

09-67
AP-4/6/10
Info 4/20/10

Undergraduate Distance Education Review Form

(Required for all courses taught by distance education for more than one-third of teaching contact hours.)

Existing and Special Topics Course

Course: NURS 434 section 001

Instructor(s) of Record: Cynthia K. Zidek

Phone: 7-2557 (dept) 7-3259 (office) Email: c.zidek@iup.edu

Step One: Proposer

A. Provide a brief narrative rationale for each of the items, A1- A5 after the signature pages.

1. How is/are the instructor(s) qualified in the distance education delivery method as well as the discipline?

Dr. Zidek currently is utilizing Moodle for NURS 434 section 001 with utilization of quizzes/tests, linking of websites, submission of assignments, faculty lecture, supplemental activities, and grade book.

Dr. Zidek has attended the following faculty development activities:

Moodle Learning Management System

- "Moodle Quizzes & Gradebook" by IRT at IUP (1/5/2010)
- "WebCt to Moodle Workshop" by IRT at IUP (5/11/2009)
- "Introduction to Moodle" by IRT at IUP (1/2010)
- "Introduction to Moodle Workshop" by IRT at IUP (11/23/2009)

WebCt Learning Management System

- Dr. Zidek has taught utilizing WebCT in five courses since coming to IUP in fall 2007. She uses quizzes/tests, websites links, discussion, submission of assignments, lecture and supplemental activities.

Blackboard Learning Management System

- "PowerPoint and Blackboard" by Clarion University of PA, (b7/7/2006)
- "Assessment in Blackboard 6" (Clarion University of PA, 11/30/2004)
- "New Features in Blackboard 6" (Clarion University of PA, 11/18/2004)
- "Ins and Outs of Teaching a Class via Blackboard" (Clarion University of PA, 6/4/2004)
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Additional supporting development activities

- "Tech Teaching 101: A Hands on Workshop for Integrating Technology into your Pedagogy" Reflective Practice at IUP (10/11/08)
- "Online surveys" by Linda Waddell (4/9/2008)
- "Collaborative Programs via Distance Education" by Dr. Art Acton (10/29/2004)

2. How will each objective in the course be met using distance education technologies?

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.*

Faculty will give guided instruction on how to determine primary, secondary, and

Received

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Liberal Studies

tertiary prevention health promotion/disease prevention activities. Several learning modules will have prevention activities to complete (lesson, activities, and chat). At least three of the learning modules address individuals, families, groups, and populations. Examples of learning activities include completion of a family assessment and completion of a community assessment (submission of assignments, online quizzes and exams).

- II. *Analyze the scope of community health nursing practice and the nursing roles in collaborating, coordinating, and providing health care services to diverse populations.* Faculty will ask students to submit ongoing analysis of the roles of the nurse in community health such as – home care nurse, hospice nurse, school nurse, occupational health nurse, environmental health nurse, nurse researcher, nurse as client teacher and advocate, and the role of the nurse in providing culturally competent care (chat, forum, submission of assignments, online quizzes, and exams).
- III. *Synthesize community nursing theories that provide a framework for health care services, case management, and delivery of health care within a global perspective.* Identification and application of theories – such as Newman nurse theory, transcultural nursing care theories, education theory, and family theory and community theories – to nursing practice. (chat, forum, activities, submission of assignments, online quizzes and exams).
- IV. *Evaluate federal and state legislation that provide funding for health care services and its effect on health care delivery for aggregates and communities.* Examine federal and state legislation such as -- Medicare and Title 18 of the Older Americans Act of 1965, Title VI Civil Rights Act of 1964 – CLAS standards, McKinney Homeless Assistance Act of 1987, PA Department of Welfare, Area Agency of Aging “Older Adults Protective Services Act” of 1997, “Occupational Safety and Health Act” (OSHA) of 1970 and current standards of nursing practice -- in terms of effects on health care. (chat, forum, activities, guided faculty instructions and lessons, online quizzes and exams).
- V. *Discuss cultural influences on community health-related behaviors, using values clarification to build effective community relations.* Online instruction of complementary and alternative medicine practices and the role and values of the nurse in providing culturally competent care. Students will be asked to submit a transcultural nursing assessment and care plan. (online faculty guided instruction and lessons, chat, learning activities, transcultural nursing assessment and care plan assignment to be submitted, grading rubric for assignment will be online, online quizzes and exams)

3. How will instructor-student and student-student, if applicable, interaction take place?

Faculty will use Moodle tools: lessons, chat, forum, classroom, quizzes and tests

4. How will student achievement be evaluated?

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

- 10% 13 quizzes [one quiz per learning module]
- 20% Exam 1
- 20% Exam 2
- 20% Exam 3
- 30% Final Exam

Students must achieve a 70% average grade on all other assignments
 Transcultural nursing assessment, discussion module activities as assigned

5. How will academic honesty for tests and assignments be addressed?

Tests will be synchronous with time limit settings with random delivery. Students will be encouraged to share and discuss in selected activities. Rubrics will be used to decrease use of sharing in other selected activities.

