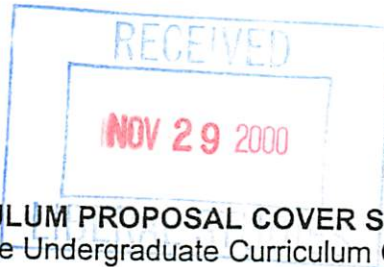


LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____



UWUCC USE Only
Number: 00-44f
Submission Date: _____
Action-Date: UWUCC App 4/17/01
Senate App 5/1/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Teresa Shellenbarger Phone 7-2559
Dr. Sheila Barlow Phone 7-3250
Department Nursing and Allied Health

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Community Practicum
Suggested 20 character title

New Course* NURS 469 Community Practicum
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* Nursing, New RN Track
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Maria E. Tward 11-8-00 Department Curriculum Committee
Joan Kuzneski 11-8-00 Department Chair
Mary E. Smith 11/15/00 College Curriculum Committee
Barbara E. Zorn 11-15-00 College Dean
W. St. A. 11/27/00
+ Director of Liberal Studies (where applicable) *Provost (where applicable)

I. Catalog Description

NURS 469 Community Health Practicum

0 lecture hours
6 lab hours
2 semester hours
(0c-6l-2sh)

Prerequisites: NURS 334

Prerequisite or Corequisite: NURS 434

This course allows the Registered Nurse to apply knowledge to the practice of community-based and community health nursing. Emphasis is placed on health promotion, risk reduction, and disease prevention in a wide variety of community settings and with diverse populations.

II. Course Objectives:

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

1. Utilize the nursing process to provide and promote health for individuals, families, groups and populations.
2. Differentiate the multiple roles of community health nurses.
3. Demonstrate proficiency as a member of the profession and as provider and coordinator of healthcare in a variety of community settings.
4. Identify researchable clinical problems applicable to community health nursing practice.
5. Adhere to professional standards and codes.
6. Facilitate the use of available resources to meet varying degrees of health care needs of individuals, families, groups and populations.

III. Course Outline

Course Overview

Given the academic background and previous work experience of the student, the RN selects appropriate community sites for professional practice experiences. Students will need to seek faculty approval of clinical site selection. The experiences are designed to provide opportunities for role development and increased competencies in the provision of nursing care to communities-as-clients and to community-based programs for individuals, families, groups and populations. The RN student will be given the opportunity to develop a

community health practicum that will enhance individual needs for professional growth. The student is responsible for 84 hours of community practicum experience over the semester that will include regular clinical conferences with the faculty.

The clinical course is divided into 2 units. Unit I emphasizes the community-as-client. This unit introduces students to population-focused approaches that are unique to Community Health Nursing. Unit II emphasizes community-based nursing care.

UNIT I: Community as Client (40 hours)

Orientation to community clinical, overview of expected competencies and agency orientation requirements

Students will have learning opportunities and clinical experiences related to the provider of care role of community-as-client. Activities may include: community assessment, epidemiological evaluation of morbidity and mortality rates in a community, community planning and intervention (based on a needs assessment), community evaluation of existing programs, evaluation of plans for disasters, and a population-focused teaching plan aimed at primary and secondary prevention/intervention

UNIT II: Community-Based Nursing Care (41 hours)

Orientation to community-based nursing agency, overview of expected competencies for Unit II

Students will have learning opportunities and clinical experiences related to the provider of care role in community-based clinical practices. Activities may include: health promotion, risk reduction, and disease prevention, teaching/learning needs of diverse populations-at-risk, multidisciplinary collaboration, and aggregate-focused teaching plan for a population-at-risk

Course Conclusion (3 hours)
Summary, evaluation of learning outcomes and student evaluations

Culminating activity (Final Exam Week)

IV. Evaluation Methods

The final grade for this course will be determined as follows:

Mini portfolio 50%

Based upon guidelines provided to the student a mini portfolio will be completed. The mini-portfolio will include a community assessment, epidemiological evaluation of health in the community, community intervention plan, population-focused teaching plan, aggregate-focused teaching plan, and a comparison of community clinical settings paper.

Summative clinical evaluation 50%

The clinical evaluation will be based upon faculty review and input from the clinical site.

Grading Scale:

A= 90-100%

B= 80-89%

C= 70-79%

D= 60-69%

F= below 60%

V. Required Textbooks:

Smith, C. M. & Maurer, F. A. (2000). Community Health Nursing Theory and Practice. Philadelphia: W.B. Saunders

U.S. Department of Health and Human Services. (2000). Healthy People 2010: National health promotion and disease prevention objectives. Washington, DC: Public Health Service.

Reserved Readings.

VI. Special Resource Requirements

All nursing students are responsible for and required to have the following items to attend clinical:

- a. Current RN licensure in the state of clinical practicum site
- b. CPR Certification (must be current)
- c. Professional Liability Insurance
- d. Health requirements
- e. Physical assessment equipment
- f. Clearance papers (Criminal Record Check & Child Abuse)
- g. Clinical Agency Requirements

Please refer to the Nursing Student Information Handbook for detailed information regarding these items. Students will not be permitted to attend clinical without these requirements.

