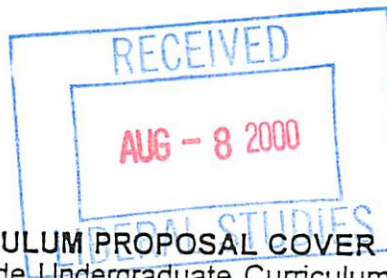


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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Marie Twal Phone 7-3259
Department Nursing and Allied Health Professions

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Community Health
Suggested 20 character title

New Course* NURS 434 Community Health
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval+ _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Marie Twal 2/25/00 Department Curriculum Committee
John Wynn 2-25-00 Department Chair
Mary E. Seesh 7/14/00 College Curriculum Committee
Charles J. Zoni 15 July 00 College Dean
[Signature] 8/17/00 _____
+ Director of Liberal Studies (where applicable) *Provost (where applicable)

NURS 434 Community Health

2c-01-2sh

Prerequisites: NURS 336, 337, 338 and 339 or permission of instructor

Corequisites: NURS 435 or permission of instructor

Prerequisite or corequisite: NURS 412

This course focuses on nursing care that is population and community oriented. Emphasis is placed on the community as a client, perspectives and influences of the health care delivery systems, theoretical frameworks applicable to community health, contemporary issues in community health nursing, and nursing roles as designers, managers, and coordinators of care in the community.

I. Course Description

NURS 434 Community Health

2 lecture hours
0 lab hours
2 semester hours
(2c-01-2sh)

Prerequisites: NURS 336, 337, 338 and 339 or permission of instructor

Corequisites: NURS 435 or permission of instructor

Pre or Corequisite: NURS 412

This course focuses on nursing care that is population and community oriented. Emphasis is placed on the community as a client, perspectives and influences of the health care delivery systems, theoretical frameworks applicable to community health, contemporary issues in community health nursing, and nursing roles as designers, managers, and coordinators of care in the community.

II. Course Objectives

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

1. Utilize critical thinking in the development of nursing care services to provide nursing care at primary, secondary, and tertiary prevention/intervention levels for individuals, families, groups and populations
2. Analyze the scope of community health nursing practice and the nursing roles in collaborating, coordinating, and providing health care services to diverse populations
3. Synthesize community nursing theories that provide a framework for health care services, case management and delivery of health care within a global perspective
4. Evaluate federal and state legislation that provide funding for health care services and its effect on health care delivery for aggregates and communities
5. Discuss cultural influences on community health-related behaviors, using values clarification to build effective community relations

III. Course Outline

Week 1	A. Perspectives of Health Care Delivery and Community Health Nursing	2 hrs.
	1. Public health nursing, managed care, primary health care systems and health care reforms	
	2. Historical perspective of community health nursing	
	3. Distinguishing features of community health nursing	
	4. Roles and expected competencies of community health nursing	
	5. Standards of community health nursing practice	
Weeks 2-3	B. Influences on Health Care Deliveries and Community Health Nursing	4 hrs.
	1. Ethics and professional values	
	2. Cultural diversity	
	3. Environmental Health Influences	
	4. Policy, politics and the law: Influencing community nursing practice	

- C. Conceptual Frameworks Applied to Community Health Nursing
- Weeks 4-6
1. Existing models (Neuman Systems Model, Health and wellness models, (e.g. Travis, Ardell, MATCH model, Healthy People 2010)
 2. Community health promotion, risk reduction, and disease prevention
 3. Epidemiology and epidemiologic models
 4. Community as Client: Using the nursing process to promote health
 5. Assessing the Community: Sources of data
 6. Community planning, intervention, and evaluation
 7. Research applications
- 6 hrs

Midterm Exam

- Weeks 7-12
- D. Contemporary Issues in Community Health Nursing
1. Community health in rural and underserved environment
 2. Disaster management
 3. Vulnerability and vulnerable aggregates
 - a. Poverty and homelessness
 - b. Teen pregnancies
 - c. Frail elderly
 - d. Dementia issues
 - e. Children-at-risk
 - f. Disabled groups
 - g. Rape, intrafamily violence and abuse
 4. Communicable Diseases Management: Epidemiological Application in Community Health Nursing
 - a. National and global surveillances
 - b. Global tracking systems
 - c. Use of Neuman System's Model
 - d. Problematic communicable diseases
 - e. Ethical issues
- 12 hrs.

