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16-56
LSC App 10/11/16
UWOLC App 10/11/16
Senate App 11/1/16

REQUEST FOR APPROVAL TO USE W-DESIGNATION

LSC # _____
Action _____

COVER SHEET: Request for Approval to Use W-Designation

TYPE I. PROFESSOR COMMITMENT

Professor _____ Phone _____
 Writing Workshop? (If not at IUP, where? when?) _____
 Proposal for one W-course (see instructions below)
 Agree to forward syllabi for subsequently offered W-courses?

TYPE II. DEPARTMENT COURSE

Department Contact Person Dr. Joyce A Shanty Phone 724-357-3257
 Course Number/Title NURS 431 Public/Community Health Clinical
 Statement concerning departmental responsibility
 Proposal for this W-course (see instructions below)

TYPE III. SPECIFIC COURSE AND SPECIFIC PROFESSOR(S)

Professor(s) _____ Phone _____
Course Number/Title _____
Proposal for this W-course (see instructions below)

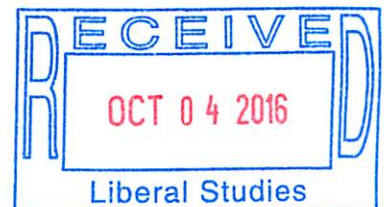
SIGNATURES:

Professor(s) *Joyce A Shanty*
Department Chairperson *Stu Gipe*
College Dean *Sheryl Sullivan*
Director of Liberal Studies *Dr. W. P. ...*

COMPONENTS OF A PROPOSAL FOR A WRITING-INTENSIVE COURSE:

- I. "Writing Summary"--one or two pages explaining how writing is used in the course. First, explain any distinctive characteristics of the content or students which would help the Liberal Studies Committee understand your summary. Second, list and explain the types of writing activities; be especially careful to explain (1) what each writing activity is intended to accomplish as well as the (2) amount of writing, (3) frequency and number of assignments, and (4) whether there are opportunities for revision. If the activity is to be graded, indicate (5) evaluation standards and (6) percentage contribution to the student's final grade.
- II. Copy of the course syllabus.
- III. Two or three samples of assignment sheets, instructions, or criteria concerning writing that are given to students. Limit: 4 pages. (Single copies of longer items, if essential to the proposal, may be submitted to be passed among LSC members and returned to you.)

Please number all pages. Provide one copy to Liberal Studies Committee.
Before you submit: Have you double-checked your proposal against "The Liberal Studies Committee's Most Frequently Asked Questions"?



Writing Summary: NURS 431 Public/Community Health Clinical

NURS 431 Public Community Health Clinical is proposed for identification as a “W” course. The course is taught every semester and is a required course for nursing majors. All students in the class are in their senior year of nursing courses. The class size is limited to 12 since it is a clinical courses allowing the instructor more time to review and provide feedback to enhance writing skills in the students. Bachelor’s Degree Nurses need to know how to articulate evidence-based scholarly written work in order to meet the needs of clients in their practice environments, which are not confined to the institutional setting. These are the building blocks for journal publication, clinical research and grant writing that transform professional nursing practice. Students will be asked to complete 2 writing assignments throughout the semester. Each writing assignment will be inclusive of relevant research and statistical data. These writing assignments will be worth 50% of the student’s course grade.

Two types of writing will occur in this course:

1. WRITING TO STIMULATE THINKING

Essay 1

Students will be asked to complete a 7 page paper on any of the following: case studies, clinical journals, formal essays, public/community health projects that are inclusive of governmental and international statistical data and/or research dependent upon available community clinical sites. This writing will enhance student learning by improving writing as well as understanding community assessment/nursing plans of care in the area of one or more of the following: public/community health nursing assessment and nursing plan of care, end of life care, global issues, environmental health issues and nursing of vulnerable populations/groups. Students will receive guidance in conceiving, organizing and presenting written material in ways appropriate.

2. WRITING TO INTEGRATE LEARNING AND PROMOTE CRITICAL THINKING

Essay 2

Students will be asked to complete an 8 page writing assignment that requires them to incorporate content learned in the NURS 434 Public/Community Health Theory to enhance their writing skills as well as critical thinking as it relates to non-institutional settings (non-hospital settings). Students will also need to incorporate community health concepts such as: occupational health, school nursing, environmental and global health, home health/hospice, as well as a variety of vulnerable populations into their writing assignment. This clinical environment lends itself to community assessment(s) that are inclusive of relevant statistical data collection/analysis from governmental (and international) agencies and utilization of the appropriate assessments, data and research in order to analyze and synthesize their findings into the practice environment upon graduation. Students will receive guidance in conceiving, organizing and presenting written material in ways appropriate. Students will be given an opportunity to revise the assignment after receiving faculty feedback.