B. Submit to the department or its curriculum committee the responses to items A1-A5, the current official syllabus of record, along with the instructor developed online version of the syllabus, and the sample lesson. This lesson should clearly demonstrate how the distance education instructional format adequately assists students to meet a course objective(s) using online or distance technology. It should relate to one concrete topic area indicated on the syllabus.

Step Two: Departmental/Dean Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Elizabeth Palmer

 Signature of Department Designee

2/24/2010

 Date

Endorsed:

Charles J. Zori

 Signature of College Dean

Feb. 25, 2010

 Date

Forward form and supporting materials to Liberal Studies Office for consideration by the University-wide Undergraduate Curriculum Committee. Dual-level courses also require review by the University-wide Graduate Committee for graduate-level section.

Step Three: University-wide Undergraduate Curriculum Committee Approval

Recommendation: Positive (The objectives of this course can be met via distance education)

Negative

Gail Schust 4/9/10
Signature of Committee Co-Chair Date

Forward form and supporting materials to the Provost within 30 calendar days after received by committee.

Step Four: Provost Approval

Approved as distance education course

Rejected as distance education course

Signature of Provost

Date

Forward form and supporting materials to Associate Provost.

Syllabus of Record

I. Course Description

NURS 434 Community Health

**2 lecture hours
0 lab hours
2 credit hours
(2c-0l-2cr)**

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

Pre or Corequisite: NURS 412, 432, 435, or permission

Focuses on nursing care that is population and community oriented. Emphasizes 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.

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

Ellington, T., Conn, V. S. (2000). Exercise and quality of life in elderly individuals. Journal of Gerontological Nursing, 26(3), 17-25.

Flecher, I.L. & Coffman, S. (1999). Case management in the nursing curriculum. Nursing Education, 38(8), 371-373.

George, T. B. (2000). Defining care in the culture of the chronically mentally ill living in the community. Journal of Transcultural Nursing, 11(2), 102-110.

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.

Ingvarski, P.J. (1997). Update on HIV infection. American Journal of Nursing, 97(1), 44-52.

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

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.

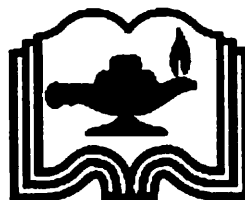
- C5 One section of the course will be offered at a time.
- C6 Forty students will be accommodated in these sections.
- C7 No professional society limits enrollment in a course of this nature.

NURS 434 COMMUNITY HEALTH NURSING

Course Syllabus – Section 001

Fall 2010

Cynthia Zidek, PhD, RN		
224 Johnson Hall, IUP		
Office: 724-357-3259		
Home: 814-856-2094		
Cell: 814-715-0407 *		
<i>*No cell phone reception available at my home</i>		
Email: <u>c.zidek@iup.edu</u>		
Professor Schedule:		Office: 224 Johnson Hall, IUP Clinical: DuBois Regional Medical Center
Mondays:	2:00 P.M. – 4:30 P.M.	(IUP office hours)
Tuesdays:	7:45 A.M. – 8:00 A.M. 8:00 A.M. – 4:00 P.M.	(DRMC office hrs) (DRMC clinical)
Wednesdays:	11:15 A.M. – 1:15 P.M.	(IUP office hours)
Thursdays:	7:45 A.M. – 8:00 A.M. 8:00 A.M. – 4:00 P.M.	(DRMC office hrs) (DRMC clinical)



INDIANA UNIVERSITY OF PENNSYLVANIA
Department of Nursing and Allied Health Professions

I. Course Description

NURS 434 Community Health	2 lecture hours 0 lab hours 2 credit hours (2c-01-2cr)
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Prerequisites: NURS 336, 337, 338, and 339 or permission

Pre or Corequisite: NURS 412, 432, 435, or permission

Focuses on nursing care that is population and community oriented. Emphasizes 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.
*Outcome: Assessment, Critical Thinking, Professional Role Development
2. Analyze the scope of community health nursing practice and the nursing roles in collaborating, coordinating, and providing health care services to diverse populations.
*Outcome: Professional Role Development
3. Synthesize community nursing theories that provide a framework for health care services, case management, and delivery of health care within a global perspective.
*Outcome: Critical Thinking, Professional Role Development
4. Evaluate federal and state legislation that provide funding for health care services and its effect on health care delivery for aggregates and communities.
*Outcome: Critical Thinking, Professional Role Development
5. Discuss cultural influences on community health-related behaviors, using values clarification to build effective community relations.
*Outcome: Assessment, Communication, Professional Role Development

*Course objectives are aligned with the outcomes identified for the undergraduate nursing program: Assessment, Communication, Critical Thinking, Professional Role Development, and Technical Skills.

Required Text:

Stanhope, M., & Lancaster, J. (2010). *Foundations of Nursing in the Community: Community-Oriented Practice* (3rd ed.). St. Louis: Mosby, Inc., an affiliate of Elsevier, Inc.

