

10-240.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. <u>09-770.</u>	UWUCC Action-Date: <u>App-9/28/10</u>	Senate Action Date: <u>App 11/2/10</u>
------------------	------------------	-----------------------------------	---------------------------------------	--

**Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee**

Contact Person Theresa Gropelli	Email Address tgropell@iup.edu
Proposing Department/Unit Department of Nursing and Allied Health Professions	Phone 724-357-2557

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input checked="" type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
<u>Current</u> Course prefix, number and full title	NURS 431 Community Health Clinical
<u>Proposed</u> course prefix, number and full title, if changing	
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<u>Current</u> program name	<u>Proposed</u> program name, if changing
<b>4. Approvals</b>	
Department Curriculum Committee Chair(s)	Date <u>1/9/10</u>
Department Chair(s)	<u>3/2/10</u>
College Curriculum Committee Chair	<u>4/5/10</u>
College Dean	<u>4-7-10</u>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
<b>Additional signatures as appropriate:</b> (include title)	
UWUCC Co-Chairs	<u>9-28-10</u>

\* where applicable

**Received**

SEP 22 2010

**Liberal Studies**

**Received**

SEP 18 2010

**Liberal Studies**

**Received**

APR 07 2010

**Liberal Studies**

## 1. Syllabus of record

### I. CATALOG DESCRIPTION

**NURS 431 Community Health Clinical**

**7.5 lab hours  
2.5 credit hours  
0 class hours  
(0c-7.51-2.5cr)**

**PRE-REQUISITES:**

NURS 336, 337, 330, 331, 332, and 333, or permission

**PRE-REQUISITE**

**OR CO-REQUISITE:** NURS 412, 434

Focuses on community-based and community health nursing experiences to enable students to provide primary, secondary, and tertiary interventions in community settings and with diverse populations in the surrounding communities. Emphases are also on nursing management and development of nursing strategies to assist at-risk individuals, families and client groups, while considering health care on a continuum throughout the life span. Opportunities exist for individual mentoring in clinical areas such as maternal-child, gerontology, palliative, end-of-life, and/or home health care as an integral part of the course.

### II. COURSE OUTCOMES

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

1. Identify how personal beliefs and values impact the care of clients.
2. Collaborate with other health care professionals to participate in a multidisciplinary approach to client care.
3. Apply the principles of communication theory when providing care.
4. Apply knowledge of management principles in the provision and coordination of care for individuals, families, groups, and communities.
5. Utilize the nursing process to provide primary, secondary, and tertiary interventions in community settings.
6. Identify researchable clinical problems applicable to community health nursing.
7. Demonstrate knowledge of available resources that impact the health care needs of individuals, families, groups, and communities.
8. Integrate best evidence, clinical judgment, and patient/family preferences in planning end-of-life care.
9. Demonstrate behaviors consistent with professional standards.

### III. COURSE OUTLINE

**Week One** A. Orientation, clinical competencies

(15 hrs)

<b>Weeks Two, Three, &amp; Four</b>	B. Provide care in a variety of settings in a community Provide care to aggregates in the community Skills lab conferences relating to community health nursing practice	(45 hrs)
<b>Weeks Five, Six, &amp; Seven</b>	C. Organize, manage, and evaluate strategies to meet the needs of community health care patients Collaborate with multidisciplinary health team in providing care in the community health care setting Practice skills in delegation, prioritizing care and management principles in the community health care setting Clinical competence / evaluation	(44 hrs)
<b>Final Week</b>	<b>Exam</b>	(1 hr)

#### IV. EVALUATION METHODS

The grade for this course will be calculated based on:

1. **The pass / fail grade in clinical performance, including:**
  - Assignments
    - Family assessment and intervention guide
    - Community assessment and intervention guide
    - Documentation activities
    - Community health promotion project [research utilization; information literacy]
  - Clinical competencies
  - Appropriate professional behavior
  - Clinical evaluation with a score of 3 out of 5 or better for all behaviors
2. **70% Final exam** (multiple choice nursing process questions)
3. **30% Clinical quizzes** (multiple choice nursing process questions)

#### V. GRADING SCALE:

<b>A</b>	90-100% + Pass in clinical performance
<b>B</b>	80-89% + Pass in clinical performance
<b>C</b>	70-79% + Pass in clinical performance
<b>D</b>	60-69% + Pass in clinical performance*
<b>F</b>	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.