Weeks 13-14

- D. Roles for Community Health Nurses: Designer, Manager and Coordinator of Care in the Community
1. Local Health Department
 2. Home health care and hospice
 3. School health
 4. Occupational health
 5. Primary health care clinics
- 4 hrs.

Finals Week **Final Exam**

IV. Evaluation Methods*

- 30% Mid-term exam (multiple choice/essay)
- 30% Final exam ((multiple choice)
- 15% Response paper analyzing population-at-risk
- 10% Group presentations addressing cultural diversity
- 10% Issue paper
- 5% Concept Map on a specific communicable disease

Grading scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

***To progress in the Nursing Program, the student must achieve at least a 70% average grade on the exams AND at least a 70% average grade on all other assignments.**

V. Required Textbooks

Clemson-Stone, S., McGuire, S.L., & Eigsti, D.G. (1998). Comprehensive community health nursing: Family, aggregate, and community practice (5th ed.). St. Louis: Mosby.

U.S. Department of Health and Human Services (USDHHS). (1998). Healthy people 2010: National health promotion and disease prevention objectives. Washington, D.C.: Public Health Services.

VI. Special Resource Requirements

None

VII. Bibliography

Aroskar, M.A. (1997). Ethical issues in community health nursing. In B.W. Spradley and J.A. Allender (Eds.), Reading in community health nursing (pp. 135-143). Philadelphia: Lippincott.

Baeyens, T., Macduff, C., West, B. (2000). Nutritional guidelines for community nurses. Nursing Times, 96(8), 4-5.

Boon, H., Brophy, J., Lee, J. (2000). Care study. The community care of a patient with a fungating wound. British Journal of Nursing, 9(6), 35-38.

Carlson, L.K. (1997). The next step: Creating healthier communities. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 210-220). Philadelphia: Lippincott.

Chafey, K. (1997). Caring is not enough: Creating healthier communities. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 177-185). Philadelphia: Lippincott.

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Grimes, D.E. & Grimes, R.M. (1997). Tuberculosis: What nurses need to know to help control the epidemic. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 71-88). Philadelphia: Lippincott.

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Magnusson, A., Lutzen, K. (1999). Intrusion into privacy: A moral concern in the home care of persons with chronic mental illness. Nursing Ethics, 6(5), 399-410.

Martin, K., Leak, G., & Aden, C. (1997). The Omaha System: A research-based model for decision making. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 316-323). Philadelphia: Lippincott.

McDowell, K. (2000). Wounds and pain management. Nursing Standard, 14(23), 47.

McEwen, M. (1999). Ambulance rides as a valuable clinical experience for community health nursing students. American Journal of Nursing, 38(8), 377-379.

Milsum, J.H. (1991). Health risk reduction, and life-style change. In K. Saucier (Ed.), Perspectives in family and community health (pp. 174-184). St. Louis: Mosby. (Classic)

Mohr, W.K. (1996). Ethics, nursing, and health care in the age of "reform." N&NC: Perspectives on Community, 17(1), 16-21.

Pender, N. (1996). Health promotion in nursing practice (3rd ed.). Stamford: Appleton and Lange.

Rector, C. (1997). Innovative practice models in community health nursing. In B.W. Spradley, and J.A. Allender (Eds.), Readings in community health nursing (pp. 163-172). Philadelphia: Lippincott.

Shea, C.A., Mahoney, M., & Lacey, J.M. (1997). Breaking through the barriers to domestic violence intervention. American Journal of Nursing, 97(6), 26-34.

Spradley, B.W. & Allender, J.A. (1996). Community health nursing: Concepts and practice (4th ed.). Philadelphia: Lippincott.

Stulginsky, M.M. (1997). Nurses' home health experience. Part I: The practice setting and Part II: The unique demands of home visits. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 468-490). Lippincott: Philadelphia.

Swanson, J.M. & Niles, M.A. (1997). Community health nursing: promoting the health of aggregates (2nd ed.). Philadelphia: W.B. Saunders.