III. Course Outline

The following course modules will give you an idea of the topics covered in the course:

Module 1: Conceptual Frameworks Applied to Community Health Nursing

1. Existing models (Neuman Systems Model)
2. Healthy People 2020 – the prevention focus
3. Health promotion / disease prevention – levels of prevention
4. Resource Utilization / evidence-based practice
5. Community-based nursing competencies
6. Using health education in the community

Module II: Perspectives of Health Care Delivery and Community Health Nursing

1. Historical perspectives
2. Distinguishing features
3. Expected competencies
4. Standards of practice
5. Current health care system in the United States
6. Government and the law
7. Application of health teaching in the community

Module III: Issues and Approaches to Community Health Nursing

1. The community as client
2. Community-based care
3. Community-focused nursing process
4. Characteristics of a healthy community
5. Personal safety in community practice
6. Working with groups in the community

Module IV: Health Promotion with Target Populations; Vulnerable Populations

1. Vulnerability and vulnerable populations
2. Rural and underserved communities
3. Poverty and homelessness
4. Mental health issues
5. Violence and human abuse
6. Primary, secondary, and tertiary levels of prevention

Module V: Health Promotion with Vulnerable Family Populations

1. Families at risk
2. Children at risk
3. Teen pregnancy
4. Primary, secondary, and tertiary levels of prevention

Module VI: Health Promotion with Vulnerable Elderly / Physically Disabled Populations

1. The elderly
2. The physically disabled
3. Interdisciplinary care of older adults
4. Elder maltreatment
5. Meeting the health needs of older adults
6. Primary, secondary, and tertiary levels of prevention

Module VII: Roles for Community Health Nurses – Occupational Health Nurse

1. Occupational health nursing scope and standards of practice
2. The nurse in occupational health / common workplace hazards
3. Primary, secondary, and tertiary prevention strategies

Module VIII: Roles for Community Health Nurses – School Nurse

1. The nurse in schools / education, promotion, service
2. School health program
3. School nursing scope and standards of practice
4. Primary, secondary, and tertiary prevention strategies

Module IX: Roles for Community Health Nurses – Home Health & Hospice Nurse

1. The nurse in home health and hospice
2. Standards of home health nursing practice

Module X: Influences on Health Care Deliveries and Community Health Nursing

1. Ethics and professional values
2. Complementary and alternative medicine
3. Developing cultural competence -- Awareness, knowledge, skill, encounter, desire
4. Limited English proficiency / Culturally and linguistically appropriate services
5. Cultural nursing assessment

Module XI: Communicable Disease Management – Epidemiology

1. Epidemiology / application
2. National and global surveillance
3. Global tracking systems

Module XII: Communicable Disease Management – Current Case Study

1. Example of current U.S. problematic communicable disease
2. Infectious disease prevention and control / role of community health nurse

Module XIII: Communicable Disease Management – Environmental Health

1. Environmental health
2. Disaster management
3. All hazards approach disaster planning
4. Disaster preparedness

IV. Evaluation Methods

10% Quizzes
 20% Exam 1*
 20% Exam 2**
 20% Exam 3***
 30% Final Exam****

10% Quiz Score = (Total points earned)/130
 [refer to exam schedule for quiz points]

Final Grade Formula = 0.1(% Quiz total score)
 + 0.2(%Exam 1) + 0.2(%Exam 2) + 0.2(%Exam 3)
 + 0.3(%Final)

Exam / Quiz Schedule

Module	Quiz	Points
Module 1: online	Stanhope, Chapter 1, 10	10
Module 2: online	Stanhope, chapter 11	10
Module 3: online	Stanhope, chapter 12	10
Exam 1 on campus	Modules 1, 2, 3	TBA [20%]*
Module 4: online	Stanhope, chapters 23, 25	10
Module 5: online	Stanhope, chapter 19	10
Module 6: online	Stanhope, chapter 20	10
Exam 2 on campus	Modules 4, 5, 6	TBA [20%]**
Module 7: online	Stanhope, chapter 32	10
Module 8: online	Stanhope, chapter 31	10
Module 9: online	Stanhope, chapter 30	10
Module 10: online	Stanhope, chapter 4, 5	10
Exam 3 on campus	Modules 7, 8, 9, 10	TBA [20%]***
Module 11: online	Stanhope, chapter 9	10
Module 12: online	Stanhope, chapter 15	10
Module 13: online	Stanhope, chapter 6, 14	10
Final Exam on campus	Comprehensive, All modules	TBA [30%] ****

Makeup for Missed Exams/Quizzes

Students are expected to take the reading quizzes as scheduled in Moodle NURS 434 001 each week. There is no makeup for missed quizzes; no points will be earned for missed quizzes. Students are required to take the exams on campus. If students are unable to participate in exams (for personal illness, etc.) he/she must notify the course instructor via email **BEFORE** the start of any exam. Absences will require rescheduling of exam time at instructor convenience. All exams are faculty proctored exams; alternate arrangements for proctoring at a distance site may be made at the discretion of the faculty.