Summary Chart for Writing Assignments

Assignment Title	# of Assignments	# of Total Pages	Graded	Opportunity for Revision	Written Assignment represents what % of final course grade
Essay 1	1	Minimum 7	yes	no	25%
Essay 2	1	Minimum 8	yes	yes	25%
Total	2	Minimum of 15 pages			50%

Department Writing-Intensive Courses:

The Department has ensured that the writing component is presented regardless of who is teaching by incorporating the WI requirement into the student learning objectives and course outline, the 'critical elements' of the course, and the evaluation methods in the syllabus of record. The nursing department's curriculum committee insures that individual faculty are meeting the WI requirement each semester via syllabus reviews.

II. NURS 431 Public/Community Nursing Clinical

0 Class hours
 6 Lab hours
 2 Credit hours
 (0c-6.0l-2cr)

PREREQUISITES: NURS 312, NURS 316; a grade of “C” or better in NURS 331, NURS 333, NURS 336, NURS 337; or by permission

PREREQUISITES and COREQUISITE: NURS 330 and NURS 332

COREQUISITE: 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 inter-professional 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.

I. 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. Utilize patient care technologies, information systems and communication devices that support safe nursing care.
8. Demonstrate proficiency in scholarly writing and presentation.

II. COURSE OUTLINE

- | | |
|--|-------|
| A. Orientation to the role of the community/public health nurse | 8 hr |
| B. Public/community health systems & delivery of care | 8 hr |
| C. Provide care in a variety of settings, to a variety of populations within the community | 58 hr |
| 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

5. Provide care as part of a collaborative team addressing public health care
 - Department of Health
 - a. Assess evidence related to public health issues
 - b. Examine health policies' impact on health care
 - Occupational health
 - a. Organize, manage and evaluate strategies to meet employee needs
 - b. Apply leadership skills while delegating and/or prioritizing care
 - 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
 - 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
 - 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
 6. Utilize information systems and patient care technologies to provide safe nursing care
- D. Additional Pre/post-conference/Community activities/Simulation Lab Experiences 8 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
- E. Writing Intensive coursework relevant to the objectives of the course
1. At least two essay-style papers with a public/community health focus
 2. One paper with a minimum of 7 pages and one with a minimum of 8 pages
 3. Participation in writing circles and peer review
 4. Opportunities for feedback with revisions for at least one essay

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
- Urgent Care Centers

III. EVALUATION METHODS

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
- ATI

B. Midterm 25%

Final 25%

Essay 1 25%

Essay 2 25%

Regarding the official form of communication for Indiana University of Pennsylvania:

“Indiana University of Pennsylvania provides e-mail services to all students and employees as an official method of communication. Students and employees (except 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.”

Students are to adhere to this policy for this course.

IV. 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

Grading and Progression

All students are required to do the ATI Assignment Requirements listed above for the RN Comprehensive Predictor non-proctored practice assessments and complete the proctored assessment in order to pass the course. Failure to comply will result in an F grade. The student who does not achieve the department's benchmark on the proctored RN Comprehensive Predictor will be required to remediate by enrolling in NURS 450 – A Cognitive Approach to Clinical Problem Solving.

CLINICAL COMPETENCIES

1. Venipuncture
2. Community aseptic technique

CRITICAL ELEMENTS

1. ATI: RN Predictor (First semester senior; if second half of the semester or term year)
2. Exit Exam (Second semester senior; during second half of the semester or term)
3. Incorporate critical thinking exercises during clinical conferences (e.g. ATI chapter exercises, CT questions from texts, problem solving exercises, end of life care)
4. Community Project (inclusive of community assessment, teaching plan, professional standards, theories & frameworks, a cultural component and evaluation of health care delivery systems)
5. Evidence-Based/Complex Client(s) Simulation/Telehealth/Informatics Experience (inclusive of relevant research, individual & collaborative communication/relationships, client safety and an 'end of life' component)
6. Cost analysis activity
7. Writing Intensive Coursework (at least two essay-style papers [one with minimum of 7 pages and one with minimum of 8 pages] with a public/community health focus)

Summary Chart for Writing Assignments

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Total	2	Minimum of 15 pages			50%

V. UNDERGRADUATE COURSE ATTENDANCE POLICY

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

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

Stanhope, M., & Lancaster, J. (2016). *Public Health Nursing: Population-Centered Health Care in the Community* (9th. ed.). St. Louis: Mosby, Inc., an affiliate of Elsevier, Inc.

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

VII. 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
8. Flu shot

*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.**

NOTE: Indiana University of Pennsylvania and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.

Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and University Police (724-357-2141). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: <http://www.iup.edu/social-equity/policies/title-ix/>

VIII. BIBLIOGRAPHY

III. Sample Writing Assignments: NURS 431: Public/Community Health Clinical Environmental Risk Assessment & Global Implications Assignment

Student Name: _____

Date: _____

“How Healthy is Your Neighborhood?”

Read page, and then scroll to: ‘Getting Started’

Click on “How Healthy is Your Neighborhood?”

