Eastern Illinois University  
Revised Course Proposal

NUR 3604, Pathophysiology and Pharmacology in Professional Nursing Practice

Please check one:  ☑ New course  ☑ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  NUR 3604
2. Title (may not exceed 30 characters, including spaces):  Pathophysiology/Pharmacology
3. Long title, if any (may not exceed 100 characters, including spaces):  Pathophysiology and Pharmacology in Professional Nursing Practice
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:  4-0-4
5. Term(s) to be offered:  ☑ Fall  ☑ Spring  ☑ Summer  ☑ On demand
6. Initial term of offering:  ☑ Fall  ☑ Spring  ☑ Summer  Year:  2012
7. Course description (not to exceed four lines):  This course builds on basic knowledge of pathophysiology and pharmacology to enhance nursing management of illness and disease. Pathology, manifestations, diagnostics, treatments, and nursing interventions for selected disorders are addressed. Major classifications of drugs, their use in selected disorders, and nursing implications are discussed.
8. Registration restrictions:
   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).  None
   b. Prerequisite(s)  Prior or Concurrent Enrollment Professional Nursing Practice NUR 3103
   c. Who can waive the prerequisite(s)?
      ☑ No one  ☑ Chair  ☑ Instructor  ☑ Advisor  ☑ Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):  None
   e. Repeat status:
      ☑ Course may not be repeated.
      ☑ Course may be repeated to a maximum of _ hours or _ times.
   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:  Students must be accepted into the RN to BS in Nursing Program.
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. Special course attributes None

10. Grading methods (check all that apply):  ☑ Standard letter  ☑ C/NC  ☑ Audit  ☑ ABC/NC (“Standard letter”—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method:  ☑ lecture  ☑ lab  ☑ lecture/lab combined  ☑ independent study/research
      ☑ internship  ☑ performance  ☑ practicum or clinical  ☑ study abroad  ☑ other
      Lecture will be delivered through synchronous and asynchronous online delivery.
PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

   The student will:
   1. Describe common cellular and tissue mechanisms that underlie disease processes.
   2. Explain the epidemiology, etiology, pathology, manifestations, and treatment of selected disorders.
   3. Summarize the application of pharmacology in nursing practice.
   4. Discuss the indications, rationale, efficacy, risks, and nursing implications for pharmacotherapeutic agents commonly prescribed for selected disorders.

   a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
      This is not a general education course.

   b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
      This is not a graduate-level course.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Exams</th>
<th>Poster Presentation</th>
<th>Class Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe common cellular and tissue mechanisms that underlie disease processes.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Explain the epidemiology, etiology, pathology, manifestations, and treatment of selected disorders.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Summarize the application of pharmacology in nursing practice.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Discuss the indications, rationale, efficacy, risks, and nursing implications for pharmacotherapeutic agents commonly prescribed for selected disorders.</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course:

   Evaluation:

   Unit Exams (3 at 100 points each)  300 points
   Poster Presentation (1@100 points) 100 points
   Comprehensive final examination    100 points
   Class Participation                50 points
                                    Total  550 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
   a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
   b. Describe how the integrity of student work will be assured:
c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

Previously, NUR 3604 was delivered in a hybrid format with two on-campus meetings and distance delivery of course content between face-to-face meetings. These two meetings were held at the beginning and end of the semester to provide an opportunity for students a) to receive thorough orientation to the course, b) establish relationships with the instructor and peer students for support and collaboration, c) become familiar with the course website and other delivery technologies, and d) deliver poster presentations.

The entire course content including poster presentations will now be delivered by distance modalities utilizing online course delivery systems such as Blackboard and Elluminate. Posters/powerpoint presentations will be presented via synchronous delivery during class hours. Elluminate allows students to make presentations with powerpoint to the class as other students and instructors view the sequence of slides. The students can interact and verbalize comments and questions regarding the presentation. Power points of course content can also be presented with voice narration. This distance delivery mechanism provides synchronous and asynchronous content delivery and discussion.

For each unit students will be provided with objectives, learning activities, PowerPoint presentations with audio, as well as other appropriate materials such as links to content-related websites. The instructor will maintain virtual office hours to enhance student access. The combination of distance delivery systems will help students meet the course objectives by maximizing accessibility to course content while enhancing the establishment of personal relationships with faculty and peers. Class will meet once a week utilizing a virtual classroom. The virtual classroom allows for synchronous class discussion and review of topics and processes to achieve student outcomes. The online class delivery system allows students to interact. Email and other internet venues such as wikis, social networks and/or instant messenger will facilitate student-to-students and student-to-teacher interaction.

Integrity of student work will be assured through online security mechanisms. The assignments will be similar to those utilized in the traditional course presentation. Examinations will be administered online with a time limit and random presentation of questions. The security measures available within the course delivery system will be utilized.

