

New Course Request

NOV 11 2008 Indiana University

IN-IUPUI

Campus

Check Appropriate Boxes:

Undergraduate credit

Graduate credit

Professional credit 90

1. School/Division Nursing 2. Academic Subject Code NURS

3. Course Number M50.1 (must be cleared with University Registrar) 4. Instructor Janet S. Fulton

5. Course Title Principles of Cancer Care

Recommended Abbreviation (Optional) _____
(limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): Fall, 2009

7. Credit Hours: Fixed at 3 or Variable from _____ to _____

8. Is this course to be graded S-F (only)? Yes _____ No X

9. Is variable title approval being requested? Yes _____ No X

10. Course description (not to exceed 50 words) for Bulletin publication: This elective course provides an overview of the pathophysiology and epidemiology of cancer and the spectrum of cancer care including prevention, early detection, major cancers and cancer-related treatments, symptom management and palliative/end-of-life care.

11. Lecture Contact Hours: Fixed at 3 or Variable from _____ to _____

12. Non-Lecture Contact Hours: Fixed at _____ or Variable from _____ to _____

13. Estimated enrollment: 15 of which 100 percent are expected to be graduate students.

14. Frequency of scheduling: Every fall. Will this course be required for majors? No

15. Justification for new course: New graduate elective

16. Are the necessary reading materials currently available in the appropriate library? Yes

17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.

18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.

19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by:

Approved by:

Janet L. Welch *JLW* Date 6-9-08
Department Chairman/Division Director

Janet S. Fulton Date 6/9/08
Dean

Date _____
Dean of Graduate School (when required)

Merry L. Quencer Date 11/4/08
Chancellor/Vice-President

Janet S. Fulton **APPROVED** 10/1/08
Janet S. Fulton
Curriculum Committee

Date _____
University Registrar

After School/Division approval, forward the last copy (without attachments) to the University Registrar for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

**Indiana University School of Nursing
Department of Adult Health Nursing**

TITLE: M 500 Principles of Cancer Care

CREDIT HOURS: 3

PRE-REQUISITIES: None

FACULTY: *Dr. Jan Fulton*
Associate Professor
317-274-2421
jasfulto@iupui.edu

COURSE DESCRIPTION: This elective course provides an overview of the pathophysiology and epidemiology of cancer and the spectrum of cancer care including prevention, early detection, major cancers and cancer-related treatments, symptom management and palliative/end-of-life care.

COURSE OBJECTIVES:

At the completion of this course the student will be able to:

1. Describe the physiological basis of carcinogenesis and metastasis.
2. Discuss cancer incidence and trends.
3. Identify nursing interventions across the spectrum of cancer care.
4. Discuss nurse sensitive outcomes related to cancer care.
5. Review research findings applicable to nursing care of oncology patients.
6. Identify ethical and cultural concerns related to cancer prevention, early detection and treatment.

TEXTS / READINGS:

Many general text books are available in the area of oncology and oncology nursing. Books are available that address specific topics in oncology and oncology nursing. Students are advised to select books and other reference materials based on personal interests.

Many web-based resources are available. Visit the following web sites for cancer related information.

Oncology Nursing Society <http://www.ons.org/clinical/>

American Cancer Society <http://www.cancer.org/docroot/home/index.asp>

National Cancer Institute <http://www.cancer.gov/>

Cancer Survivors Network <http://www.acscsn.org/>

Lance Armstrong Foundation <http://www.livestrong.org>

OncoLink Cancer Information <http://www.oncolink.com/>

Cancer Network <http://www.cancernetwork.com>

Cancer Information Network <http://www.thecancer.net/>

Dana Farber Cancer Institute <http://www.dfci.harvard.edu/can>

MD Anderson Cancer Institute <http://www.cancerwise.org>

Susan Komen Foundation <http://www.komen.org>

Y-Me National Breast Cancer Organization <http://www.y-me.org/information>

Books: Recommended

Varriccho, C.G. (Ed). (2004). American Cancer Society – A Cancer Source Book for Nurses. 8th Ed. Boston: Jones & Bartlett. *Available from the American Cancer Society.*

Langhorne, M., Fulton, J.S., Otto, S. (2007). Oncology Nursing. 5th Ed. St. Louis: Mosby.

