

LSC Use Only Proposal No:
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UWUCC Use Only Proposal No: 12-690
UWUCC Action-Date: App-2/12/13 Senate Action Date: App-2/26/13

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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

1. Course Proposals (check all that apply)

New Course
 Course Prefix Change
 Course Deletion
 Course Revision
 Course Number and/or Title Change
 Catalog Description Change

Current course prefix, number and full title: **NURS 431 Community Nursing Clinical**

Proposed course prefix, number and full title, if changing: **NURS 431 Public / Community Nursing Clinical**

2. Liberal Studies Course Designations, as appropriate

This course is also proposed as a Liberal Studies Course (please mark the appropriate categories below)

Learning Skills
 Knowledge Area
 Global and Multicultural Awareness
 Writing Across the Curriculum (W Course)
 Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)

Global Citizenship
 Information Literacy
 Oral Communication
 Quantitative Reasoning
 Scientific Literacy

3. Other Designations, as appropriate

Honors College Course
 Other: (e.g. Women's Studies, Pan African)

4. Program Proposals

New Degree Program
 Catalog Description Change
 New Track
 Other
 New Minor Program
 Program Title Change
 Liberal Studies Requirement Changes in Program

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	<i>Theresa Gropelli</i>	2/23/12
Department Chairperson(s)	<i>Elizabeth Palmer</i>	8/20/12
College Curriculum Committee Chair	<i>Jane Wachter</i>	11/12/12
College Dean	<i>Mary E. Sunder</i>	11/14/12
Director of Liberal Studies (as needed)		
Director of Honors College (as needed)		
Provost (as needed)		
Additional signatures (with title) as appropriate:		
UWUCC Co-Chairs	<i>Gail Schust</i>	2/12/13

Please Number All Pages

Received

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JAN 28 2013

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Liberal Studies Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION

NURS 431 Public/Community Nursing Clinical

0 class hours
7.5 lab hours
2.5 credits
(0c-7.5l-2.5cr)

PREREQUISITES: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

COREQUISITES: NURS 434

Provides opportunities for clinical practice as a provider of public/community health nursing care for the individual, family, population and global community and to function as a member of the interprofessional team when working among diverse and/or vulnerable populations. Emphasis is placed on leadership, management and providing safe, comprehensive evidence-based nursing care. The effect of health policy on client care is an integral part of this course.

II. COURSE OUTCOMES

Students will be able to:

1. Communicate effectively with clients and health care professionals to deliver safe quality care.
2. Analyze cultural influences and effects of vulnerability on client's health related behaviors.
3. Provide safe nursing care across the lifespan through individual and collaborative relationships with clients and the interprofessional team.
4. Employ community/public health leadership and management theories in the oversight, evaluation of, and accountability for clients.
5. Incorporate evidence-based practice through critical reasoning in the delivery of optimal community/public health care.
6. Evaluate the impact of federal and state legislation on reimbursement for health care delivery.
7. Use patient care technologies, information systems and communication devices that support safe nursing care.

III. COURSE OUTLINE

- | | |
|--|-------|
| A. Orientation to the role of the community/public health nurse | 7 hr |
| B. Provide care in a variety of settings, to a variety of populations within the | 60 hr |

community

1. Organize, manage, and evaluate strategies to meet the needs of community health care clients
2. Collaborate with the interprofessional health team in providing care within the community.
3. Practice leadership skills in delegation and prioritizing care.
4. Management principles to a variety of populations within the community.

Mid-term exam

2 hr

C. Provide care as part of a collaborative team addressing public health care

30 hr

1. Department of Health
 - a. Assess evidence-related to public health issues
 - b. Examine health policies' impact on health care
2. Occupational health
 - a. Organize, manage and evaluate strategies to meet employee needs
 - b. Apply leadership skills while delegating and/or prioritizing care
3. Environmental health
 - a. Organize, manage and evaluate strategies to meet resident needs
 - b. Apply leadership skills while delegating and/or prioritizing care
 - c. Collaborate with the interprofessional health team to address environmental health concerns
 - d. Assess federal and state legislation impacting environmental health issues
4. Global health issues
 - a. Organize, manage and evaluate strategies to address global health issues
 - b. Apply leadership skills while delegating, prioritizing and evaluating care
 - c. Assess evidence related to global health issues
5. Vulnerable populations
 - a. Organize, manage and evaluate strategies to meet the needs of select vulnerable populations
 - b. Apply leadership skills while delegating and/or prioritizing care
 - c. Collaborate with the interprofessional health team to address the health risks of vulnerable populations
 - d. Utilize information systems and patient care technologies to provide safe nursing care

D. Additional Post-conference/Simulation Lab Experiences

6 hr

1. Clinical competency practice and testing
2. Patient care technologies (telehealth, etc)
3. Computerized documentation / electronic medical records
4. Community assessment project assignment
5. Community intervention project

Final Exam

2 hr

Possible Clinical Settings

- Home health & hospice agencies
- Health fair or screening programs
- School setting
- Occupational health setting
- Public health (department of health) settings
- Homeless shelter
- Crisis centers (Example: poverty/violence/physical and/or substance abuse)
- Older adult community programs
- Environmental health programs
- Rural health programs
- Urban health programs
- Public health project

IV. EVALUATION METHODS

An example evaluation method is as follows:

- A. A pass/fail grade in clinical performance, includes:
 - Assignments
 - Community assessment and intervention projects
 - Documentation activities
 - Community health promotion project [research utilization; information literacy]
 - Clinical competencies
 - Appropriate professional behavior
 - Clinical evaluation with a pass for all behaviors
- B. 50% Mid-term exam (multiple choice nursing process questions)
- C. 50% Final exam (cumulative, multiple choice nursing process questions)

V. EXAMPLE GRADING SCALE

- A 90-100% + Pass in clinical performance
- B 80-89 % + Pass in clinical performance
- C 70-79 % + Pass in clinical performance
- D 60-69 % or an average on course exams of 60-69% + Pass in clinical performance
- F Less than 60% or an average on course exams less than 60% or F in clinical performance

NOTE: for a student whose exam grade is less than a 70% average, a grade of D/F will be assigned regardless of performance on written assignments, class projects, or clinical performance. To progress in the Nursing Program, the student must achieve a 70% average grade (C) or higher on the course exams and satisfactorily complete all assignments. Please see the Department Academic Progression and Graduation Policy.