Sweeney, S.S. & Witt, K.E. (1991). Does nursing have the power to change the health care system? In K. Saucier (Ed.), Perspectives in family and community health (pp. 31-47). St. Louis: Mosby. (Classic)

U.S. Department of Health and Human Services (USDHHS). (1999). Healthy people 2010: National health promotion and disease prevention objectives. Washington, D.C.: Public Health Service.

COURSE ANALYSIS QUESTIONNAIRE
NURS 434 Community Health

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 community health nursing would be included in other baccalaureate nursing programs.
- A7 The content in this course is necessary to practice nursing in a community 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 one faculty 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. Currently Stapleton Library subscribes to a number of specialty nursing journals that would be helpful for students in this course. These journals include: Public Health Nursing, Family and Community Health, Nursing Outlook, Nursing and Health Care: Perspective on Community, Nursing Research, Western Journal of Nursing Research, and Home Healthcare Nurse. Additionally, the Department of Nursing and Allied Health Professions receives subscriptions to other journals which might be useful to students in this course. These journals include: Research in Nursing and Health, Journal of Professional Nursing, and Journal of Nursing Scholarship. Stapleton Library has a holding of references related to community health nursing topics. To update these holdings, the department has a mechanism in place for identifying and recommending future library purchases.
- C3 No grant funds are associated with this course
- C4 This course will be offered in both the Fall and Spring semesters.

- C5 One section of the course will be offered at a time.
- C6 Forty students will be accommodated in these sections.
- C7 No professional society limits enrollment in a course of this nature.

NURS 435 Community and Psychiatric/Mental Health Clinical

0c-151-5sh

Prerequisites: NURS 336, 337, 338, 339

Corequisites: NURS 432, 434

Prerequisite or Corequisite: NURS 412

This course focuses on community-based and community health nursing experiences to enable students to provide health promotion, risk reduction, and disease prevention in a wide variety of community settings and with diverse populations. Students also will have experiences within acute and community based psychiatric care facilities, working as a member of a multidisciplinary team to provide primary, secondary and tertiary prevention/intervention. Emphases will also be placed on nursing management and development of nursing strategies to assist at-risk families, aggregates, and groups, while considering health care on a continuum throughout the life span. Opportunities for individual mentoring in a clinical area will be an integral part of the course.

I. Course Description

NURS 435 Community/Psychiatric/Mental Health Clinical

**0 lecture hours
15 lab hours
5 semester hours
(0c-15l-5sh)**

Prerequisites: NURS 336, 337, 338, 339

Corequisites: NURS 432, 434

Prerequisite or Corequisite: NURS 412

This course focuses on community-based and community health nursing experiences to enable students to provide health promotion, risk reduction, and disease prevention in a wide variety of community settings and with diverse populations. Students also will have experiences within acute and community based psychiatric care facilities, working as a member of a multidisciplinary team to provide primary, secondary and tertiary prevention/intervention. Emphases will also be placed on nursing management and development of nursing strategies to assist at-risk families, aggregates, and groups, while considering health care on a continuum throughout the life span. Opportunities for individual mentoring in a clinical area will be an integral part of the course.

II. Course Objectives

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

1. Determine how personal beliefs and values may affect the therapeutic relationship
2. Recognize the multiple roles of the psychiatric nurse and the community health nurse at various levels of practice
3. Collaborate with other health care professionals to participate in a multidisciplinary approach to client care
4. Apply the principles of communication theory in interventions with clients
5. Apply knowledge of management principles in the provision and coordination of care for individuals, families, and groups in the acute and community setting
6. Utilize the nursing process to provide health promotion, risk reduction, and disease prevention for individuals, families, groups and communities
7. Identify researchable clinical problems applicable to community health and psychiatric nursing
8. Facilitate the use of available resources to meet the health care needs of individuals, families, groups, and communities
9. Utilize appropriate professional language and style
10. Demonstrate behaviors consistent with professional standards

III. Course Outline

Unit I Psychiatric/Mental Health Nursing

Week 1	Orientation	15 hrs.
Week 2-4	Provide care in a variety of psychiatric/mental health settings Perform skill lab simulations on therapeutic communication	45 hrs.