Grades will be communicated in Moodle under "Grades." Grades will not be sent by e-mail or by phone.

V. 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 exams AND at least a 70% average grade on all other assignments.**

ATI

Semester	Nursing Course	Mastery Series	Requirements Prior to taking Proctored Exam	Proctored Questions & Minutes Allotted	Time to be Administered	Remediation Plan
Fall/Spring/Summer	NURS 434 Community Health	Community Health	A) Complete required module homework assignments	N/A	N/A	None

Clinical Competencies

N/A

Critical Elements

1. Nursing interventions based on identified community health needs.
2. Perform a cultural assessment on an individual with a minority or unique ethnic background.
3. Perform a community assessment in the community in which the student resides.
4. ATI: Community Health
5. Interdisciplinary care in the older adult

VI. Special Resource Requirements

IUP e-mail

"Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except those employees who do not normally have access to e-mail) have a responsibility to read their IUP e-mail accounts and, if responding to or sending e-mail about IUP business, use their IUP e-mail accounts to do so."

Instructor on-line availability:

You may reach me via e-mail at c.zidek@iup.edu for assistance. Please allow 24 hours during the M-T-W-R week for my response to any course work questions. Weekend e-mails will be answered on Monday.

Email:

- Always include a subject line
- Remember, nonverbal [email comments] may be taken the wrong way. Be careful in wording your emails
- Use standard fonts
- Do not send large attachments unless you received prior instructor permission
- Respect the privacy of your class members

Class Participation / Attendance Policy

It is important that all students participate in all interactive aspects of the course. Please use the discussion board to communicate with other students; you are expected to communicate with the instructor as a learning resource. Discussion assignments will be due by 11:59 PM on Mondays unless otherwise specified. Be sure to post your assigned discussions by the due dates. It is not the instructor's responsibility to provide reminders for assignments.

Discussion Groups:

- Carefully review the discussion threads prior to entering the discussion [be a lurker first, then a participant]
- Be prepared to participate in group discussions at the scheduled time
- Read the comments of other group members before entering your remarks
- Introduce yourself to the other learners in the discussion group
- Respond in a thoughtful, timely manner
- Be concise in your responses
- Maintain the threads by using the "reply" button rather than starting a new topic
- Be respectful of other's ideas; no insulting or inflammatory comments
- Group discussions are to be positive and constructive; choose your words carefully
- More information is available in your Moodle 434 course introduction box under "group discussions guidelines"
- While no grade points are directly awarded for participation, discussions are highly encouraged and contribute to the teaching/learning experience.

IUP Technical Support

If you are having problems logging into the Moodle 434 001 course, using the course web site tools, or other technical problems, please visit:

- IT Support Center
- Delaney Hall, Suite G35, 950 Grant Street, Indiana, PA 15705

- Phone: 724-357-4000
- it-support-center@iup.edu
- IT Support Center Office Hours
- Monday through Friday
- 7:30 a.m. – 5:30 p.m.
- 8:00 a.m. – 4:30 p.m. during summer sessions, breaks, and when classes are not in session

Technology & Required materials:

Students must have:

- regular and reliable Internet Access (the faster, the better!)
- an IUP email account.
- the ability to use search engines for supplementary course information, medication information, and patient teaching materials.
- basic word processing skills, the ability to send/receive email with attachments, and able to search the Internet and upload/download files.
- basic knowledge of Presentation Software.

Students are urged to check “Latest News” block in Moodle at least weekly for course updates and announcements.

Submit documents in word format. Do not submit work in WordPerfect or Microsoft Works.

IT Support Center Recommendations if purchasing a new system

- **CPU:** 2.4Ghz
- **RAM:** 2GB
- **Hard Drive:** 80GB
- **Operating System:** Windows 7, Windows Vista or Windows XP
- **Network Card for Connection to IUP (Dorms):** 10/100 Base-T Ethernet Adapter, 3com or Intel recommended
- **CD-ROM/DVD Drive:** 16 X +/- RW

IT Support Center Minimum Recommended System

- **CPU:** 1.6GHz
- **RAM:** 1GB
- **Hard Drive:** 40GB
- **Operating System:** Windows 7 or Windows XP
- **Network Card for connection to IUP network (Dorms):** 10/100 Base-T Ethernet Adapter, 3com or Intel recommended
- **CD-ROM/DVD Drive:** 16 X +/- RW

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Web sources for e-references:

- www.aacn.nhe.edu/gned.htm (AACN Geriatric Nursing Education Consortium)
- www.aaohn.org (American Association of Occupational Health Nurses)
- www.aarp.org (American Association of Retired Persons)
- www.aoa.gov (U.S. Administration on Aging)
- www.apsnetwork.org (National Adult Protective Services Association – NAPSA)
- www.cdc.gov (Center for Disease Control and Prevention)
- www.cdc.gov/eid (Emerging Infectious Diseases, online journal published by CDC)
- www.cdc.gov/healthyYouth/ (School Health Index -- SHI, Division of Adolescent and School Health – DASH)
- www.cdc.gov/nchs (CDC: National Center for Health Statistics)
- www.cdc.gov/yrbs/ (CDC -- Youth Risk Behavior Surveillance System)
- www.censusscope.org (United States Census Bureau, statistical data, poverty tables)
- www.cfsn.fda.gov (Center for Food Safety and Applied Nutrition)

www.childabuse.org (National Committee to Prevent Child Abuse)

www.consumerlaw.org/initiatives/seniors_initiative (National Consumer Law Center)

www.dfs.health.state.pa.us/health (PA Department of Health)

www.elderabusecenter.org (National Center on Elder Abuse – NCEA)

www.fema.gov (Federal Emergency Management Association)

www.healthyschoolscampaign.org

www.homelandsecurity.com

www.na.org (Narcotics Anonymous)

www.nasn.org (National Association of School Nurses)

www.nationalhomeless.org (Comprehensive government campaign to end homelessness)

www.nccam.nih.gov (National Center for Complementary and Alternative Medicine)

www.nia.nih.gov (National Institute on Aging)

www.niaaa.nih.gov (National Institute on Alcohol Abuse and Alcoholism)

www.nimh.gov (National Institute of Mental Health)

www.niosh.gov (National Institute for Occupational Safety & Health – NIOSH)

www.nln.org (NLN)

www.nlm.nih.gov (National Library of Medicine -- MEDLINE)

www.nlm.nih.gov/outreach/consumer/hlthlit.html (National Network of Libraries of Medicine – credible site on health literacy)

www.nsba.org/schoolhealth (National School Boards Association)

www.nyc.gov (Disaster planning – Hurricane guide)

www.ods.od.nih.gov (NIH -- Office of Dietary Supplements)

www.pandemicflu.gov (CDC)

www.parentsanonymous.org (Parents anonymous; child abuse and where to seek help)

www.qsen.org (Quality and Safety Education for Nursing)

www.redcross.org/services/disaster (Red Cross – Disaster Planning)

www.samhsa.gov (Substance Abuse and Mental Health Services Administration)

www.thejointcommission.org

www.who.int/en/ (World Health Organization)

www.who.int/whr/2008/en/index/html (World Health Organization – The World Health Report 2008)

www.wocn.org (Wound Ostomy Continence Nurses Society)

Simulation Activity:

<http://www.mclph.umn.edu/watersedge/> (“Outbreak at Watersedge” online simulation activity)

Part II. 1. NEW SYLLABUS OF RECORD

I. Catalog Description

CDFR 315 Introduction to Early Intervention

3 class hours
0 lab hours
3 credits

(3c-01-3cr)

Prerequisites: Grade of C or better in CDFR 218, 224, and 310.

Focuses on early intervention policies and laws that relate to services for children birth to school-age, including the IFSP and the IEP process. Special emphasis will be placed on ways to assist families in their roles as team members in the early intervention process taking social, linguistic, economic, and cultural diversity into consideration. The course will provide practical information needed when working in early intervention settings.

II. Course Outcomes

Students will be able to

1. Summarize the history of early intervention and the current early intervention policies and laws that relate to services for children birth to school-age.
2. Demonstrate knowledge of the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) process.
3. Identify how the early intervention process is affected by social, linguistic, economic, and cultural diversity.
4. Recognize the numerous ways parents and families affect a child, and vice versa, in and through the early intervention process, including looking at stress and coping models.
5. Examine how to assist families with their various roles in the early intervention process.
6. Demonstrate an understanding of ways to work hands-on with children in early intervention settings.
7. Apply current theoretical frameworks of child development and family studies to families and their experiences of the early intervention process.

III. Course Outline

- A. Theoretical frameworks of child development and family studies (6 hours)**
 - 1. Bronfenbrenner's Ecological Model
 - 2. Maslow's Hierarchy of Needs
 - 3. Erikson
 - 4. Vygotsky
 - 5. Family Systems
 - 6. Exchange
 - 7. Symbolic Interaction
 - 8. Family Development

- B. Early Intervention Policies & Laws (6 hours)**
 - 1. History of Early Intervention laws and policies
 - a. PL 94-142 Education for All Handicapped Children Act (1975)
 - b. PL 99-457 Education of the Handicapped Act Amendment (1986)
 - c. PL 101-576 Americans with Disabilities Act (ADA) (1990)
 - d. PL 105-17 Individuals with Disabilities Education Improvement Act (IDEA) reauthorized PL 94-142 (1997)
 - e. PL 108-446 Individuals with Disabilities Education Improvement Act (2004)
 - 2. Individualized Family Service Plan (IFSP)
 - 3. Individualized Education Plan (IEP)
 - 4. Community resources

- Exam I (1 hour)**

- C. Effects of social, linguistic, economic, & cultural diversity (4 hours)**
 - 1. Parents
 - 2. Multi-disciplinary team
 - 3. Avoiding bias in the assessment and delivery process
 - 4. Assisting families with their various roles in the early intervention process

