nurse practitioner or a physician.
 - b. multiphasic testing to include, but not be limited to, a complete blood count, serology, and urinalysis.
 - c. rubella titer, immunization if needed, and retitering.
 - d. eye examination by an ophthalmologist or optometrist.
 - e. dental examination.
 - f. full size chest x-ray
 - g. intradermal testing for tuberculosis.

Students in the RN to BSN completion program must meet all of these requirements prior to entry into any course with a clinical laboratory component, including exemption examinations for NU 303 and NU 305.

Copies of physical examinations and/or laboratory results done by employers may be placed on file at Pechan Health Center to meet these requirements. Results of examinations done May 1 or later will be accepted for the following academic year.

Students who fail to meet these requirements may not be permitted contact with patients in clinical sites.

Counselling and/or follow-up for any abnormalities found on physical examination or in laboratory tests will be done by personnel at Pechan Health Center.

3. In addition to the initial screening, during the fall semester when students are in NU 303 and NU 403, multiphasic testing, a urinalysis, an intradermal test for tuberculosis are required.
4. During the spring semester when students are in NU 405, an exit physical examination is required.
5. All required health services (except dental and eye examinations, chest x-rays and rubella titers) are available through the Department and Pechan Health Center. Students may also have these services completed privately by a nurse practitioner or physician and a laboratory. Completed record forms must be placed on file in the Pechan Health Center by the following dates: entry examination and junior screening - December 1; senior exit examination - May 1.

6. Students are required to have the following immunizations on record prior to entry into clinical courses:
 - a. measles/mumps/rubella.
 - b. diphtheria and tetanus booster within the last ten years.
 - c. childhood polio immunization. If no childhood immunization has been given, immunization is highly recommended.
7. A student who is or may be pregnant should notify her clinical faculty member of this fact so that patient care assignments may be adjusted if needed to safeguard the student and the pregnancy.
8. The current recommendations from the Centers for Disease Control relative to prevention of transmission of HIV and other blood borne infections will be followed in all clinical practice sites.
9. Students are required to immediately report any accident or injury sustained while in a clinical agency to the faculty member on the unit. Procedure/policies for employee health in the agency will be followed in treating the student. Any cost for this care will be the responsibility of the student.
10. Students are entitled to testing following possible exposure to an HIV or other blood borne infection, according to the employee health guidelines of the clinical agency. This testing is optional, and the result will be available only to the student, subject to the surveillance definition of the Centers for Disease Control. Cost for this testing may be the responsibility of the student.
11. Students who have been diagnosed with any chronic or acute illness must discuss this with the faculty member teaching in each clinical site. This enables the faculty member to adjust patient assignments, if this is appropriate, or to act more expeditiously should a student health related emergency arise while the student is at a clinical agency.

ALL INFORMATION ABOUT STUDENT HEALTH IS CONSIDERED CONFIDENTIAL.

12. It is the student's responsibility to use the services available through Pechan Health Center, as defined in the current edition of the student handbook, to obtain treatment for acute illness or injury. Students who are acutely ill should not attend scheduled clinical courses. Process for notifying the faculty and/or the clinical agency will be announced by each faculty member.
13. The Department supports the recommendation of the Centers for Disease Control that all health care providers should be vaccinated against hepatitis; however, because of the significant cost involved, we do not mandate the immunization at this time. Students should be aware that this option is available and may wish to discuss being immunized with

their physicians.

- 14. Students are encouraged to integrate practices into their life styles which will promote and maintain health. If need for support is identified, services and programs to enhance both physical and mental health are available through Pechan Health Center and the Counselling and Student Development Center. Special services are also available through the Disabled Student Services and the Speech and Hearing Clinic.

PROCEDURES FOR HEALTH SERVICE

- 1. Multiphasic blood testing and urinalyses will be scheduled by the Department during October. It is the student's responsibility to schedule an appointment time with the departmental secretary, pick up a specimen container, and pay the cost of the testing.

STUDENTS ENTERING THEIR FIRST CLINICAL COURSE MUST HAVE A RUBELLA TITER DONE. ONCE PROOF OF IMMUNITY IS ON RECORD, NO FURTHER RUBELLA TESTING IS NECESSARY.

