Proposal Form For Addition And Revision Of Courses

1. Proposing College / School: Nursing
   Department: Nursing

2. Course Prefix and Number: NURS 4310

3. Effective Term: fall 2015

4. Course Title:
   Interprofessional Education Experience
   Abbreviated Title (30 characters or less):
   Interpro. Education Exp.

5. Requested Action:
   - [ ] Renumber a Course
   - [ ] Add a Course
   - [ ] Revise a Course
   Current Course Number: NURS 4310
   Proposed Course Number: NURS 4310
   Type of Revision:

6. Course Credit:
   Contact/Group Hours Listed in Table
   Scheduled Type (e.g. Lecture, Lab, Directed Study, Clinical): Lecture-1; Lab/Clinical-1
   Weekly or Per Term?: weekly
   Credit Hours: 2
   Anticipated Enrollment: 12
   Maximum Hours (Repeatability): 2
   Total Credit Hours: 2

7. Grading Type:
   - [ ] Regular (ABCDF)
   - [ ] Satisfactory/Unsatisfactory (S/U)
   - [ ] Audit

8. Prerequisites/Corequisites:
   Use “P:” to indicate a prerequisite, “C:” to indicate a corequisite, and “P/C:” to indicate a prerequisite with concurrency.
   NURS 3230 (P)

9. Restrictions: List specific restriction in space above.
   - College
   - Major
   - Standing
   - Degree

10. Course Description:
    (20 Words or Less; exactly as it should appear in the Bulletin)
    Nursing student collaboration with pharmacy professional practice teams in delivering care to patients in their home environments.

11. May Count Either:
    N/A

12. Affected Program(s):
    - Program Type: major
    - Program Title: BS in Nursing
    - Requirement or Elective?: Elective

13. Overlapping or Duplication of Other Units' Offerings:
    (If course is included in any other degree program, is used as an elective frequently by other unit(s), or is in an area similar to that covered by another college/school, attach correspondence with relevant unit)
    - [ ] Applicable
    - [ ] Not Applicable
14. Justification: Interprofessional Education is part of accreditation for professional pharmacy and nursing programs. This elective offers a special option for students desiring more extensive experience with IPE than is included in the SOP and SON curricula.

(Include a concise, yet adequate rationale for the addition/revision of the course, citing accreditation, assessments (faculty, graduate, and/or external) where applicable)

15. Resources: no new or additional resources

(Indicate whether existing resources such as library materials, classroom/laboratory space, and faculty appointments are adequate to support the proposed addition/revision; if additional resources are required, indicate how such needs will be met, referencing the appropriate level of authorization -- i.e.: Dean -- where necessary; if no additional resources or shifting of resources will be necessary, respond "Not Applicable")

16. Student Learning Outcomes: After active participation in this course, the student will be able to:
1. Define interprofessional education and interprofessional practice as it relates to nursing and other health care professionals
2. Describe the history, current state and future of interprofessional education and practice in the U.S. health care delivery system.
3. Communicate with team members, patients, and their families in their home environment (may include private home, LTC, or assisted living, etc.) in a manner that supports professional delivery of health promotion and disease management services.
4. Integrate knowledge and experience of nursing and pharmacy in providing interventions relative to pharmacotherapy and general health maintenance and wellness.

(State in measurable terms (reflective of course level) what students should be able to do when they have completed this course)

17. Course Content Outline: TOPICAL OUTLINE
IPE Team meetings: Tuesdays, 1p-2p, Harrison School of Pharmacy
Team meetings (which include the pharmacy and nursing student) focus on patient care discussions based on patient visits made by the team during the week.
Nursing Seminar Meetings
Nursing students will meet with the nursing faculty at three points in the semester at times to be determined for approximately one hour. Each student will summarize two articles; this will be divided evenly so that the same number of students are presenting article summaries at meetings 1, 2, 3.
(1st 3 weeks) 1st meeting - overview of course expectations
- discussion of pages 3-15 of Core Competencies document
- professional article summary 1 due
  Topic Interprofessional Education - models, courses, approaches, etc.
(mid-semester) 2nd meeting - discussion of patient visits
- discussion of Competencies 1 and 2
- professional article summary 2 due
  Topic IPE or Interprofessional Practice Focus: values/ethics or roles/responsibilities
(last 3 weeks) 3rd meeting - discussion of patient visits
- discussion of Core Competencies 3 and 4
- professional article summary 3 due
  Topic IPE or IPP Focus: communication or team/teamwork

(Provide a comprehensive, week-by-week breakdown of course content, including assignment due dates)