- D. Family Stress & Coping (12 hours)**
 - 1. How family members affect each other in and through the early intervention process
 - a. Impact of children with disabilities on family systems
 - 2. Assisting families with their various roles in the early intervention process
 - a. Concerns
 - b. Strategies
 - 3. Engaging and supporting multi-risk families

- Exam II (1 hour)**

E. Working with children in early intervention settings

(12 hours)

1. An activity-based approach
 - a. Linked system of assessment
 - i. Assessment
 - ii. Goal development
 - iii. Intervention
 - iv. Evaluation
2. Authentic assessment
3. Accommodations and modifications

Final Exam – During Final Exam Week

IV. Evaluation Methods

The faculty person assigned to teach this course could be one of several faculty members within the CDFR Program. The following is an example of the evaluation methods used for this course:

50% - Exams/quizzes. The examinations/quizzes could include multiple choice, true/false, matching, short answer/essay with materials coming from instructor-provided notes, the text(s), videos, and class handouts. These may be offered in class, online, and/or as a take-home exam/quiz.

50% - Graded assignments may include an annotated bibliography, interview, individual or small group project, or a reaction paper. Also, in class, online, and/or take-home assignments based on readings, online resources, class discussions (online or in the classroom), and/or videos may be used.

V. Grading Scale

90-100% = A
80-89% = B
70-79% = C
60-69% = D
Below 60 = F

VI. Attendance Policy

Student learning is enhanced by regular attendance and participation in class discussions, the instructor expects all students to attend class. The attendance policy for this class follows the Undergraduate Course Attendance Policy, which is included in the Undergraduate Catalog. The total number of absences should not exceed one week of classes.

VII. Required Textbook(s), Supplemental Books and Readings

Required Texts/Readings:

Landy, S., & Menna, R. (2006). *Early intervention with multi-risk families: An integrative approach*. Baltimore, MD: Paul H. Brookes Publishing.

Pretti-Frontczak, K., & Bricker, D. (2004). *An activity-based approach to early intervention* (3rd ed.). Baltimore, MD: Paul H. Brookes Publishing.

Suggested:

Publication manual of the American Psychological Association (5th ed.). (2001). Washington, D.C.: American Psychological Association.

VIII. Special Resource Requirements

None

IX. Bibliography

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Campbell, F. A., Wasik, B. H., Pungello, E., Burchinal, M., Barbarin, O., Kainz, K., Sparling, J. J., & Ramey C. T. (2008). Young adult outcomes of the Abecedarian and CARE early childhood educational interventions. *Early Childhood Research Quarterly*, 23(4), 452-466.

Christian, L. G. (2006). Understanding families: Applying family systems theory to early childhood practice. *Beyond the Journal: Young Children on the Web*, 1-8. Retrieved on January 5, 2009, from <http://www.journal.naeyc.org/btj/200601/>

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Cooper, J. L., & Vick, J. (2009, September). *Promoting social-emotional wellbeing in early intervention services: A fifty-state review*. Retrieved November 6, 2009 from the National Center for Children in Poverty Web Site: http://www.nccp.org/publications/pdf/text_885.pdf

Ensher, G. L., Clark, D. A., & Songer, N. S. (2009). *Families, infants, and young children at risk: Pathways to best practice*. Baltimore, MD: Paul H. Brookes Publishing.

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- Ramey, C. T., Campbell, F. A., Burchmal, M., Skinner, M. L, Gardner, D. M., & Ramey, S. L. (2000). Persistent effects of early childhood education on high-risk children and their mothers. *Applied Developmental Science*, 4(1), 2-14.
- Ramey, C. T., & Ramey, S. L. (1998). Early intervention and early experience. *American Psychologist*, 53(2), 109-120.

Student Outcome Matrix

Course Objectives	PDE Competencies
1	IE1 II10 IIP IVA4 IVA5 IVA6 IVC7
2	III IIP IVA4 OVA5 IVA6 IVC7
3	IE3 IIIR IVC8
4	IVA1 IVA2
5	IVA1 IVA3 IVA4 IVA6 IVC7 IVC8 IVD3
6	II8 IIIA IIP

Part II. 2. COURSE ANALYSIS QUESTIONNAIRE

Section A: Details of the Course

- A1. How does this course fit into the programs of the department? For what students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.
This course is designed to be taken during the student's sophomore or junior year. This class is designed for majors and minors. This course is being created because the depth of information required to meet the PDE standards (see A7) necessitates a separate class to cover the material in a satisfactory manner.
- A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.
This course does not require changes in any other course in the department.
- A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).
Yes. It was offered during the Spring 2009 semester as CDFR 481: Introduction to Early Intervention. The enrollment was 25 students. The course is being offered under the same course title for the Spring 2010 semester; twenty-eight students are currently enrolled.
- A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.
This course is not intended to be dual level.
- A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?
This course is not to be taken for variable credit.
- A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).
*U of Texas-Austin, HDF 378K: Introduction to Early Childhood Intervention
U of Texas-Dallas, HDCD 5330: Intervention Paradigms
Metropolitan State College of Denver, SWK 3700: Social Work & Early Intervention: Children birth through 5
George Mason U, EDSE 415/615: Early Intervention for Infants & Toddlers with Disabilities: Collaborative & Consultative Approaches*
- A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.
The PDE (Pennsylvania Department of Education) Pre-K Guidelines require the content of this course. Documentation is provided in the Student Outcome Matrix at the end of the Course Analysis Questionnaire.