Vincent T. DeVita, Jr., Samuel Hellman, Steven A. Rosenberg (Eds) (2005) Cancer: Principles and Practice of Oncology (DeVita). Lippincott . *This book is available full-text online through the Ruth Lilly Library at IUPUI.*

TEACHING STRATEGIES:

The course is presented as web-based modules and classroom lectures. Web-based modules are posted on Oncourse. Learning activities are provided for each module. Classroom presentations are presented in two 8 hour seminars scheduled for Saturdays.

EVALUATION

Graduate Students

Attendance/Participation – 50%

- 1. Attend 80% of classroom presentations
- 2. Complete 100% of online course modules

Personal portfolio – 50%

Graduate students will complete a portfolio documenting mastery of the course objectives consistent requirements for graduate students listed in the portfolio guidelines. Graduate students are expected to read original research articles or evidence based summaries from peer-reviewed journals.

Letter Grade	Percentage
A+	97-100
A	93-96.99
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	77-79.99
C	73-76.99
C-	70-72.99
D+	67-69.99
D	63-66.99
D-	60-62.99
F	0-59.99

Faculty members are required to report all incidents of academic misconduct to the Dean of Students. For information about policies and procedures, including due process requirements, see the *Code of Student Rights, Responsibilities, and Conduct*, especially part III: Student Misconduct and Part IV: Student Disciplinary Procedures. More information about this policy can be found at: Student Code of Conduct: <http://www.iupui.edu/code/>

In keeping with the University policy on the use of e-mail as the official means of correspondence with students (<http://registrar.iupui.edu/iu-email.html>), course-related communication will take place via Oncourse. The address is <https://oncourse.iu.edu/>.

Students needing special accommodations due to a disability, please contact Adaptive Educational Services CA 001E or 274-3241.

TOPICAL OUTLINE

Web-based Modules

Pathophysiology of Cancer
Epidemiology
Prevention and Screening
Diagnosis and Staging
Prostate Cancer
Symptoms and Side Effects
Oncologic Emergencies
Survivorship

Classroom Content

Major Cancers

Breast Cancer
Colorectal Cancers
Lung Cancers
Head and Neck Cancers
Brain and Neurological Cancers
Leukemia and Lymphoma

Treatment Modalities

Chemotherapy and Biotherapy
Surgery
Radiation Therapy
Bone Marrow Transplant

Supportive Care

Psychosocial Issues
Pain Management
Myelosuppression
End-of-Life Care

COURSE PORTFOLIO GUIDELINES

Oncology is a broad topic with many specialty areas. Students are encouraged to select a specialty area and build a portfolio documenting evidence of having met the course objectives within the frame of a specialty area. Examples of specialty areas include prevention, screening / early detection, disease types such as breast or lung, treatment type such as bone marrow transplant or radiation therapy or palliative care. The student portfolio will explore the course objectives applied to the specialty area. See *Grading Rubric for Portfolio*. Where the assignments specify peer-reviewed articles, use CINAHL and MEDLINE indexed journals.

Course Objective 1: Describe the physiological basis of carcinogenesis and metastasis.

- Read and thoughtfully consider the following article:
 - Loud, J.T., Peters, J.A., Fraser, M., Jenkins, J. (2002). Applications of advances in molecular biology and genomics to clinical cancer care. *Cancer Nursing*, 25(2), 110-122.
- Read and thoughtfully consider two additional peer reviewed articles discussing carcinogenesis related to selected specialty interest.
- Prepare a written annotated bibliography for each article.
- Write a brief paragraph describing the relevance of the information in the articles to nursing practice.
- Read the two articles listed below and consider the following question: Do you agree that nurse scientists should be conducting basic biological research, or do you believe the focus of nursing research should be the application of basic science research to nursing practice? Explain your opinion in a brief (one page) argument. Use additional references to support your position.

Grady, P.A. (2000). Moving biological nursing science into the new millennium. *Biological Research for Nursing*, 1(3): 163-4.

Heitkemper, M.M. & Bond E.F. (2003). State of nursing science: On the edge. *Biological Research for Nursing*, 4(3): 151-62.

Course Objective 2: Discuss cancer incidence and trends.

