

PROCESS A NON-GENERAL EDUCATION ~ CURRICULUM PROPOSAL

SCC #02-03- 317 P

Deadlines:

Regular proposals: October 18, 2002 to be implemented Fall 2003; Short-Term proposals: December 6, 2002 to be implemented Fall 2003
Regular proposals: February 14, 2003 to be implemented Spring 2004; March 21, 2003 short-term courses to be implemented Spring 2004

PROPOSAL TITLE: NURS 401 COMMUNITY HEALTH NURSING

Sponsor(s): <u>P. MOSTO</u>	E-Mail: <u>MOSTO@ROWAN.EDU</u> Ext: <u>X4834</u>
<u>G. HECHT</u>	E-Mail: <u>HECHT@ROWAN.EDU</u> Ext: <u>X3577</u>
<u>E. BROOKS</u>	E-Mail: <u>BROOKSE@ROWAN.EDU</u> Ext: <u>X3589</u>
<u>R. MEAGHER</u>	E-Mail: <u>MEAGHER@ROWAN.EDU</u> Ext: <u>X3570</u>

DEPARTMENT: BIOLOGY

COLLEGE: LAS

If Liberal Arts & Sciences CHECK : History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

<input checked="" type="checkbox"/> New non-gen-ed course	<input type="checkbox"/> Non-gen-ed degree requirements
<input type="checkbox"/> Short-term non-gen-ed course	<input type="checkbox"/> Major
<input type="checkbox"/> Minor curricular changes (fewer than three)	<input type="checkbox"/> Minor, specialization, concentration, track, certificate program
<input type="checkbox"/> Existing non-gen-ed course	

The following signatures REPRESENT APPROVAL

Department Chair: <u>[Signature]</u>	Date: <u>2/21/03</u>
Department Curriculum Chair: <u>[Signature]</u>	Date: <u>3/21/03</u>
Academic Dean: <u>[Signature]</u>	Date: <u>2-25-03</u>
College Curriculum Chair: <u>[Signature]</u>	Date: <u>4-22-03</u>

College Curriculum Committee OPEN HEARING Date: 4-22-03 Approved Not Approved

UNIVERSITY CURRICULUM COMMITTEE

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement/Vote: 9-22-2003

Comments: See proposal SCC# 02-03-317

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 2/17/04

Approved ~ Not Approved due to the following: Student Cr Hrs Faculty Load Hrs Equalized Cr Hrs

REGISTRAR

Date: 3/11/04 Course Description Received & Approved ~ Hegis Taxonomy & Course #: 1203401

NOTIFICATION FORWARD

SCC Chair Academic Dean Department Chair Registrar Sponsor(s)

Registrar Signature: _____
OFFICE OF THE PROVOST

MAR 15 2004

SCC Chair

ROWAN UNIVERSITY

3/17/04

1 New Course Proposal:
2 **COMMUNITY HEALTH NURSING**

3
4 **I. DETAILS.**

5
6 **a. Course Title:** Community Health Nursing

7
8 **b. Sponsors:** Gregory B. Hecht, Elizabeth Brooks, Richard Meagher (Dept.
9 Biological Sciences)

10
11 Co-sponsor: UMDNJ (University of Medicine & Dentistry of New Jersey)

12
13 **c. Credit Hours:** 6.0

14
15 **d. Course level:** Senior (400 level). This course has previously been designated
16 "NURS 401" at NJIT (see "Rationale" below); if possible, a HEGIS number
17 containing the "401" number is preferred.

18
19 **e. Pre-requisites:**

20 NURS 301: Theory & Practice in Professional Nursing [HEGIS number TBA]

21 NURS 303: Comprehensive Health Assessment [HEGIS number TBA]

22 NURS 305: Pathophysiology [HEGIS number TBA]

23 NURS 306: Pharmacology [HEGIS number TBA]

24 enrollment in the UMDNJ/Rowan Joint R.N. to B.S.N. Program (see
25 accompanying "Bachelor of Science in Nursing" proposal)

26
27 **f. Suggested Time & Scale of Implementation:** Initial offering to begin Fall 2004.
28 Course will be offered once every year during the Fall semester. The course will
29 meet 4 hours each week in the classroom and 6 hours each week for clinical work.
30

31

32 **II. CURRICULAR EFFECT**

33

34 The proposed course will be a requirement for completion of the UMDNJ/Rowan R.N. to
35 B.S.N. Joint Program.

36

37 **Offerings:** This course will be taught by faculty from UMDNJ rather than Rowan
38 University's Biological Sciences faculty. Thus, implementation of this proposal is
39 not expected to require any existing courses to be dropped or to be offered less
40 frequently.

41

42 **Adequacy of the present staff, resources, space needs, etc.:** This course will be
43 taught by faculty from UMDNJ rather than Rowan University's Biological
44 Sciences faculty. Thus, implementation of this course will not place a demand on
45 the teaching load of Rowan University's Biological Sciences Department. The
46 new science building -- scheduled to open during Summer 2003 -- offers ample
47 classroom space for this course.

48

49 **Recommended Library Resources:** All students enrolled in the UMDNJ/Rowan
50 Joint R.N. to B.S.N. Program will have access via the web or in person to the
51 UMDNJ library. Students in the current UMDNJ/NJIT joint program almost
52 exclusively use the UMDNJ library resources for this course and seldom use the
53 NJIT library. Thus, it is expected that this course will similarly not create a
54 demand for library resources on the Rowan University campus.