VI. UNDERGRADUATE COURSE ATTENDANCE POLICY

The undergraduate course attendance policy will be consistent with the university undergraduate attendance policy included in the Undergraduate Catalog.

VII. REQUIRED TEXTBOOK(S), SUPPLEMENTAL BOOKS AND READINGS

Stanhope, M., & Lancaster, J. (2012). *Public health nursing: Population-centered health care in the community* (8th ed.). St. Louis, MO: Mosby, Inc.

VIII. SPECIAL RESOURCE REQUIREMENTS

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

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

*Please refer to the Department of Nursing and Allied Health Professions Student Information Handbook for details regarding these items.
Students will not be permitted to attend clinical without meeting these requirements.

IX. BIBLIOGRAPHY

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Campinha-Bacote, J. (2011). Delivering patient-centered care in the midst of a cultural conflict: The role of cultural competence. *Online Journal of Issues in Nursing*, 16(2), Manuscript 5.

Candy, B., Holman, A., Leurent, B., Davis, S., & Jones, L. (2011). Hospice care delivered at

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- Center, D. (2011). Mandates for patient safety: Are they enough to create a culture of civility in health care? *Journal of Continuing Education in Nursing*, 42(1), 16-17.
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- Crist, J. D., & Speaks, P. (2011). Keeping it in the family: When Mexican American older adults choose not to use home healthcare services. *Home Healthcare Nurse*, 29(5), 282-290.
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National Association of School Nurses. (2011). H.A.N.D.S. - Helping administer to the needs of the student with diabetes in schools. Retrieved from

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National Association of School Nurses. (2011). S.C.O.P.E. - School Nurse Childhood Obesity Prevention Education. Retrieved from

<http://www.nasn.org/ContinuingEducation/LiveContinuingEducationPrograms/SCOPE>.

O'Connor J., & Matthews G. (2011). Informational privacy, public health, and state laws.

American Journal of Public Health, 101(10), 1845-1850.

Smith-Stoner, M. (2011). Webcasting in home and hospice care services: Virtual communication in home care. *Home Healthcare Nurse, 29*(6), 337-341.

Warm, D., & Thomas, B. (2011). A review of the effectiveness of the clinical informaticist role.

Nursing Standard, 25(44), 35-38.

2. A summary of the proposed revisions:

The course name, description, outcomes, and outline were changed and updated to reflect current nursing standards. This course was expanded to include a public health component. The course bibliography has also been updated. The total credit hours remain the same.

3. Justification/rationale for the revision:

This course was revised to meet current nursing practice standards. Changes were also made to the course following the American Association of Colleges of Nursing (AACN) revision to the Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This document is the guiding document of the National Accreditation Agency, Commission of Collegiate Nursing Education (CCNE). CCNE accredits the IUP nursing program. The revision was also based on the department's systematic program assessment process which includes data from students, faculty, alumni, and employers in the community.

4. The old syllabus of record:**1. Syllabus of record****I. CATALOG DESCRIPTION**

NURS 431 Community Health Clinical

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

PRE-REQUISITES:

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

PRE-REQUISITE

OR CO-REQUISITE: NURS 412, 434

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

II. COURSE OUTCOMES

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

1. Identify how personal beliefs and values impact the care of clients.

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

III. COURSE OUTLINE

<i>Week One</i>	A. Orientation, clinical competencies	(15 hrs)
<i>Weeks Two, Three, & Four</i>	B. Provide care in a variety of settings in a community Provide care to aggregates in the community Skills lab conferences relating to community health nursing practice	(45 hrs)
<i>Weeks Five, Six, & Seven</i>	C. Organize, manage, and evaluate strategies to meet the needs of community health care patients Collaborate with multidisciplinary health team in providing care in the community health care setting Practice skills in delegation, prioritizing care and management principles in the community health care setting Clinical competence / evaluation	(44 hrs)
<i>Final Week</i>	Exam	(1 hr)

IV. EVALUATION METHODS

The grade for this course will be calculated based on:

1. **The pass / fail grade in clinical performance, including:**
 - Assignments
 - Family assessment and intervention guide
 - Community assessment and intervention guide

- Documentation activities
 - Community health promotion project [research utilization; information literacy]
 - Clinical competencies
 - Appropriate professional behavior
 - Clinical evaluation with a score of 3 out of 5 or better for all behaviors
2. **70% Final exam** (multiple choice nursing process questions)
 3. **30% Clinical quizzes** (multiple choice nursing process questions)

V. GRADING SCALE:

A	90-100% + Pass in clinical performance
B	80-89% + Pass in clinical performance
C	70-79% + Pass in clinical performance
D	60-69% + Pass in clinical performance*
F	Less than 60% or F in clinical performance*

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

VI. ATTENDANCE POLICY

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

VII. REQUIRED TEXTBOOKS

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

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

VIII. SPECIAL RESOURCE REQUIREMENTS

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

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

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

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

IX. BIBLIOGRAPHY

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5. Liberal Studies course approval form: – N/A

Part III. Letters of Support or Acknowledgment – N/A