

10-249.

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. <u>09-779.</u>	UWUCC Action-Date: <u>AP-9/21/10</u>	Senate Action Date: <u>App 11/2/10</u>
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

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

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
NURS 434 Community Health	
<i>Current Course prefix, number and full title</i>	<i>Proposed course prefix, number and full title, if changing</i>
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<i>Current program name</i>	<i>Proposed program name, if changing</i>
4. Approvals	
Department Curriculum Committee Chair(s)	Date <u>1/9/10</u>
Department Chair(s)	<u>3/2/10</u>
College Curriculum Committee Chair	<u>4/5/10</u>
College Dean	<u>4-7-10</u>
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<u>9-22-10</u>

* where applicable

Received Received Received
SEP 22 2010 SEP 13 2010 APR 07 2010
Liberal Studies Liberal Studies Liberal Studies

1. Syllabus of record

I. COURSE DESCRIPTION

NURS 434 Community Health

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

PRE-REQUISITES: NURS 336, 337, 330, 331, 332, and 333 or permission

PRE OR

CO-REQUISITES: NURS 412 and 431 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 OUTCOMES:

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 OUTLINES:

- Week one** 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 two
and three**

- 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
1. Existing models (Neuman Systems Model, Health and wellness models, ex. Travis, Ardell, MATCH model, Healthy People 2010)

**Weeks four
to six**

2. Community health promotion, risk reduction, and disease prevention (6 hrs.)
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

Midterm Exam**Weeks seven
to twelve**

- D. Contemporary Issues in Community Health Nursing (12 hrs.)
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

Weeks 13-14

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

Final Exam**(2 hrs.)**

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

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

VI. ATTENDANCE POLICY:

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

VII. REQUIRED TEXTBOOKS:

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.

VIII. SPECIAL RESOURCE REQUIREMENTS:

None

IX. BIBLIOGRAPHY

Abrams, S. (2007). For the good of a common discipline. *Public Health Nursing*, 24(3), 293-297.

Allender, J. A., Rector, C., & Warner, K. d. (2010). *Community Health Nursing: Promoting & Protecting the Public's Health* (7th ed.). Philadelphia: Wolters Kluwer / Lippincott Williams & Wilkins.

Anderson, J. (2007). The impact of using nursing presence in a community heart failure program. *The Journal Of Cardiovascular Nursing*, 22(2), 89.

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- Caserta, J. (2007). The home healthcare nurse of the 21st century: you've come a long way, baby!. *Home Healthcare Nurse*, 25(4), 233-234.
- Clark, M. J. (2008). *Community Health Nursing: Advocacy for Population Health* (5th ed.). Upper Saddle River, New Jersey: Pearson Education, Inc.
- Coady, M., Weiss, L., Galea, S., Ompad, D., Glidden, K., & Vlahov, D. (2007). Rapid vaccine distribution in nontraditional settings: lessons learned from project VIVA.
- Coyle, M., Duffy, J., & Martin, E. (2007). Health promoting behaviors through telehealth. *Nursing Education Perspectives*, 28(1), 18-23.
- Crossen-Sills, J., Bilton, W., Bickford, M., Rosebach, J., & Simms, L. (2007). Home care today: showcasing interdisciplinary management in home care. *Home Healthcare Nurse*, 25(4), 245-252.
- Cushman, M., & Ellenbecker, C. (2008). Home care nurse shortage 2007. *Caring*, 27(1), 42-47.
- Dickson, B., & Hajjar, I. (2007). Blood Pressure Measurement Education and Evaluation Program improve measurement accuracy in community-based nurses: a pilot study. *Journal Of The American Academy Of Nurse Practitioners*, 19(2), 93-102.
- Drury, L. (2008). Transition from hospital to home care: what gets lost between the discharge plan and the real world? *Journal of Continuing Education in Nursing*, 39(5), 198-199.
- Drury, L. (2008). Teaching tips. Increasing competency in the care of homeless patients. *Journal of Continuing Education in Nursing*, 39(4), 153-154.
- Ervin, N. (2008). Caseload management skills for improved efficiency. *Journal of Continuing Education in Nursing*, 39(3), 127-132.
- Gershon, R. R., Canton, A. N., Raveis, V. H., Silver, A., Chen, C. C., Qureshi, K. A., Sherman, M. F., & Stone, P. W. (2008). Household-related hazardous conditions with implications for patient safety in the home health care sector. *Journal of Patient Safety*, 4(4), 227-234.
- Gorski, L. (2007). Venous thromboembolism: a common and preventable condition. Implications for the home care nurse. *Home Healthcare Nurse*, 25(2), 94.
- Halamandaris, V. (2008). Remembering Lillian Wald. *Caring*, 27(4), 28-28.