Orientation information is available to the students at the start of the semester. This information includes information about the course, as well as learning objectives/activities to be completed for the first class meeting.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. The course number for this course is not between 4750 and 4999.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) This course is not writing active, intensive or centered.
PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Content</th>
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</thead>
</table>
| Unit 1 | 4 hours (200 minutes)  
Orientation and Introduction to Course |
| Week 2 | 4 hours (200 minutes)  
Core Concepts of Pharmacology |
| Unit 3 | 4 hours (200 minutes)  
Unit 1 – Drug Administration Across the Life Span |
| Unit 4 | 4 hours (200 minutes)  
Exam #1  
Herbal and Alternative Therapies  
Substance Abuse |
| Unit 5 | 4 hours (200 minutes)  
Unit 2 – Drugs Affecting the Nervous System |
| Unit 6 | 4 hours (200 minutes)  
Unit 3 – Drugs Affecting the Nervous System - Psychotropics |
| Unit 7 | 4 hours (200 minutes)  
Unit 4 – Drugs Affecting the Cardiovascular System, Hypertension, Lipid Disorders, Heart Failure, Angina Pectoris and Acute Myocardial Infarction |
| Unit 8 | 4 hours (200 minutes)  
Unit 4 – Drugs Affecting the Cardiovascular System Part 2 – Drugs for Dysrhythmias, Drugs for Shock, Diuretic Therapies, Coagulation Disorders |
| Unit 9 | 4 hours (200 minutes)  
Unit 5 – Drugs Affecting the Immune System – Part 1, Bacterial Infections, Fungal Protozoan and Helminthes Infections, Viral Infections |
| Unit 10 | 4 hours (200 minutes)  
Exam #2  
Unit 5 – Drugs Affecting the Immune System – Part 2, Antineoplastics, Drugs for Immune System Modulation |
| Unit 11 | 4 hours (200 minutes)  
Unit 6 – Drugs Affecting the Respiratory System |
| Unit 12 | 4 hours (200 minutes)  
Unit 7 – Drugs Affecting the Gastrointestinal and Endocrine Systems |
| Unit 13 | 4 hours (200 minutes)  
Exam #3  
Unit 8 – Drugs Affecting the Integumentary System |
| Unit 14 | Poster/Powerpoint Presentations |
| Unit 15 | 4 hours (200 minutes)  
Review Session for Final Exam  
Comprehensive Final Examination |
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
This course will provide students with an advanced knowledge base for managing illness and disease. The American Association of Colleges of Nursing, in The Essentials of Baccalaureate Education for Professional Nursing Practice, describes management of illness and disease as core knowledge that is essential for the practice of nursing at the baccalaureate level. The Essentials are used as accreditation standards by the Commission on Collegiate Nursing Education (CCNE).

   a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. This is not a general education course.

   b. If the course or some sections of the course may be technology delivered, explain why. The RN to BS in Nursing program is delivered in an online format to meet the needs of the non-traditional student. The program offers associate degree nurses an opportunity to advance their education while maintaining their professional commitments. The profession’s goal is to achieve a workforce of baccalaureate-prepared nurses. The online format removes the barriers of traditional education promoting the opportunity to complete a baccalaureate degree.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
This course is placed in the junior year of the nursing curriculum to build upon basic knowledge obtained in the associate and diploma nursing programs. It focuses primarily on managing care for the individual patient and prepares the students for providing nursing care for families, groups, and communities in less structured environments in a variety of health care settings. The nursing curriculum is designed to progress from focus on the individual to the provision of care for families, groups, and communities. NUR 3103 is to be taken concurrently or as a prerequisite because it provides an overview of the roles, core knowledge, competencies, and values of the professional nurse.

3. If the course is similar to an existing course or courses, justify its development and offering.
There is not a similar course currently offered by EIU.

   a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. The content of this course does not substantially duplicate the content of an existing course.

   b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. This is a revision of an existing course. No course will be deleted if this revision is approved.

4. Impact on Program(s):

   a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. This course is a requirement for students in the undergraduate RN to BS in Nursing Program. It is a requirement for the major.

   b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective. This is not a graduate program.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested
changes noted. This course does not change a major, minor or certificate program outside of the department

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
   This course will be assigned to a faculty member in the RN to BS Nursing Program
   If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.
   This is not a graduate course.

2. Additional costs to students:
   There are no additional costs anticipated for this course.
   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President’s Council.)

3. Text and supplementary materials to be used (Include publication dates):

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: March 1, 2011

Date approved by the college curriculum committee: March 25, 2011

Date approved by CAA: April 7, 2011

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).