18. Assignments / Projects:
1. Regular verbal participation in team/seminar meetings S/U
2. Nursing based in-service to PPE team on disease states from a nursing perspective 20%
3. Two article summaries 20%
4. Participation in six patient visits  S/U
5. Visit logs (6)  20%
6. One SOAP note on MF  20%
7. Reflective logs (end of rotation and professionalism)  20%

(List all quizzes, projects, reports, activities and other components of the course grade -- including a brief description of each assignment that clarifies its contribution to the course’s learning objectives)

19. Rubric and Grading Scale:

<table>
<thead>
<tr>
<th>Attendance, preparation for, and participation in the pharmacy/nursing team meetings is expected (i.e. adding the nursing perspective, asking questions to learn more about the pharmacist's roles and responsibilities). Please bring your computers so that you can follow patients being discussed on medication pathfinder. Attendance and participation in nursing seminar meetings is expected (i.e.-articulate summary of relevant articles, pertinent questions on the topic).</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-service Presentation to PPE Team</td>
</tr>
<tr>
<td>Nursing students will present a case study on one patient. Each student will highlight a different nursing concern and nursing interventions based on that patient.</td>
</tr>
<tr>
<td><strong>Topic</strong></td>
</tr>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Overview of patient (select patient with at least three medical diagnoses or/and nursing concerns)</td>
</tr>
<tr>
<td>Each student shares a nursing issue or focus for this patient</td>
</tr>
<tr>
<td>Questions and answers</td>
</tr>
<tr>
<td>Organized and adhered to time limit, professional behaviors</td>
</tr>
<tr>
<td>Handout or audiovisual</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
</tr>
</tbody>
</table>

Professional Article Summary
(Two per student due as assigned in 1st, 2nd, or 3rd seminar session)
The purpose of article summaries is to broaden the understanding of the professional literature on a topic. All articles should be from professional nursing or health care professions journals. They should NOT be editorials, personal opinions, book reviews etc. Due dates correspond with the class meetings we have agreed upon. Maximum length is 2 pages and computer fonts should not be smaller than 11. The citation is to be single-spaced, the paper should be double-spaced.
The article summary should include all the following:
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete reference cited in APA format</td>
<td>5</td>
</tr>
<tr>
<td>The main idea presented in the article</td>
<td>20</td>
</tr>
<tr>
<td>Summary of the material presented in the article</td>
<td>25</td>
</tr>
</tbody>
</table>

Application of material in the article
Which thoughts were most interesting to you and why? What is the author(s)' purpose in writing the article. Describe how this article helps you understand concepts associated with interprofessional education and practice. What implications do you see for your future as a nurse practicing in an environment where interprofessional practice is known to be a best practice that promotes good outcomes, but is not yet integrated well into our education and health care system? 40
List at least one question, which this article raised in your mind 10
**Total 100**

Interprofessional Education Experience (IPE) Patient Visits
The purpose of the IPE is to gain experience in collaborating with individuals of other professions while applying knowledge of your own role and valuing roles of other professions to address health care needs of patients and populations served. Nursing students will join a team of pharmacy students to visit patients in the community. Nursing students will
collaborate with pharmacy students to participate in a minimum of six visits spread out over the semester.

During patient visits, the role of the nursing student will include working with the pharmacy students in conducting physical assessment as appropriate including head to toe assessment, assessment for signs of chronic diseases and appropriate systems focused assessment. (See Home Assessment Guidelines at the end of the syllabus.) The nursing student will lead in home environment assessment, social support and coping mechanism assessment, nutritional and skin status assessment, and functional ability and cognitive assessment. The pharmacy student will lead in assessing patient understanding of illness and understanding of pharmacotherapy.

Nursing students will discuss with the nursing faculty any health care teaching or nursing interventions planned as appropriate. As with all home visits, students should not go alone, rather in pairs (one nursing student per visit) and preferably no more than 3 students at a time. Faculty and student's roommates or significant others should be informed of dates, times, expected completion time, and locations of home visits. Transportation to patient visits is the responsibility of the student. Students will not transport patients in their private vehicles. In medical or other emergency situations, students will call 911. Students are expected to be prompt and reliable in regard to patient visits and their roles/responsibilities to the team. Professional dress and behavior, including HIPPA adherence, is expected.

