

Nursing and Allied Health Professions

24-031-2007

Check all appropriate lines and complete information as requested. Use a separate column.

<p>1. NAME (Last, First, Middle Initial) _____</p>	
<p>2. ADDRESS _____ _____ _____</p>	<p>3. CITY _____</p>
<p>4. STATE _____</p>	<p>5. ZIP _____</p>
<p>6. PHONE _____</p>	<p>7. DATE _____</p>

<p>8. EDUCATION _____ _____</p>	<p>9. DEGREE _____</p>
<p>10. EXPERIENCE _____ _____</p>	<p>11. EMPLOYER _____</p>
<p>12. POSITION _____</p>	<p>13. START DATE _____</p>

<p>14. REASON FOR APPLICATING _____ _____</p>	<p>15. OTHER INFORMATION _____ _____</p>
<p>16. SIGNATURE _____</p>	<p>17. DATE _____</p>

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.

Weeks two

Weeks three B. Influence on Health Care Delivery 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,

in Weeks 4 and 11 MATCH model Health Dept 2010

Weeks four

IV EVALUATION METHODS*

30% Mid-term exam (multiple choice/essay)

70% Final exam (multiple choice)

150% Research paper analyzing population at risk

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

Miller D. (2007). ...

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.

25(2), 82.

V. M. P. Humphrey, C. (2009). *Diabetes exercise and nutrition kit: use of obesity screening and*

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

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*

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*(2), 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.

Shick, G., & Hesse, D. (2008). Printed health information materials: evaluation of readability and

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/healthYouth/ (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.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.nesba.org/schoolhealth (National School Boards Association)

www.fema.gov (Disaster planning and services provided)

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)

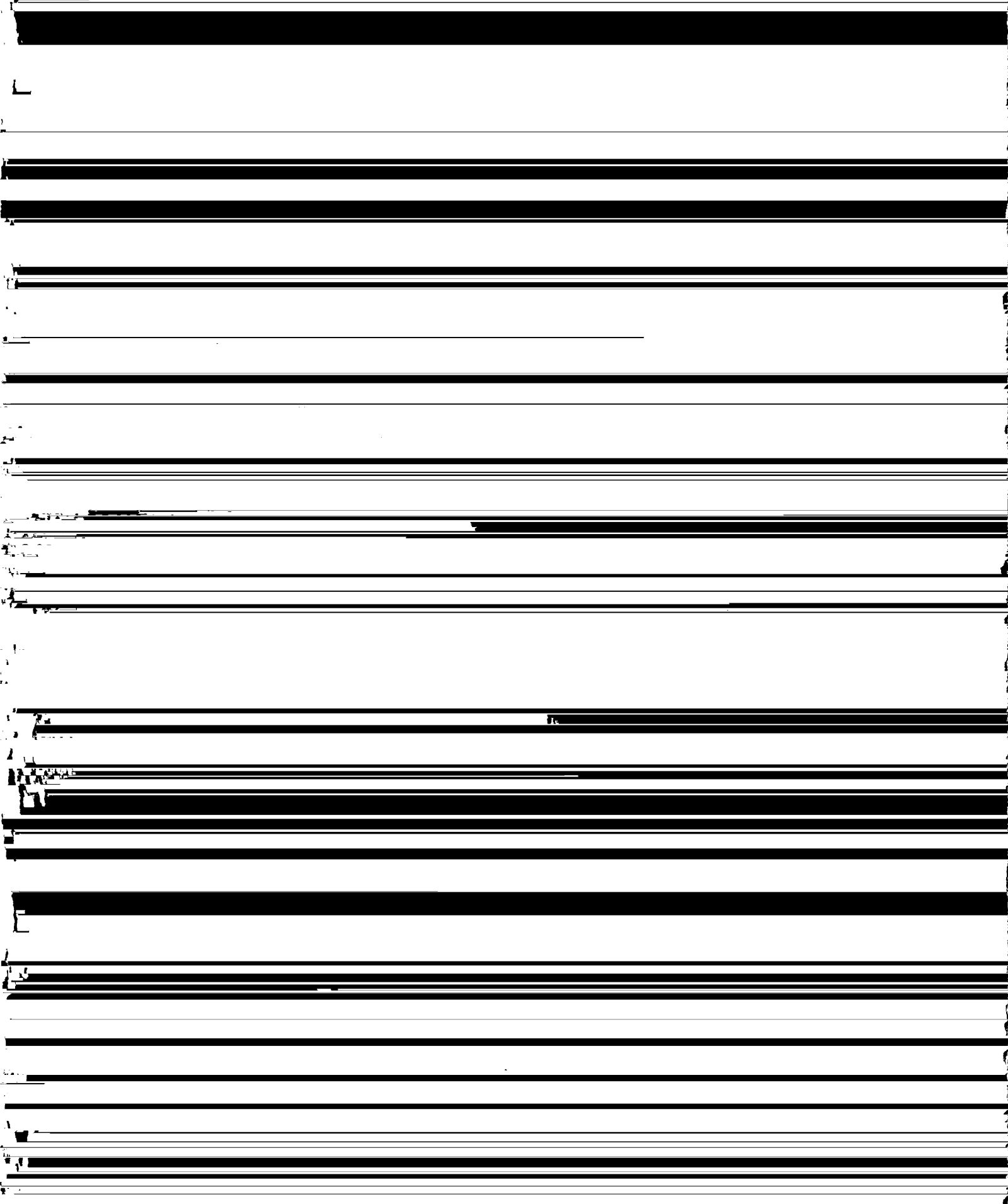
www.qsen.org (Quality and Safety Education for Nursing)

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

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

www.thejointcommission.org

? A summary of the proposed revisions to add new or changed ...



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 plans to provide nursing care at

C. Conceptual Frameworks Applied to Community Health Nursing

1. Existing models (Neuman Systems Model, Health and wellness models

(e.g. Travis, Ardell, MATCH model, Healthy People 2010)

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

Weeks 7-12 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

Grading scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

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

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

C4 This course will be offered in both the Fall and Spring semesters.

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