Section B: Interdisciplinary Implications

- B1. Will this course be taught by instructors from more than one department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.
This course will be taught by one instructor.
- B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).
The content of this course does not overlap with any other at the University.
- B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.
This course is not cross-listed.

Section C: Implementation

- C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.
No new faculty member is required to teach this course. The instructor will alternate this course with another course. This was done during the Spring 2009 semester and it's being done during the Spring 2010 semester. This course will be counted as one preparation and three hours of equated workload.
- C2. What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy.
No other resources will be needed to teach this course.
- C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)
There are no grant-funded resources involved in the teaching of this course.
- C4. How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?
One section of this class will be offered a year. No, this course is not designed for or restricted to a certain seasonal semester.
- C5. How many sections of this course do you anticipate offering in any single semester?
One section will be offered during the spring semester.
- C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?
Approximately 35 students can be accommodated per section, based on class assignments and class activities.
- C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.
No professional society recommends enrollment limits.

Part III. LETTERS OF SUPPORT

Please see attached letter of support from the Special Education and Clinical Services Department at Indiana University of Pennsylvania.

- C8 If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.
N/A

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.

NURS 434 section 001

Dr. Cynthia K. Zidek

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Online Sample Lesson: Communicable Disease Management – Current Case Study















Note: The current case study is H1N1 as a nationally identified public health case. The case will change each year based on CDC epidemiology.

Course Objective: Analyze the scope of community health nursing practice and the nursing roles in collaborating, coordinating, and providing health care services to diverse populations.

Student learning objectives:

- Analyze trends in incidence of H1N1 communicable disease
- Identify the modes of transmission for H1N1 communicable disease
- Provide examples of approaches to primary prevention of H1N1 communicable disease
- Describe the role of the nurse in primary prevention of U.S. population health problems such as H1N1 Influenza

Module XII: Communicable Disease Management - H1N1 Case Study [2009-2010]

-  [Module XII: Student Learning Directions file](#) 
-  [Watch the Video on Administration of FluMist file](#) 
-  [Listen to CDC PodCast on H1N1 file](#) 
-  [Required Reading: CDC Flu Vaccine Fact Sheet file](#) 
-  [Required Reading: CDC's H1N1 Flu Shot Information Page PDF document](#) 
-  [Required Reading: CDC's H1N1 Nasal Mist Information Page PDF document](#) 
-  [H1N1 Quiz](#) 

H1N1 Influenza Quiz – Fall 2010

1. You are a volunteer nurse administering the H1N1 influenza vaccine as a “flu shot” to adolescents at a local high school. Which reaction to the injection requires immediate assessment by the nurse?
 - a. Tenderness at injection site
 - b. Mild swelling at injection site
 - c. Student c/o feeling faint post injection
 - d. Student c/o hoarseness post injection* (H1N1 flu shot fact sheet – items #6 and #7, review severe reaction to injection, airway first)

2. A client develops hives after receiving the H1N1 nasal spray. What does the nurse do next?
 - a. Notify the physician * (item #7 H1N1 nasal spray), this is first under “What should I do?”)
 - b. Report the reaction by filing a “Vaccine Adverse Event Reporting System” (VAERS) form
 - c. Contact the Centers for Disease Control and Prevention (CDC)
 - d. File a “Vaccine Injury Compensation Form”

3. You are administering H1N1 nasal spray to elementary school students. One child has a mild cold. What do you do?
 - a. Administer the vaccine * (item #5 “some people should not get the vaccine or should wait”)
 - b. Do not give the vaccine
 - c. Administer the H1N1 flu shot instead of the nasal spray
 - d. Only use the nostril without rhinitis to administer the H1N1 spray

4. After administering the H1N1 to a 12-year-old child, the adolescent c/o feeling “a fast heart beat.” What does the nurse do next? (H1N1 item #7 on both sheets)
 - a. Palpate radial pulse
 - b. Auscultate apical pulse *
 - c. Auscultate lung sounds
 - d. Assess for difficulty breathing

5. You are a volunteer nurse administering H1N1 influenza intranasal vaccine at a school-based clinic. One teenage reports being pregnant. What do you do? (refer to H1N1 nasal spray item #4 “Who should get LAIV”)
 - a. Administer the H1N1 nasal spray
 - b. Administer the H1N1 flu shot *
 - c. Do not give the vaccine
 - d. Administer seasonal flu shot

6. When you are preparing to administer an H1N1 vaccine shot to a teenager with diabetes, the child asks why he “can’t have the spray like everyone else?” Which nurse response is most appropriate?
- “The risk for Guillain-Barre syndrome is increased with additional illnesses like diabetes.”
 - “Your blood sugars need to be within the normal range before you can have the vaccine.”
 - “The flu shot is recommended because it has the killed virus in it instead of the live virus.” * (H1N1 nasal item #5; shot item #3)
 - “The shot has thimerosal which helps keep it free from germs.” (H1N1 shot #3)
7. After administering the H1N1 intranasal vaccine, several school children c/o “runny nose.” Which nurse explanation is best? (CDC H1N1 fact sheet – read nasal spray for answer)
- “This is a common, minor side effect of the vaccine.” *
 - “These symptoms are associated with influenza-like illness.”
 - “Don’t worry; the influenza vaccine is safe and effective.”
 - “These are cold symptoms and are not associated with the vaccine.”
8. You are administering only the “live” versions of the H1N1 and seasonal flu vaccines. School personnel ask if they can receive both vaccines the same day. What does the nurse do?
- Give both live vaccines via different routes (injection and spray)
 - Give both live vaccines via same routes (injections only)
 - Separate the live doses by at least 4 weeks * (NASN frequently asked questions)
 - Separate the live doses by at least 24 hours
9. You are explaining to teachers how to stay healthy until the H1N1 influenza vaccine is available for everyone. What information is the most important to include in your teaching about disease prevention? (NASN fact sheet – all are true)
- Covering mouth and nose with tissue when coughing
 - Wash hands often with soap and water *
 - Find healthy ways to deal with stress and anxiety
 - Avoid touching your eyes, nose, and mouth
10. Several mothers ask the school nurse why their children should get vaccinated against H1N1 influenza? Which nurse response is best? (NASN frequently asked questions)
- “H1N1 Flu is easily spread – especially at school.” *
 - “H1N1 Flu vaccine offers safe and effective protection for all children.”
 - “H1N1 vaccine is mandatory for students in this school district.”
 - “School children have increased risk of severe outcomes – such as death – from H1N1 influenza virus.”

16. A parent thinks her school child has already had H1N1 virus and asks if her daughter should still receive the vaccine. The best response by the school nurse is:
- “Yes, because there was no lab testing as confirmation of H1N1 infection.” *
 - “No, your daughter has developed active immunity even if it was the seasonal flu virus.”
 - “No, because nobody gets influenza more than once during the flu season.”
 - “Yes, because legally the parent must decide for a minor regarding all vaccines.”
17. A teenager has been diagnosed with H1N1 and peers ask how long he will be contagious. You explain that an individual is contagious with H1N1:
- For 36 hours after the student’s temperature returns to normal
 - From 1 day prior to onset of symptoms through 2 weeks post recovery
 - From 1 day prior to onset of symptoms through 7 days after symptoms subside
 - While the student has flu symptoms such as fever, cough, headache, and muscle aches
18. You are responsible for continuing education practices as a registered nurse. What national site is best for obtaining current, evidence-based H1N1 influenza information?
- World Health Organization (WHO)
 - Centers for Disease control and Prevention (CDC) *
 - Food and Drug Administration (FDA)
 - Children and Youth Protective Services (CYS)
19. You are administering H1N1 intranasal vaccine to toddlers at a preschool. How do you administer the spray? (CDC H1N1 spray question 4)
- Give one dose in child’s dominant nostril
 - Give half dose in each nostril for a total of one dose
 - Give two doses of vaccine, about a month apart *
 - Give one dose of vaccine as spray and second dose as injection
20. You are to administer H1N1 vaccine to a 10-year-old with asthma. Which medication route is recommended for this child?
- Intranasal (refer to H1N1 spray Q5)
 - Intramuscular * (H1N1 shot, Q3; H1N1 spray not given to Q5 –some wait)
 - Subcutaneous
 - Intravascular

Bonus question:

21. A 16-year-old client is admitted to the med/surg floor with a diagnosis of H1N1. The nurse institutes which transmission-based precautions?
- Droplet *(per CDC transmission-based precautions guidelines)
 - Airborne
 - Contact
 - Isolation

Gail S. Sechrist

From: "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>
To: "Sally M McCombie" <smccomb@iup.edu>
Sent: Wednesday, April 07, 2010 12:03 PM
Subject: Re: Will you write a note of support?

Sally,

I have reviewed the syllabus for CDFR 351 Introduction to Early Intervention and find the content to be adequate and not overlapping any course offered in the EDEC/EDEX or Disability Services Programs. The Department of Special Education and Clinical Services is supportive this course proposal.

Joe Domaracki

Sally M McCombie wrote:

> Hi Joe- We have submitted curriculum changes for our CDFR program. Yesterday at the UWUCC, one of the members requested we notify the Special Education and Clinical Services Department about this course because early intervention is what Special Education does and it is part of the IDA process. As you know many of our FCSE courses include some of this content. The focus of this course is mainly on the FAMILIES since that is one of our areas of expertise. That was why I didn't think of contacting you. I am sorry. Please look at the syllabus and email a response to me. Thanks!

>

> Whom should I email about Clinical Services (if you feel that is necessary).

> Thanks again-Sally

>

>

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