55

56

57 **III. RATIONALE**

58

59 This Patterns of Community Health (NURS 401) is being transferred to Rowan
60 University from an existing BSN curriculum offered at NJIT.

61

62 The study of community health is critical to the medical field. Understanding the
63 various needs of patients in diverse settings is vital to a registered nurse.

64

65 This course offers instruction on diagnosis for patients in diverse environments as
66 well as treatment plans for these patients. Students will be advised on the various aspects
67 that influence a community and its health status. Students are also taught their role in
68 preventative healthcare.

69

70 It is therefore important that all nursing students be required to take this course in
71 Patterns of Community Health prior to completion of their BSN degree.

74 **IV. ESSENCE OF THE COURSE**

75
76 **a. Objectives of the course in relation to student outcomes.** Upon completion of this
77 course, students will be able to:

- 79 1. Apply knowledge, principles, and concepts from the basic sciences, arts,
80 humanities, nursing, and public health to support health promotion strategies in
81 community health nursing.
- 82 2. Demonstrate clinical judgments in nursing practice of increasingly diverse
83 community health patterns.
- 84 3. Implement education strategies for clients to meet evolving needs.
- 85 4. Apply concepts of clinical leadership and management in formulation of
86 community health interventions.
- 87 5. Incorporate findings of nursing research in delivery of nursing care in the
88 community.
- 89 6. Analyze data to determine community health needs and strengths.
- 90 7. Identify the legal, ethical, political, economic and cultural changes that affect the
91 community.
- 92 8. Demonstrate ethical and legal accountability for professional practice.

94 **b. Topical Outline/Content.**

- 96 1. Introduction to Community and Public Health Nursing
- 97 2. Community as Client
- 98 3. Community and Public Health Education
- 99 4. Privacy vs Public Health
- 100 5. Public Health Ethics
- 101 6. The Allocation of Scarce Resources
- 102 7. The Health of Women, Men and the Elderly
- 103 8. Mental Health and Problems of Addiction
- 104 9. Advanced Practice Nursing
- 105 10. Research Practices
- 106 11. End of Life Decisions
- 107 12. Policy, Politics, and the Law (Afternoon)

108

109 Methods of instruction for this course when it was offered at NJIT have included
110 lecture/discussion sessions, selected readings, interactive CD-ROM exercises, clinical
111 observations and various clinical experiences.

112

113 *Examples of texts suitable for this course:*

114

115 American Psychological Association. (1995). *Publication manual of the American*
116 *psychological association* (5th ed.). Washington, DC: Author.

117

118 Stanhope, M. & Lancaster, J. (2000). *Community & public health nursing* (5th ed.).
119 Philadelphia: Mosby, Inc.

120

121 Hale, P. (2000). *Real world community health nursing: An interactive CD-ROM*.
122 Philadelphia: Mosby, Inc.

123

124 *Examples of readings suitable for this course:*

125

126 Burr, C. (1999). The Aids exception: Privacy vs public health. *The Atlantic Monthly*,
127 *19*(30), 1-18.

128

129 Callahan, D., Emanuel, E.J., & Emmanuel, L.L. (1999). Should health care for the
130 elderly be limited? In E. L. Daniel (Ed.), *Taking sides: Clashing views on*
131 *controversial issues in health and society* (4th ed., pp. 36 - 59). Guilford,
132 Connecticut: Dushkin/McGraw-Hill.

133

134 Carrese, J., & Rhodes, L. (1995). Western bioethics on the Navajo reservation. *JAMA*,
135 *274*(10), 826-829.

136

137 Mariner, W. K. (1995). Rationing health care and the need for credible scarcity: Why
138 Americans can't say no. *American Journal of Public Health*, *85*(10), 1439 – 1445.

139

140 **c. Evaluation of students and grading procedure.** During the time that this course was
141 taught at NJIT, students were evaluated by the following kinds of activities: exams,
142 teaching projects, community assessments, home care clinical activities, and a clinical
143 journal.

144

145 **d. Course Evaluation:** During the time that this course was taught at NJIT, the UMDNJ
146 faculty routinely conducted assessment of the success of this course. The Biological
147 Sciences Department routinely reviews each of its course offerings to assess their success

148 in meeting stated goals and objectives. The Biological Sciences Department, in
149 collaboration with UMDNJ, will expand its review process to include this course.

150

151

152 **V. RESULTS OF CONSULTATIONS**

153

154 Results of Consultations

155

156 Planned consultations:

157 Dept. Special Education

158

159

160 **CATALOG DESCRIPTION**

161

162 **XxxxHEGISxxxx****6.0 s.h.**163 *(Pre-requisites: NURS 301: Theory and Practice of Professional Nursing; NURS 303:*164 *Comprehensive Health Assessment; NURS 305: Pathophysiology; NURS 306:*165 *Pharmacology; [HEGIS numbers for all the above TBA]; enrollment in the*166 *UMDNJ/Rowan Joint R.N. to B.S.N. Program)*

167 Students in this course will explore how community health nurses use concepts from

168 nursing and public health to provide comprehensive, continuous preventive healthcare

169 thereby promoting health for communities, populations at risk, aggregates, families, and

170 individuals. Students will use critical thinking skills to formulate healthcare strategies

171 which consider the biopsychosocial, cultural, ethical, legal and economics issues

172 impacting the community as client. The clinical practicum focuses on clients with

173 diverse needs in a variety of settings.

174