- Read the following article.
 - Williams-Brown S. Singh GK. (2005). Epidemiology of cancer in the United States. *Seminars in Oncology Nursing*, 21(4): 236-42.
- Read and thoughtfully consider two additional peer reviewed articles on cancer epidemiology – trends in cancer incidence – related to selected specialty interest.
- Prepare a written annotated bibliography for each article.
- Write a brief paragraph describing the potential impact of changing trends in cancer epidemiology on nursing practice.
- Write a brief paragraph describing the implications of changing trends in cancer epidemiology for nursing research.

Course Objective 3: Identify nursing interventions across the spectrum of cancer care.

- Identify a specific cancer related problem for the selected specialty area (e.g. low participation in screening program, nausea during treatment, depressed mood/depression). Read and thoughtfully consider one peer reviewed articles describing a nursing intervention for the selected problem.
- Define the problem that the intervention is intended to address/alleviate – as the problem is defined in the article. If the problem is not specifically defined, give a definition that reflects the presentation of the problem in the article.
- Describe the intervention in detail – as if you were instructing other nurses on how to implement the intervention – what is involved (steps), when is it applied, for how long, where and by whom, and so forth. If critical information is missing about the intervention, provide a critique of what is not known and/or should be specified.
- Discuss the rationale for the intervention; that is, identify the logical link between the problem and the intervention. Do you agree? Why or why not?
- State the intended outcome(s) of the intervention? For example, the intended outcome may be to reduce nausea during chemotherapy treatment or to improve compliance with screening guidelines. What evidence does the author provide that the intervention should or did achieve the intended outcome?
- In addition to addressing the above items, prepare a written annotated bibliography for the article.

Course Objective 4: Discuss nurse sensitive outcomes related to cancer care.

- Field trip! Visit <http://www.ons.org/outcomes/measures/outcomes.shtml> Review the discussion of nurse sensitive oncology outcomes. Select one of the nurse sensitive outcome indicators listed.
- Read and thoughtfully consider two peer reviewed articles describing nursing interventions (same or different interventions) for the selected problem.
- For each article, discuss the rationale for the intervention – the logical link between the problem and the intervention.
- For each article, discuss the intended or actual outcomes of the intervention. What data is provided as evidence of achieving the outcome? Are you convinced that the intervention resulted in or will result in the outcome? Explain.
- Prepare a written annotated bibliography for each of the articles.
- Write a brief paragraph describing the relevance of the information in the articles for nursing practice.

Course Objective 5: Review research findings applicable to nursing care of oncology patients.

- Read and thoughtfully consider one evidence summary about a one evidence based summary related to oncology nurse sensitive outcomes listed at <http://www.ons.org/outcomes/asures/summaries.shtml#dys> or from another source such as Corchran Library.
- Prepare an annotated bibliography for the summary.
- Identify gaps in knowledge and write two research questions for future studies that address gaps in knowledge.
- Read and thoughtfully consider two peer reviewed research articles about a selected nurse sensitive outcome in a selected specialty area of cancer.
- Prepare a written annotated bibliography for each article.
- Describe the relevance of the research finding for nursing practice.

Course Objective 6: Identify ethical and cultural concerns related to cancer prevention, early detection and treatment.

- Go to <http://erc.msh.org/mainpage.cfm?file=1.0.htm&module=provider&language=English> and explore the issues of cultural competency and available resources. This multi-media web site has been created by US Department of Health and Human Services and related agencies.
- Select, read and thoughtfully consider one article that addresses either cultural, gender or age-related considerations for nursing care of patients and families experiencing cancer.
- Select, read and thoughtfully consider one article that addresses health disparities related to cancer care for patients and their families.
- Suggested bibliographies for this objective:
 - Boyle DA (2006). FYI. Cultural diversity considerations in oncology nursing: an updated bibliography. *Oncology Nursing Forum*, 33(4): 705-9.
 - Boyle DA. (2005). FYI. Cancer in older adults. *Oncology Nursing Forum*, 32(5): 913-7.
- Prepare an annotated bibliography for each selected article.
- Write a brief paragraph describing a selected ethical, cultural, gender or age-related considerations for care of patients/families in selected specialty area including implications for nursing practice.