Patient Visit Logs (6), 2 paragraphs

Paragraph 1
Date, time, pt initials, each student’s name 20%

Paragraph 2
Overview of patient condition 25%
Identification of Nursing Concerns 30%
Description of actual or potential interventions to address nursing concerns 25%

Medication Pathfinder (1)
Each student will write 1 detailed SOAP note and post on Medication Pathfinder.
Due dates to be arranged individually throughout the semester.
SOAP note submitted in Word document to Dr. Schuessler within 48 hours of visit 20%
SOAP note loaded to MPF within 48 hours after approved 20%
Subjective/Objective (Assessment) shows nursing focus 20%
Assessment (Diagnosis or list of concerns) appropriate 20%
Plan (Interventions potential or actual with nursing focus) 20%

Final Reflection Log -
Two pages, double spaced
1. Give example of an assessment, intervention, or interaction with a patient that was improved through teamwork of pharmacy and nursing 25%
2. Describe what you learned about the knowledge, roles, and values of pharmacists that you did not know going into this experience 25%
3. What did you share about nursing that a pharmacist did not know? 25%
4. Relate one or more of the articles you read this semester to numbers, 1, 2, or 3. 25%

Professionalism Reflection
In this assignment, pharmacy and nursing students reflect on a current topic and apply the tenants of professionalism from their prospective disciplines.
A current topic will be presented that includes a dilemma in which the
student must make a decision about how to address lack of professionalism of a peer. This will be a two page, double spaced paper addressing:
• Describe action chosen and rationale for this action. 20%
• What principles of the ANA code of ethics applies to this situation? How? 20%
• How does/do this/these principles relate to you as a nursing student? 20%
• How will this/these principles relate to you as a professional nurse? 20%

(List all components of the course grade -- including attendance and/or participation if relevant -- with point totals for each; indicate point totals and ranges or percentages for grading scale; for S/U grading, detail performance expectations for a passing grade)

20. Justification for Graduate Credit:

(Include a brief statement explaining how the course meets graduate educational standards (i.e.: rigorous standards for evaluation, development of critical thinking and analytical skills, etc.))

(Included below are standard statements regarding course policies. If necessary, a statement may be altered to reflect the academic policies of individual faculty members and/or the academic unit or department, provided that there is no conflict with the Student Policy eHandbook, Faculty Handbook, or any existing university policy.)

POLICY STATEMENTS

Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, the death of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request, and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please consult the Student Policy eHandbook for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major examination (e.g.: hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 944-2086 (VITT).
Yes, a U on either of those components will lead to a course failure.

Jenny Schuessler, RN, PhD
Betty McClendon Fuller Endowed Professor
Associate Dean
Auburn University
School of Nursing
208 Miller Hall
Auburn University, AL 36849-5505
334-844-6757 phone
334-844-4177 fax

From: Kevin Snyder
Sent: Tuesday, April 15, 2014 1:20 PM
To: Jennifer Schuessler
Cc: Caralise Hunt
Subject: RE: Question regarding NURS 4310 Proposal

Dr. Schuessler:

My apologies – I think I may have misstated the question.

I don’t think the committee will take any issue with the assessment of individual grade components on an S/U basis. That would be the prerogative of the proposing unit.

I think the question that will arise is how a student’s grade for the entire course would be impacted by a “U” on either or both of the assignments in question. Do they fail the course?

Let me know if that made any more sense. I just want to do my part to make sure the course gets through the committee without the need for revisions, if possible.

Thank you.

Kevin T. Snyder
Coordinator II, Curriculum Management
209H Samford Hall
Auburn University
Auburn, AL 36849

Phone: 334-844-4974

From: Jennifer Schuessler
Sent: Tuesday, April 15, 2014 1:17 PM
To: Kevin Snyder
Hey Kevin-the S/U are truly a pass/fail basis-either students do them (participate in team meetings/make 6 patient visits) or they don’t.

Jenny Schuessler, RN, PhD
Betty McClendon Fuller Endowed Professor
Associate Dean
Auburn University
School of Nursing
208 Miller Hall
Auburn University, AL 36849-5505
334-844-6757 phone
334-844-4177 fax

Dr. Schuessler:
I have received the proposal that your unit recently submitted, for NURS 4310.
Based on my review of it, it looked fine, with only one possible concern flagged for clarification.
In Field 18 (Assignments and Projects) on the Course Proposal Form, it indicates that there will be a total of seven assignments - five of which are worth 20% of the final grade, and two of which are assessed on an S/U basis.
Given that the entirety of the final grade is broken down into the five assignments worth 20% each, how do the S/U assignments factor in (e.g.: if a student earns 95% on the five weighted assignments, but scores one (or two) “U” grades on the S/U assignments, does the student pass the course or not?).
If possible, please respond, and provide whatever clarification you can. I’ll relay the information to the committee, in the event that the question arises.
Please contact me if you have any questions regarding the information above.

Thank you.

Kevin T. Snyder
Coordinator II, Curriculum Management
209H Samford Hall
Auburn University
Auburn, AL 36849
Phone: 334-844-4974