

LSUC - USC 0111 LSUC - USC 0111 Only No FWL CC Action-Date: Senate Action Date: 1.

01-116 H 142410 10/21/2010

1. The bill shall be read and reported to the Senate on or before the date specified in the following table:

Bill Number	Committee	Report Date
01-116	Education	10/21/2010

2. The bill shall be read and reported to the Senate on or before the date specified in the following table:

Bill Number	Committee	Report Date
01-116	Education	10/21/2010

3. The bill shall be read and reported to the Senate on or before the date specified in the following table:

Bill Number	Committee	Report Date
01-116	Education	10/21/2010

4. The bill shall be read and reported to the Senate on or before the date specified in the following table:

Bill Number	Committee	Report Date
01-116	Education	10/21/2010

5. The bill shall be read and reported to the Senate on or before the date specified in the following table:

Bill Number	Committee	Report Date
01-116	Education	10/21/2010

6. The bill shall be read and reported to the Senate on or before the date specified in the following table:

Bill Number	Committee	Report Date
01-116	Education	10/21/2010

1. Syllabus of record

I. COURSE DESCRIPTION:

NURS 437 Adult Health Clinical II

**0 lecture hours
15 lab hours
5 credit hours
(0c-15l-5cr)**

PRE-REQUISITES: NURS 336, 337, 330, 331, 332, 333, or permission

CO-REQUISITES: NURS 436

PRE OR

CO-REQUISITES : NURS 412

Designed to provide opportunities for clinical practice as a provider of care for complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus is on secondary prevention/intervention for long-term critically ill patients. Emphasizes the role

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

Days 2-15

(97 hrs.)

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

b. Sites

- 1.) Intensive care units
- 2.) Monitor units
- 3.) Medical-surgical units
2. Participate in clinical conferences with faculty

Exam

(1 hr.)

UNIT II Leadership

Days 16-21

(47 hrs.)

1. Function in team leader and/or primary care nurse roles.
2. Practice delegation and supervision skills, reporting, and evaluating care delivered by others.
3. Participate in interdisciplinary team meetings.
4. Work with head nurse and unit manager to gain insight about the managerial

- knowledge and competencies.
 - 2. Participate in clinical conferences with faculty
- Exam**

(1 hr)

Final Exam

(2 hrs)

Clinical Conference Topics

- Unit Assessment – how are problem solving and decision making accomplished?
- Leadership Behaviors – can you recognize them?
- ~~Clinical Delegation – is there an effective model?~~

- Clinical Delegation – How do you know when it's effective?
- Socialization to the Workplace – can the transition be smoother?
- Interdisciplinary Teams – advantages and obstacles to quality care
- Outcomes Evaluation – what are the indicators? whose responsibility?
- Additional topics related to complex acutely ill clients

IV. EVALUATION METHODS*

The grade for this course will be calculated based on:

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

V. GRADING SCALE:

- A 90-100% + Pass in clinical performance
- B 80-89% + Pass in clinical performance
- C 70-79% + Pass in clinical performance
- D 60-69% + Pass in clinical performance

12. Demonstrate effective conflict management strategies

14. Perform and synthesize a priority assessment

15. Perform a neurological assessment on a patient with a deficit

Nursing Quarterly, 32 (3), 221-231.

Conner, E. (2008). VRE: How you can stop the spread of this drug-resistant organism. *RN*, 71(2), 27-31.

Coughlin, A. (2006). Go with the flow of chest tube therapy. *Nursing*, 36(3), 36-42.

David, K. (2007). IV fluids: Do you know what's hanging and why? *RN*, 70(10), 35-41.

Delehanty, K. & Myers, E. (2010). Three bad bugs: Update your knowledge on a new form of MRSA. A

Palatnik, A. (2009). Too fast, too slow, too ugly: Dysrhythmias that every nurse should recognize. *Nursing*, 39(9), 38-46.

Palmieri, R. (2009). Wrapping your head around cranial nerves. *Nursing*, 39(9), 24-31.

Powers, K. (2010). Sepsis alert: Avoiding the shock. *Nursing*, 40(4), 34-39.

Raso, R. (2010). Leadership Q&A: Tackling time management and performance evaluation. *Nursing*

Schleinker, M. (2006). JCAHO solutions: See the positive side of sentinel events. *Nursing Management*,

2. A summary of the proposed revisions- to add new or changed pre- or co- requisites.

Change Prerequisites from NURS 338 and 339 to NURS 330, 331, 332, 333

3. Justification or rationale- to ensure appropriate progress through the program.

[REDACTED]

4. The old syllabus of record

~~Course Description~~

**5 credit hours
(0c-15l-5cr)**

Prerequisites: NURS 336, 337, 338, 339, or permission

Corequisite: NURS 436

Prerequisite or corequisite: NURS 412

Designed to provide opportunities for clinical practice as a provider of care for complex, acutely ill clients in a variety of settings including intensive care unit, monitored units, medical-surgical units, and rehabilitation settings. Focus is on secondary prevention/intervention for long-term critically ill patients. Emphasizes the role of designer/manager/coordinator of care with opportunities to apply management principles and practice leadership skills in the acute care and rehabilitation setting. Opportunities for students to receive preceptorship

with complex care and critical care populations. Students assume responsibility for primary care of groups of patients with complex health problems. Opportunities for providing care for critically ill

b. Sites

- 1. Intensive care units
 - 2. Monitor units
 - 3. Medical-surgical units
2. Participate in clinical conferences with faculty

Exam 1 hr.