VII. Bibliography

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Benefield, L. E. (2000). Critical competencies for nurses in the new millennium. Home Healthcare Nurse, 18(1), 17-22.

Brener, N. D., Vernon, M. E., & Brainerd, E. F. (1999). Assessment of school health nursing services in the United States. Journal of Health Education, 30(5), S50-S57.

Busen, N. H., & Beech, B. (1997). A collaborate model for community-based health screenings of homeless adolescents. Journal of Professional Nursing, 13(5), 316-324.

Clark, M. J. (1999). Nursing in the Community. Upper Saddle River, NJ: Prentice-Hall.

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

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

Gropper, R. G., & Giovinco, G. (2000). Confidentiality in home and hospice nursing: Protecting vulnerable populations. Home Healthcare Nurse, 18(3), 161-163.

McEwen, M. (1998). Community-based nursing: An introduction. Philadelphia: W. B. Saunders

Naylor, M. D., & Buhler-Wilkerson, K. (1999). Creating community-based care for the new millennium. Nursing Outlook, 47(3), 120-127.

Pender, N. (1996). Health promotion in nursing practice, (3rd Ed.). Stamford: Appleton & Lange. (* a classic text and the most recent edition)

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

Schneider, M. J. (2000). Introduction to Public Health. Gaithersburg, MD: Aspen.

Sorrell, J., & Redmond, G. (2000). Community-Based Nursing Practice. Philadelphia: F. A. Davis.

Spradley, B.W., & Allender, J. A (1997). Community Health Nursing: Concepts and Practice (4th ed.). Philadelphia: Lippincott

Stanhope, M., & Lancaster, J. (2000). Community and Public Health Nursing. St. Louis: Mosby.

Stulginsky, M. M. (1997). Nurses' home health experience. Part 1: The practice setting. In B.W. Spradley, & J. A. Allender (Eds.), Readings in Community Health Nursing (pp, 468-476). Lippincott: Philadelphia.

Stulginsky, M. M. (1997). Nurses' home health experience. Part II: The unique demands of home visits. In B.W. Spradley, & J. A. Allender (Eds.), Readings in Community Health Nursing (pp, 477-490). Lippincott: Philadelphia.

Swanson, J. M. and 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.

U.S. Department of Health and Human Services (USDHHS). (1990): Healthy People 2000: National health promotion and disease objectives. (DHHS Publication No, PHS 91-50213) Washington, DC: U.S. Government Printing Office. (*Classic reference)

U.S. Department of Health and Human Services (USDHHS). (1991). Healthy communities 2000: Model Standards (3rd ed.). Washington, DC: American Public Health Association. (*Classic reference)

Valanis, B. (1999). Epidemiology in Health Care. Upper Saddle River, NJ: Prentice-Hall.

**COURSE ANALYSIS QUESTIONNAIRE
NURS 469: Community Practicum**

Section A: Details of the Course

- A1 This course is a required course for all registered nurse students enrolled in the Bachelor of Science degree in Nursing program, registered nurse track.
- A2 This course is part of a new track for registered nurses.
- 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 Many baccalaureate nursing programs for Registered Nurses require a course such as this. Examples of such programs include: University of Central Florida, NUR 4636L; Southern Connecticut State University, NUR 463 and NUR 465; Widener University, NUR 456; The Pennsylvania State University, NUR 415; and LaSalle University, Nursing 413.
- A7 The content in this course is a necessary component of professional nursing practice as recommended by the American Association of Colleges of Nursing. Additionally, a major report from the Pew Health Professions Commission recommends higher degree nursing programs increasing learning experiences in community-based settings. (See attached documentation).

Section B: Interdisciplinary Implications

- B1 Each section of this course will be taught by one faculty member within the Nursing Department.
- B2 This course does not overlap with any other courses at the University.
- B3 Two seats will be available for Continuing Education students who meet course pre-requisites.

Section C: Implementation

- C1 No new faculty are needed to teach this course. See faculty resource section of proposal.
- C2 Other resources
- a. Current space allocations and clinical site affiliations are adequate to offer this course.
 - b. Currently Stapleton Library subscribes to a number of nursing journals that would be helpful for students in this course. These journals include: Public Health Nursing, Family and Community Health, Nursing and Health Care: Perspectives on Community, Home Healthcare Nurse. In addition, the Department of Nursing and Allied Health Professions receives subscriptions to other journals that might be useful to students in this course. These journals include: Research in Nursing and Health, Journal of Professional Nursing, and Image: Journal of Nursing Scholarship. The library has a satisfactory holding of references related to nursing and the Internet provides additional reference materials for students. Periodic updates of library holdings are necessary. The department has a mechanism in place for identifying and recommending future purchase for library holdings.
- C3 No grant funds are associated with this course.
- C4 This course will be offered every Spring semester
- C5 One section of the course will be offered at a time.
- C6 Fifteen students will be accommodated in each section. Class size is influenced by faculty requirements to supervise the clinical component of this course.
- C7 No professional society limits enrollments in a course of this nature.