- 2. Entry and exit physical examinations will be scheduled at Pechan Health Center. Students are responsible for setting up their own appointments. There is no charge for these exams at the Health Center. If they are done elsewhere, the student is responsible for the cost.
- 3. Chest x-rays may be done at Indiana Hospital or elsewhere at the student's choice.

Rubella immunizations, if needed, are available through the Pennsylvania Department of Health Immunization Clinic or through a private physician.

Costs for these services are the student's responsibility.

- 4. Intradermal testing for tuberculosis is done by nurses at the Pechan Health Center during fall semester.

Students must be alert for the announcement of the testing in The Penn, pay the minimal cost of it, and report back to have the skin test read at the specified time.

Students who are known to have a positive tuberculin test will be required to have chest x-rays done as an alternative to skin testing.

GUIDELINES FOR RN STUDENTS

These guidelines have been developed by the RN policy committee of the IUP Department of Nursing and Allied Health Professions to provide information for the registered nurse who seeks a baccalaureate degree in nursing.

The program leads to a Bachelor of Science Degree in Nursing and provides the registered nurse with a foundation for graduate professional education.

Program Information

Admission RNs are admitted to the University according to the guidelines in the IUP catalog. Students requesting part-time study are admitted through the School of Continuing Education. Those who plan for full-time study are admitted through the Admissions Office of the University.

Prior to admission to the Nursing major, each RN will be interviewed by the Chairperson of the Department. The Chairperson will act as advisor to the RN student and collaborate with him/her in designing a plan for completion of the program.

Each RN must present proof of current licensure as a professional nurse before entering any Nursing course.

Transfer of Credit RN students may seek transfer of credit for prior educational experience through the Admissions Office. The Dean of the College will have final authority on all transfer credits. RNs must meet all University and Departmental requirements for graduation.

Credit by Examination RNs may exempt Level II nursing courses by taking a series of examinations.

The following ACT/PEP tests may be used to exempt NU 322, NU 323, NU 302, NU 302-A, NU 304 and NU 304-A: Adult Health, Maternal Child Health, Health Restoration I and Health Restoration II.

It is the responsibility of the student to obtain information about and fee schedules for ACT/PEP examinations through University Testing Services, 302 Pratt Hall, 357-2235.

These examinations must be successfully completed within three calendar years prior to entry Level III nursing courses. All ACT/PEP tests must be successfully completed before entering Level III nursing courses. Passing score is 45 for each test. If an RN receives a grade lower than 45, she/he may repeat the test(s) one time; a second score below 45 will necessitate enrollment in all junior level nursing courses.

Clinical Exemptions RNs may be exempted from Level II laboratory courses (NU 303 and NU 305) by demonstrating competency in these areas. Junior level faculty will administer and evaluate these examinations, based on criteria for that level. Students will be expected to demonstrate

proficiency in assessing assigned patients' health status, identifying appropriate nursing diagnosis(-es), planning nursing interventions, and evaluating the effectiveness of nursing for adult medical and surgical, pediatric, and maternity patients. Scheduling of exams will be done by the faculty administering the exams for the junior level. A fee of \$40.00 is assessed for each clinical course exempted. Fees are payable to Accounts Receivable, Administrative Annex, prior to granting of credit by examination for these courses.

RN students should also complete, either by taking the course, transfer of credit, or exemption examination, all required science courses, Probability and Statistics and nine semester hours in psychology prior to entering senior level nursing courses. NU 280-A Nursing Core I must also be successfully completed before entering senior level courses.

Uniforms

During clinical laboratory experience, the RN student will wear a uniform appropriate to the practice setting. It is not required that the RNs purchase the IUP student uniform; however, please refer to the Department's Dress Code for guidelines about appropriate dress. The RN's name pin should include the student's name, the inscription RN, and the designation "STUDENT."

Following graduation the RN may choose to wear either the IUP cap and pin or the cap and pin from the basic nursing program with an IUP pin-guard.

Clinical Practice Sites

It is the policy of the Department that an RN student will not be assigned for clinical laboratory experience in a setting where she/he is currently employed.

The RN student is also required to adhere to the policies of the department as written in the Student Policy Handbook for Undergraduate Nursing Majors.

Academic progress policy	Travel policy
Professional liability insurance	Test policy
CPR certification	Policy on student injury
Attendance policy	Health policy

NOTE: RN students do not take the academic diagnostic exams required of the unlicensed undergraduate students.