.... Read the page and follow the prompts to gather the information needed from this EPA website. Then answer the following questions via Essay (10-12 pages in length and using proper APA format) then submit your assignment by 5pm on Friday (Week #6).

Step 1: Hazard Identification

Identify the possible health hazards in your neighborhood.

Step 2: Risk/Effect on Human Health

Identify any unusual health problems in your neighborhood and *research* possible health effects of potential hazards in the area.

Use the following tools and databases to identify health problems in your neighborhood.

Step 3: Summary/Assessment of the Locale

Compile and assess your data.

Using the information you found, address the following questions:

- What is the overall environmental health risk in your neighborhood?
 - Is it a healthy place to live?
 - How does it compare to other cities?
- What are the likely explanations for your results?

- **Did you already know about any environmental health risks you discovered in your neighborhood?**
- **Do you feel comfortable living with any environmental health risks you discovered in your neighborhood?**

Do you feel the risks warrant action (policy changes, town meetings, etc.)?

- **Will you inform others of environmental health risks in your neighborhood?**
- **What are the chemicals I identified? Are they bad? What are the risks associated with them?**

Step 4: Global Implications for your findings

Compare and contrast your findings with the data presented via the Global Health Risks: Mortality and Burden of Disease Attributable to Selected Major Risks as they relate to your group's Community Assessment/NCP.

- **Are there similarities/differences? What do you see as their causes? (i.e., social, economic, cultural, political, etc.)**
- **Summarize your findings and reflect on your analysis.**

Assignment

Turn In:

- **Steps 1-4 responses (above) via Essay (8 pages in length/using proper APA format) as well as....**
- **Maps (print-outs or via 'copy/paste') created using the online mapping tools (APA to cite)**
- **Any relevant data tables you produced using the online databases (APA to cite)**
- ***MOST IMPORTANT!* Your summary and assessment of the environmental health risks found in your neighborhood and the implications of these findings as they relate to other countries.**

'End of Life' Assignment/ West

End of Life Care

Directions: After viewing the movie 'Wit' starring Emma Thompson as a renowned professor forced to reassess her life when she is diagnosed with terminal ovarian cancer, **write an essay** (7 pages in length) answering the following questions. Drop-box your essay to Dr. West via

D2L.... Please use proper APA style (i.e., Include a Title Page, Introduction and Conclusion. In the body of the essay, please use proper ‘headings’ (Hint: Use ‘bolded’ below ☺) ... Thank you.

The ‘Diagnosis’ Scene:

1. Do you think the physician who broke the news that this patient had cancer showed empathy? (Explain why or why not you feel the way you do)
2. Do you think this patient’s education level helped her to understand the treatment options that the physician gave her? (Explain why or why not you feel this way)
3. What do you think would have made this encounter better for the patient? (Explain why or why not you feel the way you do)
4. What impressed you the most about this scene? Why? (Explain, give examples from the film)

The ‘Treatment’:

1. What impressed you most about this patient’s experiences in the hospital setting while dealing with a terminal illness (assessments, treatments, hospital routines, etc.)? [Explain, give examples from the film]
2. Do you feel this patient was given compassionate care by the medical staff... What about the radiology staff? (Explain, give examples from the film)
3. Compare and contrast the nurse’s care of this patient. How did her care differ from the resident’s care? (Explain, give examples from the film)
4. What impressed you the most about the scenes depicting this patient’s treatment in the hospital setting? Why? (Explain, give examples from the film)

The ‘DNR’:

What are your thoughts regarding the DNR scene? Should the nurse have brought this up with this patient when she did? Why or why not? (Explain)

The ‘Pain Management’:

1. What were this patient’s thoughts regarding pain, suffering, control and ‘feeling alive’ as a human being? (Explain, give examples from the film)
2. Do you feel this patient’s wishes were adhered to regarding pain management? Why? (Explain, give examples from the film).
3. Were there any other “non-pharmalogical” methods that helped to relieve this patient’s pain and suffering depicted in the film? (Explain)

4. What impressed you most about the scenes depicting this patient's pain and suffering? Why? (Explain)

The 'Research':

What are your thoughts regarding the ethics of the research being done with this patient in regards to her treatment for Stage IV Ovarian Cancer? (Explain, give examples from the film)

The 'End of Life' Care:

1. What do you think this patient learned about herself in her 'end of life' journey? (Explain, give examples from the film)

2. What did you learn about this patient's 'end of life' journey in this film? (Explain, give examples from the film)

3. Were there any ethical dilemmas depicted in the film? (Explain, give examples from the film)

4. What impressed you the most about this patient's 'end of life' journey in this film? Has anything you saw in the film 'opened your eyes' to, or in some way changed how you would deal with dying patients? If so, how? (Explain)

5. Did this patient receive 'spiritual' care from her nurse? (Explain)

Finally, is there anything I haven't asked that you'd like to say about the film; how it affected you, or how you think it will affect your care of ALL patients? ☺