UNIT II Leadership

Days 16-21 47 hrs.

- 1. Function in team leader and/or primary care nurse roles.
- 2. Practice delegation and supervision skills, reporting, and evaluating care

Clinical Conference Topics

Unit Assessment – how are problem solving and decision making accomplished?

Leadership Behaviors – can you recognize them?

Conflict Resolution – is there an effective model?

Clinical Delegation – How do you know when it's effective?

Socialization to the Workplace – can the transition be smoother?

Interdisciplinary Teams – advantages and obstacles to quality care

Outcomes Evaluation – what are the indicators? whose responsibility?

Additional topics related to complex acutely ill clients

IV. Evaluation Methods*

The grade for this course will be calculated based on:

1. The pass/fail grade in clinical performance, including:

- a. Written assignments
- b. Clinical competencies
- c. Appropriate professional behavior

2. 75% Unit exams (multiple choice nursing process questions)

3. 25% Final exam (multiple choice)

Grading scale:

- | | |
|---|--|
| A | 90-100% + Pass in clinical performance |
| B | 80-89% + Pass in clinical performance |
| C | 70-79% + Pass in clinical performance |
| D | 60-69% + Pass in clinical performance |
| F | Less than 60% or F in clinical performance |

~~To progress in the Nursing Program, the student must achieve at least a 70% average grade on the~~

exams and satisfactorily complete all assignments.

Clinical Competencies

~~To progress in the Nursing Program, the student must demonstrate competency in the following areas:~~

* These competency can be completed in the Learning Lab.

Opportunities for competency testing will be available throughout the semester

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

V. Required Textbooks

Deglin, J.H., & Vallerand, A.H. (1999). Davis's drug guide for nurses (6th ed.). Philadelphia: Davis.

Jaffe, M. & McVan, B. (1997). Davis's laboratory and diagnostic test handbook. Philadelphia: Davis.

Lewis, S.M., Heitkemper, M.M., & Dirksen, S.R. (2000). Medical-surgical nursing: Assessment and management of clinical problems (5th ed.). Mosby: St. Louis.

O'Brien, P. (2000). Study guide to accompany medical-surgical nursing. St. Louis: Mosby.

Schultz, C. Decker, P.I. & Sullivan, E.J. (1992). Effective management in nursing: An

essential skill building workbook (2nd ed.). Menlo Park, CA: Addison-Wesley.

Sullivan, E.J. & Decker, P.I. (1997). Effective leadership and management in nursing (4th ed.). Menlo

Publishers.

Cherry, B., & Jacob, S.R. (1999). Contemporary nursing: Issues, trends, and management. St. Louis: Mosby.

Cohen, E.L. (1996). Nurse case management in the 21st century. St. Louis: Mosby.

Lachman, V.D. (1998). You can take charge of your practice. RN, 61(2), 19-20.

Lachman, V.D. (1988). The chemically dependent nurse. Holistic Nurse Practitioner, 2(4), 34-44. (Classic)

Lieber, J.G. & McConnell, C.B. (1999). Management principles for health professionals. Philadelphia: MD

McCaffery, M., & Ferrell, B.R. (1999). Opioids and pain management: What nurses know. Nursing99, 99(3), 48-52.

Mackin, D. (1997). How to manage PICC lines. American Journal of Nursing, 97(9), 26-32.

Miracle, V.A. & Sims, J.M. (1999). Making sense of the 12 lead ECG. Nursing99, 99(7), 34-39.

Miracle, V.A. & Sims, J.M. (1999). Using the ECG to detect MI. Nursing99, 99(8), 41-46.

Nield-Anderson, L., Minarik, P.A., Dilworth, J.M., Jones, J., Nash, P.K., O'Donnell, K.L., & Steinmiller, E.A.

(1999) Responding to "difficult" patients. American Journal of Nursing, 99(12), 26-32

O'Hanlon-Nichols, T. (1998). Basic assessment of the GI system. American Journal of Nursing, 98(4), 48-52.

Poupolo, A.L. (1999). Gaining confidence to talk about end of life care. Nursing99, 99(7), 49-51.

Stark, J. (1997). Dialysis choices: Turning the tide in acute renal failure. Nursing97, 27(2), 41-48.

Stuifbergen, A.K. & Rogers, S. (1997). Health promotion: An essential component of rehabilitation for persons with chronic disabling conditions. Advances in Nursing Science, 19(4), 1-21.

COURSE ANALYSIS QUESTIONNAIRE
NURS 437 Adult Health Clinical II

Section A: Details of the Course

A1 This course will fit into the senior year of the Bachelor of Science degree in the Nursing program. It is a required course for students in the major.

A2 ~~This course is part of the curriculum revision in the Nursing program.~~

A3 This course has never been offered at IUP.

A4 This course is not intended to be offered as a dual-level course.

A5 This course is not intended to be taken for variable credit.

A6 This material on managing patients with complex problems and leadership skills would be included in

A7 The content in this course is necessary to practice nursing in multiple health care settings (Commission

- C4 This course will be offered in both the Fall and Spring semesters.
- C5 Four sections of the course will be offered at a time.
- C6 Forty students will be accommodated in this course (10/section.)
- C7 Size of clinical group is based on the nature of the clinical experiences, the limitations established by the affiliating agencies, and guidance by the Pennsylvania State Board of Nursing.

5. Liberal Studies course approval form and checklist (if appropriate)

Non-applicable