Grading Rubric for Portfolio Principles of Cancer Care

Superior Portfolio (A+/A/A-)

- Course Objectives: Each course objective is addressed and all work assigned to the objective is complete.
- Written Work: Written work is complete and accurate and also demonstrates reflective, sophisticated and insightful thinking.
- Assigned Readings: Overall quality of work reflects evidence of having read, thoughtfully considered, and consistently integrated the assigned readings into building the portfolio.
- Self-Selected Readings: Selected readings are current and address an important topic within the student's selected area of interest. Readings contribute to building understanding in a selected topic area of interest.
- Annotated Bibliographies: Follow the structural format for an annotated bibliography. In addition, most major components of an annotated bibliography are present, as appropriate for the article (explanation of the main purpose and scope of the article; brief description of the article's content; theoretical basis of the research or discussion; author's intellectual/academic credentials; work's intended audience; value and significance of the work as a contribution to the subject under consideration; possible shortcomings or bias in the work; any significant special features of the work [e.g., a table, diagram, reference list]). Student expresses an informed opinion of the impression and value of the work.
- Presentation: The portfolio is organized and easy to follow. The organization contributes to the overall learning about the student's selected area of interest. For example, the content builds around a subject across the assignments or reflects purposeful selection of content to demonstrate a unique area of cancer care.
- Organization and Style: Work is neat, organized, follows appropriate guidelines for assignments. Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style (APA format); minimal to no spelling errors; no run-on sentences or comma splices.

Good Portfolio (B+/B)

- Course Objectives: Each course objective is addressed. Very few assignments are missing or incomplete.
- Written Work: Written work is complete and accurate. Some but not all work demonstrates reflective, sophisticated and insightful thinking.
- Assigned Readings: Overall quality of work demonstrates evidence of having read the assigned readings. Level of integration of readings into overall work is inconsistent.
- Self-Selected Readings: Selected readings are current and address an important topic within the student's selected area of interest. Some evidence of readings building across the topic area.
- Annotated Bibliographies: Follow the structural format for an annotated bibliography. Some important elements in the article are missing from the annotated bibliography. Student opinion of the value of the work is adequate.
- Presentation: The portfolio is generally organized and reflects student learning in a selected area of interest.
- Organization and Style: Work is mostly neat, organized, follows appropriate guidelines for assignments. Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style (APA format) often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

Borderline Portfolio (B-/C+)

- Course Objectives: Each course objective is addressed. Multiple assignments are missing or incomplete.
- Written Work: Written work is incomplete and/or inaccurate. Little evidence of reflective, sophisticated and insightful thinking.
- Assigned Readings: Overall quality of work demonstrates evidence of having read the assigned readings. Little evidence of integration of readings into overall work is inconsistent.
- Self-Selected Readings: Selected readings are not all current and/or do not address an important topic within the student's selected area of interest. Minimal evidence of readings building across

the topic area.

- Annotated Bibliographies: Do not follow the structural format for an annotated bibliography. Multiple important elements in the article are missing from the annotated bibliography. Student opinion of the value of the work is missing or inadequate.
- Presentation: The portfolio is not well organized and reflects a poor understanding of the selected topic of interest.
- Organization and Style: Problems in sentence structure, grammar, and diction (usually not major). There are multiple errors in punctuation, citation style (APA format), and spelling; may have several run-on sentences or comma splices.

"Needs Help" Portfolio (C/C-)

- Course Objectives: Not all course objectives are addressed. Multiple assignments are missing or incomplete.
- Written Work: Written work is incomplete and/or inaccurate. Little to no evidence of reflective, sophisticated and insightful thinking.
- Assigned Readings: Overall quality of work suggests that the readings were not completed. Little evidence of integration of readings into overall work is inconsistent.
- Self-Selected Readings: Selected readings are not current and/or do not address an important topic within the student's selected area of interest. Little to no evidence of readings building across the topic area.
- Annotated Bibliographies: Are missing or incomplete. Do not follow the structural format for an annotated bibliography. Multiple important elements in the article are missing from the annotated bibliography. Student opinion of the value of the work is missing or inadequate.
- Presentation: The portfolio is poorly organized and does not reflect an poor understanding of the selected topic of interest.
- Organization and Style: Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style (APA format), punctuation, and spelling; may have many run-on sentences and comma splices.

Failing Portfolio

The failing portfolio shows obviously minimal lack of effort or comprehension of the assignment. It is very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable central interest or topic area.