	Service learning activities	
Week 5-7	Organize, manage, and evaluate strategies to meet the needs of psychiatric patients Collaborate with multidisciplinary health team in providing care in the psychiatric setting Practice skills in delegation, prioritizing care and management principles in the psychiatric setting Clinical competency evaluation	44 hrs.

Mid-term Exam 1 hr.

Unit II Community Health Nursing

Week 8 Orientation 15 hrs.

Week 9-11 Provide care in a variety of settings in a community 45 hrs.
Provide care to aggregates in the community
Skill lab conferences relating to community health nursing practice
Service learning activities

Week 12-14 45 hrs.
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

Finals Week **Final Exam**

IV. Evaluation Methods*

The grade for this course will be calculated based on:

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

- Written assignments
- Clinical competencies
- Appropriate professional behavior

2. 50% Mid-term exam (multiple choice nursing process questions)

3. 50% 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 pass a clinical performance the student must demonstrate competency in all of the following areas:

Psychiatric Nursing

1. Appropriate use of communication theory (as evidenced by process recording)
2. Suicidal Assessment
3. Documentation of suicidal assessment
4. Document comprehensive psychiatric assessment
5. Implement patient care for psychiatric illnesses for patients in the hospital and the community
6. Describe the dynamics of assigned patient's behavior
7. Discuss assigned patient's medications actions and side effects
8. Satisfactorily complete leadership management simulation exercises

Community Health Nursing

1. Community assessment (evidenced by a written plan)
2. Teaching plan aimed at primary prevention in the community (includes a written plan)
3. Formal individual teaching plans for at-risk-aggregates
4. Documentation of comprehensive family assessment/intervention plan
5. Satisfactorily complete case study of population-at-risk

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

V. Required Textbooks

Clemson-Stone, S., McGuire, S.L., & Eigsti, D.G. (1998). Comprehensive community health nursing: Family, aggregate, & community practice. (5th ed.). St. Louis: Mosby.

Townsend, M.C. (2000). Psychiatric Mental Health Nursing: Concepts of Care (3rd ed.). Philadelphia: F.A. Davis.

U.S. Department of Health and Human Services. (1996). Healthy people 2010: National health promotion and disease prevention objectives. Washington, D.C., Public Health Service.

VI. 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.

VII. Bibliography

Community Nursing

Aroskar, M.A. (1997). Ethical issues in community health nursing. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 135-143). Philadelphia: Lippincott.

Anderson, M.A., Helms, L.B., Hanson, K.S., & DeVilder, N.W. (1999). Unplanned hospital readmissions: A home care perspective. Nursing Research, 48(6), 299-307.

Barr, J.E. (1999). Integrating disease management and wound care critical pathways in home care. Home Health Care Nurse, 17(10), 651-663.

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Carlson, L.K. (1997). The next step: Creating healthier communities. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 177-185). Philadelphia: Lippincott.

Chafey, L.K. (1997). Caring is not enough: Ethical paradigms for community-based care. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 210-220). Philadelphia: Lippincott.

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Edelman, C.L. & Mandle, C.L. (1998). Health promotion throughout the lifespan. St. Louis: Mosby.

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Hall-long, B.A. (1995). Nursing's past, present, and future political experiences. N&HC: Perspectives on Community, 16(1), 24-28.

Klainberg, M., Holzemer, S., Leonard, M., & Arnold, J. (1997). Introduction to community-based nursing. Philadelphia: Lippincott.

Leppart-Scaz, L.C. (1999). A descriptive study of current transcultural education programs for registered nurses in selected Pennsylvania home health agencies. Journal for Nurses in Staff Development, 15(3), 120-125.

Long, C.O. (1995). Home healthcare: The curriculum mandate. Home Healthcare Nurse, 13(6), 46-50.

Martin, K., Leak, G., & Aden, C. (1997). The Omaha System: A research-based model for decision making. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 316-323). Philadelphia: Lippincott.

Miller, C.A. (1997). Preventive care should address immunizations for older adults. Geriatric Nursing, 18 (1), 42-43.

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News briefs. New CDC guidelines call for TB screening and treatment for all HIV-infected individuals. (1999). Journal of the Association of Nurses in AIDS care, 10, 85.