#### VI. ATTENDANCE POLICY

Although there is no formal attendance policy for this class, student learning is enhanced by regular attendance and participation in class discussions.

#### VII. REQUIRED TEXTBOOKS

Hunt, R. (2008). *Introduction to Community-Based Nursing* (4<sup>th</sup> ed.). Philadelphia: Wolters Kluwer / Lippincott Williams & Wilkins.

Pharmacology or Nursing Drug Guide of choice (bring to clinical experiences daily)

#### VIII. SPECIAL RESOURCE REQUIREMENTS

All nursing students are responsible for and required to have the following:\*

1. Current CPR certification
2. Professional liability insurance
3. Health requirements
4. Student uniforms and physical assessment equipment
5. Clearance papers  
(Criminal Record Check and Child Abuse; Act 34 and 151 Clearance forms)
6. Clinical agencies requirements

**\*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items.**

Students will not be permitted to attend clinical without meeting these requirements.

## IX. BIBLIOGRAPHY

- Abrams, S. (2007). For the good of a common discipline. *Public Health Nursing, 24*(3), 293-297.
- Abrams, S. (2006). Essentials of practice. *Public Health Nursing, 295*,296.
- Adamle, K., & Turkoski, B. (2006). Responding to patient-initiated humor: guidelines for practice. *Home Healthcare Nurse, 24*(10), 638-644.
- Anderson, J. (2007). The impact of using nursing presence in a community heart failure program. *The Journal of Cardiovascular Nursing, 22*(2), 89.
- Arias, D. (2007). National Public Health Week celebrated nationwide. *Nation's Health, 37*(5), 224-32.
- Backus, A., Hewitt, J., & Chalupka, S. (2006). Using a site visit to a contaminated location as a focus for environmental health education for academic and public health nurses. *Public Health Nursing, 23*(5), 410-432.
- Brown, E., Raue, P., Schulberg, H., & Bruce, M. (2006). Clinical competencies--Caring for late-life depression in home care patients. *Journal of Gerontological Nursing, 32*(9), 10-14.
- Caldwell, D. (2007). Bloodroot: Life stories of nurse practitioners in rural Appalachia. *Journal of Holistic Nursing: Official Journal Of The American Holistic Nurses' Association, 25*(2), 73.
- Carr, S. (2006). Caring across continents: U.S. community health nurses visit China. *NurseWeek (15470571), 7*(23), 22.
- Caserta, J. (2007). The home healthcare nurse of the 21st century: you've come a long way, baby! *Home Healthcare Nurse, 25*(4), 233-234.
- Choi, M., Afzal, B., & Sattler, B. (2006). Geographic information systems: a new tool for environmental health assessments. *Public Health Nursing, 23*(5), 381-391.
- Coady, M., Weiss, L., Galea, S., Ompad, D., Glidden, K., & Vlahov, D. (2007). Rapid vaccine distribution in nontraditional settings: lessons learned from project VIVA.
- Coyle, M., Duffy, J., & Martin, E. (2007). Health promoting behaviors through telehealth. *Nursing Education Perspectives, 28*(1), 18-23.

- Crossen-Sills, J., Bilton, W., Bickford, M., Rosebach, J., & Simms, L. (2007). Home care today: Showcasing interdisciplinary management in home care. *Home Healthcare Nurse, 25*(4), 245-252.
- Cushman, M., & Ellenbecker, C. (2008). Home care nurse shortage 2007. *Caring, 27*(1), 42-47.
- Dickson, B., & Hajjar, I. (2007). Blood pressure measurement education and evaluation program improves measurement accuracy in community-based nurses: A pilot study. *Journal of The American Academy Of Nurse Practitioners, 19*(2), 93-102.
- Domrose, C. (2006). On the track of tuberculosis. *Nursing Spectrum -- New York & New Jersey Edition, 18A*(26), NJ/NY6.
- Drury, L. (2008). Transition from hospital to home care: What gets lost between the discharge plan and the real world? *Journal of Continuing Education in Nursing, 39*(5), 198-199.
- Drury, L. (2008). Teaching tips: Increasing competency in the care of homeless patients. *Journal of Continuing Education in Nursing, 39*(4), 153-154.
- Ervin, N. (2008). Caseload management skills for improved efficiency. *Journal of Continuing Education in Nursing, 39*(3), 127-132.
- Gorski, L. (2007). Venous thromboembolism: A common and preventable condition. Implications for the home care nurse. *Home Healthcare Nurse, 25*(2), 94.
- Gorski, L. (2006). Integrating standards into practice. Revised standards for home care infusion: What has changed? *Home Healthcare Nurse, 24*(10), 627-631.
- Halamandaris, V. (2008). Remembering Lillian Wald. *Caring, 27*(4), 28-28.
- Horner, S. (2006). Home visiting for intervention delivery to improve rural family asthma management. *Journal Of Community Health Nursing, 23*(4), 213-223.
- Humphrey, C. (2007). Highlights of the times. Ten roller coaster years in home care: 1995 to 2005. *Home Healthcare Nurse, 25*(4), 277-279.
- Johnson, T. (2006). Public Health Nursing Section seeks to raise its voice, vision. *Nation's Health, 36*(9), 25-25.
- Knoerl, A. (2007). Cultural considerations and the Hispanic cardiac client. *Home Healthcare Nurse, 25*(2), 82.
- Kopp, M., & Hornberger, C. (2008). Proper exercise and nutrition kit: Use of obesity screening and assessment tools with underserved populations. *Journal of Pediatric Nursing, 23*(1), 58-64.
- Lasater, K., Luce, L., Yolpin, M., Terwilliger, A., & Wild, J. (2007). When it works: Learning community health nursing concepts from clinical experience. *Nursing Education Perspectives, 28*(2), 88-92.
- Lashley, M. (2007). Nurses on a mission: A professional service learning experience with the inner-city homeless. *Nursing Education Perspectives, 28*(1), 24-26.
- Litzinger, G., Rossman, T., Demuth, B., & Roberts, J. (2007). In-home wound care management utilizing information technology. *Home Healthcare Nurse, 25*(2), 119-130.

- Madigan, E. (2007). A description of adverse events in home healthcare. *Home Healthcare Nurse, 25*(3), 191-197.
- Mager, D. (2007). Medication errors and the home care patient. *Home Healthcare Nurse, 25*(3), 151.
- Mahon, M. (2006). Technology in hospice: Is it a contradiction? *Home Healthcare Nurse, 24*(8), 527-531.
- Markey, C. (2007). What might the 110th Congress have in store for home health and hospice care in 2007-2008? *Home Healthcare Nurse, 25*(5), 343-344.
- Martin, S. (2006). Infection control matters in home healthcare. *Home Healthcare Nurse, 24*(8), 485-486.
- Mills, T., & Schneider, A. (2007). The Office of the National Nurse: Leadership for a new era of prevention. *Policy, Politics & Nursing Practice, 8*(1), 64-70.
- Morton, S. (2007). The other side of the door. *Home Healthcare Nurse, 25*(5), 347- 348.
- Muehlbauer, M., & Crane, P. (2006). Elder abuse and neglect. *Journal of Psychosocial Nursing And Mental Health Services, 44*(11), 43-48.
- Owens, R. (2006). The caring behaviors of the home health nurse and influence on medication adherence. *Home Healthcare Nurse, 24*(8), 517-526.
- Pierre, M. (2007). Legislative and regulatory considerations for home health nurses. *Home Healthcare Nurse, 25*(3), 216-217.
- Pohl, J., Barkauskas, V., Benkert, R., Breer, L., & Bostrom, A. (2007). Impact of academic nurse-managed centers on communities served. *Journal of the American Academy of Nurse Practitioners, 19*(5), 268-275.
- Polzien, G. (2007). Blood cholesterol levels: More than just good, bad, and ugly (abnormal levels). *Home Healthcare Nurse, 25*(2), 136-139.
- Polzien, G. (2006). Home infusion therapy. First things first: The patient and the prevention of central catheter infections. *Home Healthcare Nurse, 24*(10), 681-684.
- Poulton, B., & McCammon, V. (2007). Measuring self-perceived public health nursing competencies using a quantitative approach. *Nurse Education Today, 27*(3), 238-246.
- Racher, F. (2007). The evolution of ethics for community practice. *Journal of Community Health Nursing, 24*(1), 65-76.
- Radzynski, S. (2007). The concept of population health within the nursing profession. *Journal of Professional Nursing: Official Journal Of The American Association Of Colleges Of Nursing, 23*(1), 37-46.
- Rogers, J., Perlic, M., & Madigan, E. (2007). The effect of frontloading visits on patient outcomes. *Home Healthcare Nurse, 25*(2), 103-109.
- Romeo, C. (2007). Caring for culturally diverse patients: one agency's journey toward cultural competence. *Home Healthcare Nurse, 25*(3), 206.

- Sand-Jecklin, K. (2007). The impact of medical terminology on readability of patient education materials. *Journal of Community Health Nursing, 24*(2), 119-129.
- Shieh, C., & Hosei, B. (2008). Printed health information materials: Evaluation of readability and suitability. *Journal of Community Health Nursing, 25*(2), 73-90.
- Spitz, B., Fraker, C., Meyer, C., & Peterson, T. (2007). Evolution of evidence-based guidelines for home care: Wisconsin's experience. *Home Healthcare Nurse, 25*(5), 327-334.
- Toofany, S. (2007). Do district nurses have a public health role?. *Primary Health Care, 17*(5), 21-24.
- Tullai-McGuinness, S. (2007). Improving patient safety. *Home Healthcare Nurse, 25*(3), 145-146.
- U.S. Department of Health and Human Services.(2000). *Healthy People 2010: Understanding and improving health*. Washington, DC: U.S. Government Printing Office. <http://healthypeople.gov>.
- Wise, G. (2007). Preparing for disaster: A way of developing community relationships. *Disaster Management & Response: DMR: An Official Publication Of The Emergency Nurses Association, 5*(1), 14-17.
- Wright, L. (2006). Professional boundaries in home care. *Home Healthcare Nurse, 24*(10), 672-675.

**COURSE ANALYSIS QUESTIONNAIRE**  
**NURS 431 Community Health Clinical**

**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 psychiatric and community health nursing would be included in other baccalaureate nursing programs.
- A7 The content in this course is necessary to practice nursing in a psychiatric or community health setting (Commission on Collegiate Nursing Education, State Board of Nursing Professional and Vocational Standards.) The information taught in this course is consistent with the test plan for the licensing exam for nursing (NCLEX-RN.)

**Section B: Interdisciplinary Implications**

- B1 This course will be taught by a team of faculty members within the Nursing Department.
- B2 This course does not overlap with any other courses at the University.
- B3 No seats in the course will be reserved for students in Continuing Education.

**Section C: Implementation**

- C1 No new faculty are needed to teach this course.
- C2 Other Resources
  - a. Current space allocations are adequate to offer this course
  - b. Library holdings are adequate (See NURS 432 and NURS 434)
- v. This clinical course will be held at affiliating agencies.
- C3 No grant funds are associated with this course
- 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.