

LSC Use Only Proposal No:
LSC Action-Date:

UWUCC Use Only Proposal No: 12-695
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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Proposing Department/Unit Nursing and Allied Health	Phone 724-357-3264

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)

<input type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input checked="" type="checkbox"/> Course Number and/or Title Change	<input checked="" type="checkbox"/> Catalog Description Change

Current course prefix, number and full title: NURS 434 Community Nursing

Proposed course prefix, number and full title, if changing: NURS 434 Public / Community Nursing

2. Liberal Studies Course Designations, as appropriate

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

<input type="checkbox"/> Learning Skills	<input type="checkbox"/> Knowledge Area	<input type="checkbox"/> Global and Multicultural Awareness	<input type="checkbox"/> Writing Across the Curriculum (W Course)
<input type="checkbox"/> Liberal Studies Elective (please mark the designation(s) that applies – must meet at least one)			
<input type="checkbox"/> Global Citizenship	<input type="checkbox"/> Information Literacy	<input type="checkbox"/> Oral Communication	
<input type="checkbox"/> Quantitative Reasoning	<input type="checkbox"/> Scientific Literacy		

3. Other Designations, as appropriate

<input type="checkbox"/> Honors College Course	<input type="checkbox"/> Other: (e.g. Women's Studies, Pan African)
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4. Program Proposals

<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Catalog Description Change	<input type="checkbox"/> New Track	<input type="checkbox"/> Other
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Liberal Studies Requirement Changes in Program	

Current program name: _____

Proposed program name, if changing: _____

5. Approvals	Signature	Date
Department Curriculum Committee Chair(s)	Theresa Gropelli	2/23/12
Department Chairperson(s)	Elizabeth Palmer	8/20/12
College Curriculum Committee Chair	Jane K. Wachtel	11/12/12
College Dean	Mary E. Sunde	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	Gail Sedrust	2/12/13

Please Number All Pages

Received

Received

JAN 28 2013

NOV 15 2012

Liberal Studies

Liberal Studies

Part II. Description of Curriculum Change

1. New syllabus of record:

I. CATALOG DESCRIPTION

NURS 434 Public/Community Nursing	2 class hours 0 lab hours 2 credits (2c-0l-2cr)
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PREREQUISITES: NURS 312, 316, 330, 331, 332, 333, 336, 337 or permission

COREQUISITE: NURS 431

Focuses on public/community health nursing care for the individual, family, population, and global community. Examines the influences of the health care delivery systems and theoretical frameworks applicable to public/community health. Considers the impact of technology, environment, society, and current issues in public/community health nursing.

II. COURSE OUTCOMES

Students will be able to:

1. Evaluate public/community health care and delivery systems through critical review of the evidence.
2. Analyze the influence of available technologies to improve outcomes in the public/community health setting.
3. Incorporate theoretical frameworks into public/community health nursing practice.
4. Examine current, environmental, and social issues that impact public/community health nursing.

III. COURSE OUTLINE

- | | |
|---|------|
| A. Application of various theories to public/community health nursing | 2 hr |
| 1. Family theory | |
| 2. Learning theory | |
| 3. Communication theory | |
| 4. Growth and Development | |
| 5. Systems theory | |
| B. Influences on healthcare delivery | 4 hr |
| 1. Application of ethics in the community | |
| 2. Cultural diversity in the community | |
| 3. Technologies for client safety outcomes | |
| 4. Theoretical considerations | |

Exam #1	1 hr
C. Population-centered nursing practice	9 hr
1. Nursing roles and functions in the community	
2. Public/community assessment	
3. Health promotion in the community	
4. Public health policy	
5. Epidemiology	
6. Genomics in public/community health nursing	
7. Theoretical considerations	
Exam #2	1 hr
D. Current issues and trends in population-centered nursing	7 hr
1. Global/public health issues	
2. Emergency preparedness	
3. Public health surveillance and outbreak investigation	
4. Theoretical considerations	
Exam #3	1 hr
E. Vulnerability: Issues for the 21 st century	3 hr
1. Social determinants of health	
2. Health care disparities	
3. Theoretical considerations	
Final Exam	2 hr

IV. EVALUATION METHODS

An example evaluation method is as follows:

20%	Exam 1
25%	Exam 2
25%	Exam 3
30%	Final exam

V. EXAMPLE GRADING SCALE

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

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 or class projects. 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

None.

IX. BIBLIOGRAPHY

Admi, H., Eilon, Y., Hyams, G., & Utitz, L. (2011). Management of mass casualty events: The Israeli experience. *Journal of Nursing Scholarship*, 43(2), 211-219.

American Association of Occupational Health Nurses, Inc. (2011). The occupational and environmental health nursing profession. Retrieved from <https://www.aohn.org/factsheets/the-occupational-and-environmental-health-nursing-profession.html>.

Centers for Disease Control and Prevention. CDC Emergency Risk Communication Branch (ERCB), Division of Emergency Operations (DEO), Office of Public Health Preparedness and Response (OPHPR). Emergency Preparedness and Response. Retrieved from <http://emergency.cdc.gov/preparedness/plan/>.

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- Centers for Disease Control and Prevention. National Center for Emerging and Zoonotic Infectious Diseases (NCEZID). Division of Foodborne, Waterborne, and Environmental Diseases (DFWED). Retrieved from <http://www.cdc.gov/ncezid/dpei/dfwed/index.html>.
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- Gilliss, C. L. (2011). The health of our nation and the importance of nursing. *Nursing Outlook, 59*(2), 61-62.
- Hodge, J. G. (2011). Connecting public health law, practice, policy, and research. *Journal of Law, Medicine & Ethics, Spring, 39*: Supplement: 5-8
- Independent Study: ETHICS ONF-09-31-1. (2011). *ISNA Bulletin, 37*(3), 6-11.
- Lea, D. H., Skirton, H., Read, C. Y., & Williams, J. K. (2011). Implications for educating the next generation of nurses on genetics and genomics in the 21st century. *Journal of Nursing Scholarship, 43*(1), 3-12.
- Mandel, M., & Savoy, E. (2011). Research on supporting patients and family caregivers with

- palliative and end-of-life care. *Home Healthcare Nurse*, 29(3), 148-154.
- Muirhead, V. E., & Lawrence, H. P. (2011). Exploring school oral health outcomes and neighborhood factors in schools participating in Ontario's "Healthy Schools" Recognition program. *Canadian Journal of Public Health*, 102(1), 30-34.
- Northridge, M. E., Glick, M., Metcalf, S. S., & Shelley, D. (2011). Public health support for the health home model. *American Journal of Public Health*, 101(10), 1818-1820.
- Rutherford, G. E. (2011). Peeling the layers: A grounded theory of interprofessional co-learning with residents of a homeless shelter. *Journal of Interprofessional Care*, 25(5), 352-358.
- Schwartz, B. S., Parker, C. L., Hess, J., & Frumkin, H. (2011). Public health and medicine in an age of energy scarcity: The case of petroleum. *American Journal of Public Health*, 101(9), 1560-1667.
- U.S. Department of Health and Human Services. Office of Disease Prevention and Health Promotion. (2011). Topics & objectives index - Healthy People 2020. Washington, DC. Retrieved from <http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx>.
- Valaitis, R. K., Akhtar-Danesh, N., Brooks, F., Binks, S. & Semogas, D. (2011). Online communities of practice as a communication resource for community health nurses working with homeless persons. *Journal of Advanced Nursing*, 67(6), 1273-1284.
- Wallerstein N.B., Yen I.H., & Syme S.L. (2011). Integration of social epidemiology and community-engaged interventions to improve health equity. *American Journal of Public Health*, 101(5), 822-830.

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 now includes public health. 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:

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.

Anderson, P. & Mignor, D. (2008). *Home Care Nursing: Using an Accreditation Approach*. United States: Thomson Delmar Learning.

Arias, D. (2007). National public health week celebrated nationwide. *Nation's Health*, 37(5), 24-32.

Caldwell, D. (2007). Bloodroot: life stories of nurse practitioners in rural Appalachia. *Journal Of Holistic Nursing: Official Journal Of The American Holistic Nurses' Association*, 25(2), 73.

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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.

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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.

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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.

Madigan, E. (2007). A description of adverse events in home healthcare. *Home Healthcare Nurse*, 25(3), 191-197.

Mager, D. (2007). Medication errors and the home care patient. *Home Healthcare Nurse*, 25(3), 151.

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.

Maurer, F. A., & Smith, C. M. (2009). *Community / Public Health Nursing Practice: Health for Families and Populations* (4th ed.). St. Louis: Saunders / Elsevier.

Mills, T., & Schneider, A. (2007). The Office of the National Nurse: leadership for a new era of prevention. *Policy, Politics & Nursing Practice*, 8(1), 64-70.

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Polzien, G. (2007). Blood cholesterol levels: more than just good, bad, and ugly (abnormal levels). *Home Healthcare Nurse*, 25(2), 136-139.

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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.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.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.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)

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

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