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Pender, N. (1996). Health Promotion in Nursing Practice (3rd ed.). Stamford: Appleton and Lange.

Rector, C. (1997). Innovative practice models in community health nursing. In B.W. Spradley, and J.A. Allender (Eds.), Readings in community health nursing (pp. 163-172). Philadelphia: Lippincott.

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Smith-Stoner, M. (1999). Communicating with your supervisor: How to be heard. Home Health Care Nurse, 17(10), 631-633.

Spradley, B.W. & Allender, J.A. (1996). Community health nursing: Concepts and practice (4th ed.). Philadelphia: Lippincott.

Stulginsky, M.M. (1997). Nurses' home health experience. Part I: The practice setting and Part II: The unique demands of home visits. In B.W. Spradley and J.A. Allender (Eds.), Readings in community health nursing (pp. 468-490). Philadelphia: Lippincott.

Swanson, J.M. & Niles, M.A. (1997). Community health nursing: Promoting the health of aggregates (2nd ed.). Philadelphia: W.B. Saunders.

U.S. Department of Health and Human Services (USDHHS). (1998). Healthy People 2010: National Health Promotion and Disease Prevention Objectives. Washington, D.C.: Public Health Service.

Psychiatric Nursing

Baier, M. & Murry, R.L.E. (1999). A descriptive study of insight into illness reported by persons with schizophrenia. Journal of Psychosocial Nursing and Mental Health Services, 37(1),14-21.

Brand, B. (1997). RNs and schizophrenic patients..."Beyond medication." Journal of Psychosocial Nursing and Mental Health Services, 35(12), 7-8.

Brennan, G. & Gamble, C. (1997). Schizophrenia family work and clinical practice. Mental Health Nursing, 17(4), 12-15.

Buccheri, R., Trygstad, L., Kanas, L., & Dowling, G. (1997). Symptom management of auditory hallucinations in schizophrenia: Results of a 1-year follow up. Journal of Psychosocial Nursing and Mental Health Services, 35(12), 20-28.

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Cleeland, E.A. & Davis, L.L. (1997). Depression in elders with dementia: Implications for home health care practice. Home Healthcare Nurse, 15(11), 780-787.

Cloutier, G. (1997). Going sane: One man's battle with schizoaffective disorder. Journal of California Alliance for the Mentally Ill, 8(2), 65-66.

Fulmer, T. (1999). Our elderly: Harmed exploited abandoned. Reflections, 25(3), 16-18.

Lewis, M.L. & Dehn, D.S. (1999). Violence against nurses in outpatient mental health settings. Journal of Psychosocial Nursing and Mental Health Services, 37(6), 28-33.

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Martinez, R.J., Grimm, M., & Adamson, M. (1999). From the other side of the door: Patient views of seclusion. Journal of Psychosocial Nursing and Mental Health Services, 37(3), 13-22.

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O'Brien, L. & Flote, J. (1997). Providing nursing care for a patient with borderline personality disorder on an acute inpatient unit: A phenomenological study. Australian New Zealand Journal of Mental Health Nursing, 6(4), 137-147.

Pickens, J.M. (1999). Social networks for women with serious mental illness. Journal of Psychosocial Nursing and Mental Health Services, 37(5), 30-38.

Sloan, G. (1999). Anorexia nervosa: A cognitive-behavioral approach. Nursing Standard, 13(19), 43-47.

Swan, J. (1999). Wearing two hats: Consumer and provider. Journal of Psychosocial Nursing and Mental Health Services, 37(7), 20-24.

Trimpey, M. & Davidson, S. (1998). Nursing care of personality disorders in the medical surgical setting. Nursing Clinics of North America, 33(1), 173-186.

Watkins, J. (1999). Commitment to care: Managed care and child incarceration. Journal of Psychosocial Nursing and Mental Health Services, 37(2), 24-29.

Wilson, J.H. & Hobbs, H. (1999). The family educator: A professional resource for families. Journal of Psychosocial Nursing and Mental Health Services, 37(6).

COURSE ANALYSIS QUESTIONNAIRE
NURS 435 Community/Psychiatric/Mental 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)
 - c. 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.