- Humphrey, C. (2007). Highlights of the times. Ten roller coaster years in home care: 1995 to 2005. *Home Healthcare Nurse*, 25(4), 277-279.
- Hunt, R. (2009). *Introduction to Community-Based Nursing* (4th ed.). Philadelphia: Wolters Kluwer / Lippincott Williams & Wilkins.
- Knoerl, A. (2007). Cultural considerations and the Hispanic cardiac client. *Home Healthcare Nurse*, 25(2), 82.
- Kopp, M., & Hornberger, C. (2008). Proper exercise and nutrition kit: use of obesity screening and assessment tools with underserved populations. *Journal of Pediatric Nursing*, 23(1), 58-64.
- Lasater, K., Luce, L., Yolpin, M., Terwilliger, A., & Wild, J. (2007). When it works: Learning community health nursing concepts from clinical experience. *Nursing Education Perspectives*, 28(2), 88-92.
- Lashley, M. (2007). Nurses on a mission: A professional service learning experience with the inner-city homeless. *Nursing Education Perspectives*, 28(1), 24-26.
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- Lundy, K. S., & Janes, S. (2009). *Community Health Nursing: Caring for the Public's Health* (2nd ed.). Sudbury, MA: Jones and Bartlett Publishers, LLC.
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- Markey, C. (2007). What might the 110th Congress have in store for home health and hospice care in 2007-2008? *Home Healthcare Nurse*, 25(5), 343-344.
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- Pierre, M. (2007). Legislative and regulatory considerations for home health nurses. *Home Healthcare Nurse*, 25(3), 216-217.
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- Poulton, B., & McCammon, V. (2007). Measuring self-perceived public health nursing competencies using a quantitative approach. *Nurse Education Today*, 27(3), 239-246.
- Racher, F. (2007). The evolution of ethics for community practice. *Journal Of Community Health Nursing*, 24(1), 65-76.
- Radzyninski, S. (2007). The concept of population health within the nursing profession. *Journal Of Professional Nursing: Official Journal Of The American Association Of Colleges Of Nursing*, 23(1), 37-46.
- Rogers, J., Perlic, M., & Madigan, E. (2007). The effect of frontloading visits on patient outcomes. *Home Healthcare Nurse*, 25(2), 103-109.
- Romeo, C. (2007). Caring for culturally diverse patients: one agency's journey toward cultural competence. *Home Healthcare Nurse*, 25(3), 206.
- Sand-Jecklin, K. (2007). The impact of medical terminology on readability of patient education materials. *Journal Of Community Health Nursing*, 24(2), 119-129.
- Shieh, C., & Hosei, B. (2008). Printed health information materials: evaluation of readability and suitability. *Journal of Community Health Nursing*, 25(2), 73-90.
- Toofany, S. (2007). Do district nurses have a public health role? *Primary Health Care*, 17(5), 21-24.
- Tullai-McGuinness, S. (2007). Improving patient safety. *Home Healthcare Nurse*, 25(3), 145-146.
- U.S. Department of Health and Human Services. (2000). *Healthy People 2010: Understanding and improving health*. Washington, DC: U.S. Government Printing Office. Available at <http://healthypeople.gov>.
- Wise, G. (2007). Preparing for disaster: a way of developing community relationships. *Disaster Management & Response: DMR: An Official Publication Of The Emergency Nurses Association*, 5(1), 14-17.

Web sources for e-references:

www.aacn.nhe.edu/gned.htm (AACN Geriatric Nursing Education Consortium)

www.aohn.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.census.gov (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.nlm.org (NLN)

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

www.nlm.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)

2. A summary of the proposed revisions- to add new or changed pre- or co- requisites.

Change Prerequisites from NURS 338 and 339 to NURS 330, 331, 332, 333. Change co-requisites from NURS 435 to NURS 431.

3. Justification or rationale- to ensure appropriate progress through the program.

Courses NURS 338 was split into two courses, NURS 330 and 332. NURS 339 was split into two courses, NURS 331 and 333. This allows the student to be evaluated on Maternal-Neonatal care and care of the child separately. NURS 435 was split into two courses, NURS 431 and NURS 433. This allows the student to be evaluated on psychiatric and community nursing separately. This change would ensure appropriate progression thru the program.

4. The old 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 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	2 hrs.
Weeks 2-3	B. Influences on Health Care Deliveries and Community Health Nursing 1. Ethics and professional values 2. Cultural diversity 3. Environmental Health Influences 4. Policy, politics and the law: Influencing community nursing practice	4 hrs.

	C. Conceptual Frameworks Applied to Community Health Nursing	
Weeks 4-6	<ol style="list-style-type: none"> 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	12 hrs.
	<ol style="list-style-type: none"> 1. Community health in rural and underserved environment 2. Disaster management 3. Vulnerability and vulnerable aggregates <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> a. National and global surveillances b. Global tracking systems c. Use of Neuman System's Model d. Problematic communicable diseases e. Ethical issues 	
Weeks 13-14	D. Roles for Community Health Nurses: Designer, Manager and Coordinator of Care in the Community	4 hrs.
	<ol style="list-style-type: none"> 1. Local Health Department 2. Home health care and hospice 3. School health 4. Occupational health 5. Primary health care clinics 	
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.

5. Liberal Studies course approval form and checklist (if appropriate)

Non-applicable

1. Syllabus of record

I. COURSE DESCRIPTION:

NURS 436 Adult Health II

4 lecture hours

0 lab hours

4 credit hours

(4c-0l-4cr)

PRE-REQUISITES: NURS 336, 337, 330, 331, 332, 333 or permission

PRE OR

CO-REQUISITES: NURS 412

CO-REQUISITES: NURS 437

Builds on Adult Health I; focusing on the adult/family coping with complex health problems. The relationships among disease states, treatment and associated nursing responsibilities are emphasized as students build their knowledge base of pharmacology, therapeutic procedures, rehabilitation needs and teaching-learning strategies. Principles underlying the use of technology in clinical practice provide a basis for the concurrent clinical course.

II. COURSE OUTCOMES:

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

1. Explain the etiology, pathophysiology, clinical manifestations, sequelae and treatment of specific complex disorders.
2. Analyze individual/family needs for nursing care based on patient responses to critical and/or complex disease states.
3. Describe appropriate nursing interventions, including physiological and psychological rationale, for individuals with specific critical and/or complex health problems.
4. Draw appropriate conclusions about learning needs and teaching strategies for individuals/families coping with critical and/or complex health problems.
5. Recognize the impact of cultural/ethnic heritage on individual/family responses to complex health problems.
6. Evaluate the usefulness of researched-based data for the care of individuals/families with complex health care needs.

III. COURSE OUTLINE: