

RN TO BSN PROGRAM



NURS 4305 Population-Focused Community Health

Summer Semester/ 2015

SECOND LEVEL: 3 SEMESTER HOURS

45 CONTACT HOURS

PREREQUISITES- Enrollment in RN to BSN program

COURSE DESCRIPTION: Examines roles and functions of nurses within the community including epidemiologic principles. Emphasis is on application of community/public health concepts and design and implementation of nursing systems of care for individuals, families, and populations with diverse needs.

EXPANDED COURSE DESCRIPTION: Health care concepts will be studied over the life span, which allows the student to focus on health promotion and disease prevention. Data-gathering techniques, such as interviewing, surveys, visual assessment of environments along with epidemiology, research and data on health behaviors will be used. State and federal guidelines for health outcomes will be studied. These include projections from *Healthy People 2020* and Department of Human Resources and Centers for Disease Control websites.

Using a concept-based approach with a variety of philosophical perspectives, the student will explore community-based nursing care, learning to contrast care in hospital-based settings while transitioning into organizations within the community. Reflective assessment skills and mindful intervention/teaching projects will be developed. Through weekly discussions and assigned readings, students will analyze the changing health care delivery system using current and past events relating to the role of the professional nurse in community health settings. Challenges faced by professional nurses in community health care settings will be explored.

FACULTY INFORMATION

Name: Susan (England) Lee, PhD, RN

Contact Information: 512-738-2318 (cell)

Detail of Office Hours

Hours available via e-mail: 9:00-5:00 M-F

Hours available in person in your office: N/A

Hours available via text messages and cell phone: 9:00-5:00 M-F

Phone number: 512-738-2318

E-mail: susanlee4914@gmail.com

COURSE OBJECTIVES:

Each student enrolled in this course will be expected to meet course objectives that are presented within the framework of Disseminated Essential Competencies of graduates from Texas Nursing Programs and the BSN Essentials.

1. Differentiate the role of professional nurses in community-based nursing practice for individuals and families in various and culturally diverse communities. Essential VIII
2. Assess community health needs. Essential III
3. Research local, state, and federal databases to conduct a community health assessment. Essential IV
4. Explain social, political, economic, and cultural trends that affect the health status of individuals, families and communities. Essential V
5. Use introspection and conscious examination of personal belief and value systems to increase own sensitivity, respect, and caring for others. Essential VIII
6. Discuss the epidemiology of health problems impacting individuals and families in the community. Essential VII
7. Critically analyze, plan and implement Evidenced Based Practice (EBP) techniques to restore and maintain the health of diverse populations. Essential III, Essential IX
8. Utilize culturally sensitive and developmentally appropriate Evidenced Based Practice (EBP) teaching/learning concepts for community health promotion, prevention and restoration. Essential III, Essential VII, Essential IX
9. Relate interdisciplinary theoretical concepts that apply to community health environment. Essential I, Essential VI
10. Analyze and utilize research findings to improve nursing practice. Essential II
11. Utilize effective communication strategies when interacting with diverse communities. Essential III
12. Compare and contrast community leadership at the local, national and global level. Essential III
13. Examine resources for community health information, data, trends and alerts. Essential II

REQUIRED TEXTBOOKS AND RESOURCES

Publication Manual of the American Psychological Association Manual (6th edition). (Available through Southwest Texas Library On-line)

Stanhope, M. & Lancaster, J. (2014). *Foundations of Nursing in the Community, Community Oriented Practice*. (4th Edition). Mosby/Elsevier.

American Journal of Public Health or related research journal for weekly clinical discussions and documentation for community needs assessment.

CDC and Department of Human Resources Website.

Cumulative Index to Nursing and Allied Health Literature database (CINAHL Plus).

Dreher, M. and Skemp, L. (2011). *Healthy People Healthy Places* (2nd Ed.). Indianapolis, IN: Sigma Theta Tau International.

Ebersole, P., Hess, P., Touhy, T., Jett, K., & Luggen, A. (2008). *Toward a healthy aging: Human needs and nursing response*. (7th Ed.). St. Louis, MO: Mosby-Elsevier.

Institute of Medicine. (2004). *Health literacy*. National Academies Press. (Executive Summary)

Database and Websites:

U.S. Census Bureau

<http://www.census.gov>

Federal Stats

<http://www.fedstats.gov>

Center for Disease Control and Prevention

<http://cdc.gov/nchs>

Federal Emergency Management Agency

<http://www.fema.gov>

National Health Information Center

<http://health.gov/nhic>

Center for Disease Control and Prevention

<http://www.cdc.gov/BRFSS/>

Texas Nurses Association

<http://www.texasnurses.org>

American Red Cross of Central Texas

<http://www.centex.redcross.org>

American Nurses Association

<http://www.nursingworld.org>

Visiting Nursing Association of America

<http://vnaa.org/vnaa/>

United States Citizenship and Immigration Services

<http://www.uscis.gov/portal/site/uscis>

Healthy People 2020

<http://www.healthypeople.gov/2020/about/default.aspx>

Additional on-line interactive activities may be assigned. Journals and resources will be identified to ensure the use of current and timely resources for the course. Students are required to routinely access databases on-line to update evidence-based practices addressed in the course.

COURSE OUTLINE: This schedule is subject to change as needed by the faculty.

| Week Date | Class topics, Objectives, and Teaching strategies | Class Required Readings | Learning Assignments To Measure Achievement Of Course Objectives |
|----------------------|--|--|--|
| Week 2 June 10-16 | <p>Introduction to course and expectations</p> <p>Class Objectives:</p> <ol style="list-style-type: none">1. Apply evidence-based practice to community health services.2. Apply findings of Healthy People 2020 in analysis of community health needs and changes.3. Apply complexity science to community health and health care systems <p>Concepts:</p> <p>Healthcare organizations</p> <p>Exemplars:</p> <p>Private and public funding Variety of settings Regulated by public and private authorities Specialized professional workforce Unique purpose Public trust</p> | <p>Read course syllabus.</p> <p>www.nap.edu</p> <p>Research Complexity Science</p> <p>Review Healthy People 2020.</p> <p>www.healthypeople.gov</p> | <p>Questions:</p> <ol style="list-style-type: none">1. Define and differentiate between community-oriented nursing practice, public health nursing practice, and community-based nursing practice.2. In relation to the community where you live, what are the major health problems? Which population groups are at greatest risk? What services are available? What services are needed and unavailable? <p>Activity:</p> <ol style="list-style-type: none">1. Research Healthy People 2020. What is the vision? What are the goals? What are the objectives? Compare and contrast these to previous years. What trends do you see? What major differences have appeared? |
| Week 3 | Community Health Nursing | Stanhope, Ch 1, 2, 3 | Questions: |

| | | | |
|-------------------|---|---|--|
| <p>June 17-23</p> | <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Compare and contrast Public Health, Community Health and Health Care System 2. Describe history of community health and health care access and delivery 3. Compare 21st Century Health Care System with past and with other industrial countries 4. Describe the process of and resources for community assessment. 5. Compare and contrast community nursing with acute care nursing. 6. Apply concepts of prevention, risk reduction, and health maintenance to populations and communities 7. Analyze the role of the nation, state and local community in health of the population. 9. Describe the process of community health planning, implementation and evaluation. 10. Consider nursing theories that apply to community nursing. <p>Concepts:</p> <p>Healthcare services (health promotion, illness, and wellness care)</p> <p>Exemplars:</p> <p>Ambulatory care centers Home health agencies Clinics Providers offices Nursing homes Organizations Long term care facilities</p> | <p>Research the implications of “community” as a “client”.</p> <p>Review the roles of nurses in “population focused” care (e.g. public health departments, nurse-managed health centers, ambulatory care clinics, and home health agencies).</p> <p>Be able to differentiate between “community health” and “public health”.</p> <p>Research the roles of international, federal, state and local health organizations in the promotion of health in populations.</p> <p>Review Minnesota Department of Health Public Health Interventions Wheel Stanhope pg 631-633</p> <p>Research assignment 1: Healthy People 2020 due on Blackboard June 23 by 5 PM</p> | <ol style="list-style-type: none"> 1. State the mission, core functions, and essential services of public health. 2. Define community-oriented practice. 3. State the goal of public health nursing described by the Public Health Nursing Section of the APHA (1981). 4. Identify the major differences between clinically focused nursing practice and population-focused practice. 5. Name three major factors contributing to the confusion about population-focused practice. <p>Activity:</p> <p>On the Internet, locate job descriptions for public health or community nurses in the community where you live. From these, answer the following:</p> <ol style="list-style-type: none"> A. Which concept of public health nursing does the practice reflect? B. Which concept is emphasized in the job description? C. Does a correlation exist between the job description and practice? D. Are the nurses involved in policy formulation that affects client services? E. In the settings, which concept (in your opinion) is the most effective for implementation? What is your rationale? F. What is the community health nurse’s role in health promotion and disease prevention? |
| <p>Week 4</p> | <p>Child and Adolescent Health</p> | <p>Stanhope</p> | <p>Questions:</p> |

| | | | |
|-------------------|--|--|--|
| <p>June 24-30</p> | <p>Class Objectives:</p> <ol style="list-style-type: none"> 1. Analyze factors affecting health of children, adolescents including poverty, racial disparities, single parenting, parents' educational level and access to health care. 2. Identify environmental factors that impact children's health including injuries, obesity, child abuse and immunizations. 3. Evaluate the strategies in Healthy People 2020 addressing children, and adolescent's needs. 4. Assess factors that may contribute to adverse events among children and adolescents, including abuse, co-morbidities, and access to health care services. <p>Concepts:</p> <p>Development</p> <p>Exemplars:</p> <p>Growth Changes in body proportions Social/Emotional- personality, emotion, behavior Relationships Sensory reception, processing, use of information Communication- speech and language Acquisition of skills enabling independence at home and in the community</p> | <p>Ch 20 Health Risks Across the Lifespan</p> <p>Review Healthy People 2020 PPT on Blackboard under "Module 3" tab</p> <p>Healthy People 2020 regarding children, and adolescents,</p> <p>Review Immunization Information (Stanhope pg 488-492)</p> <p>Research Assignment 2: Immunizations Due June 30 before 5 PM (on Blackboard)</p> | <ol style="list-style-type: none"> 1. Why is teaching appropriate nutrition the key to changing behaviors in children and adolescents? 2. What are the leading causes of death among children and adolescents? 3. How can these be prevented? 4. Discuss the relationship between risk-taking behaviors in adolescents and adolescent injuries. 5. Identify three interventions that the nurse in community health should employ to accomplish the goal of childhood injury prevention. 6. Identify six areas the Nurse should assess when planning care for a child with chronic health problems. 7. Identify two effects on Children of exposure to second-hand smoke. 8. What is the community health nurse's role in promoting and providing immunizations? <p>Activity:</p> <ol style="list-style-type: none"> 1. Identify a child abuse resource center, agency, or person in the community where you live. Using the Internet, obtain information on their program or interview a member of this organization. 4. Assess your community for friendliness to the asthmatic population. Include access to health care, environmental quality, and available support networks. 5. Discuss the issues of intentional injury, weapons use, and violence in children. Design a health promotion plan focused on |
|-------------------|--|--|--|

| | | | |
|---------------------|---|---|---|
| | | | reduction of injuries associated with these issues. |
| Week 5 July 1-7 | <p>Issues and Approaches in Family Health Care</p> <p>Class Objectives</p> <ol style="list-style-type: none"> 1.Explain the importance of family nursing in the community setting 2. Describe family demographics 3. Analyze changes in family function and structure 4. Compare and contrast the 4 family social science theoretical frameworks. 5. Describe various barriers to family nursing 6. Discuss issues of families in the future. 7. Determine the major risks to family health. <p>Concepts:</p> <p>Functional families Dysfunctional families Family functions Family health</p> <p>Exemplars:</p> <p>Family demographics Family nursing Family nursing assessment Family nursing theory Family nursing diagnosis Family structure</p> | <p>Stanhope Ch 18 Family Development and Family Nursing Assessment</p> <p>Ch 19 Family Health Risks</p> <p>Research Family Systems Theory, Family Development and Life Cycle Theory, Bioecological Systems Theory</p> <p>Review Friedman Family Assessment model (Stanhope Appendix B.2) and approach.</p> <p>Review genogram Fig 19.1, pg 331.</p> <p>Look at “My Family Health Portrait”- https://familyhistory.hhs.gov Or http://www.hhs.gov/familyhistory/ Or http://www.genome.gov/27527640</p> | <ol style="list-style-type: none"> 1. What is your definition of family? Compare this to the definition found in Ch 18. 2. Why is yours the same or different from the one found in Ch 18. 3. How is a family assessment different from an individual assessment? 4. Discuss the family from the point of view of the three family social science theories. Which theory will you choose to apply to your practice and why? |
| Week 6 July 8-14 | <p>Vulnerable Populations: Disabled</p> <p>Class objectives</p> <ol style="list-style-type: none"> 1. Explore factors that cause a particular population to be considered vulnerable. 2. Analyze the progress in adaptations for persons with disabilities and identify continuing barriers | <p>Stanhope Ch 21 Vulnerability and Vulnerable Populations: An Overview</p> <p>Research laws that protect disabled members of the community.</p> | <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the community health nurse’s role in promoting accessibility for disabled persons? 2. What sort of accessibility provisions are indicated? 3. What are barriers to providing accessibility? 4. Evaluate the laws concerning persons with disabilities. |

| | | | |
|------------------------------|---|--|---|
| | <p>to access in the community.</p> <p>3. Explore strategies for providing safety for vulnerable populations, the caretakers and health care workforce.</p> <p>4. Describe the historical perspectives that have resulted in devaluation and disempowerment of persons with disabilities.</p> <p>5. Define the characteristics of “disability” and how those characteristics are measured.</p> <p>8. Analyze how language impacts persons with disabilities.</p> <p>Concepts:</p> <p>Functional ability</p> <p>Exemplars:</p> <p>Down syndrome Fetal alcohol syndrome Malnutrition Alzheimer’s Disease Blindness/deafness Brain injury Chronic pain Post-traumatic stress disorder</p> | | <p>5. How is facility accessibility provided and enforced?</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. What are examples of discrimination concerning persons with disabilities? 2. Research laws enacted to protect vulnerable populations. 3. What are steps the nurse can take to ensure the protection of people with disabilities? |
| <p>Week 7 July 15-21</p> | <p>Caregiver and Respite Care</p> <p>Class objectives:</p> <ol style="list-style-type: none"> 1. Help students understand the value of caregivers 2. Gather information to identify characteristics of caregivers in Texas and the nation 3. Describe the impact of caregiving on individuals who serve in this role 4. Explain ways caregivers are supported by state agencies | <p>Stanhope Frail Elderly, Family Care-giving, and Community-Based Models for Care of Adults pg 366-368</p> <p>Research Wagner’s Chronic Care Model (CCM).</p> | <p>Questions:</p> <ol style="list-style-type: none"> 1. What areas of stress in respite care can lead to potential crises and will need adjustment? 2. What are ways to improve long-term family stability to reduce the need for out-of-home placements? <p>Activity:</p> <ol style="list-style-type: none"> 1. Compare and contrast respite care and long-term residential services. Identify pros and cons of each. |

| | | | |
|-------------------------------|--|--|---|
| | <p>Concepts:</p> <p>Family dynamics</p> <p>Exemplars:</p> <p>Aging family members Caregiver role for family member Change in socio-economic status of family Death of family member Dissolution of family End-of-life care Traumatic injury of family member</p> | | |
| <p>Week 8 July 22-28</p> | <p>Homelessness and Poverty</p> <p>Class objectives:</p> <ol style="list-style-type: none"> 1. Determine factors that may result in an individual becoming homeless. 2. Identify health related problems common to persons who are homeless. 3. Evaluate social justice policies and practices that relate to homeless persons and others in poverty. 4. Compare the implication of homelessness among men, women, and parents with children, adolescents, and the elderly. 5. Analyze the difference in being in a metropolitan area and in an isolated rural area – advantages and disadvantages and access to health care. <p>Concept:</p> <p>Homelessness</p> <p>Exemplars:</p> <p>Teenage runaway Child abuse Intimate partner violence Substance abuse</p> | <p>Stanhope Ch 23 Poverty, and Homelessness pg 408-415</p> <p>Research Assignment 3: Vulnerable Populations Due July 28 by 5 PM (on Blackboard)</p> <p>Review Healthy People 2020 initiatives related to homelessness.</p> <p>Research homeless shelters in your area. What services are offered? What services can you identify that are absent?</p> <p>Research the Stewart B. McKinney Homeless Assistance Act of 1994, Temporary Assistance to Needy Families (TANF), and the National Coalition for the Homeless.</p> | <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the role of the community nurse in relation to homeless persons? 2. What are the various causes of homelessness, both temporary homeless and long-term homelessness? 3. What is the community health nurse’s role concerning violence and abuse? 4. What are barriers to health care access and what is the role of the community health nurse in assessing and ensuring accessibility of health care services. 5. What is the community health nurse’s role concerning substance abuse? 6. What is the community health nurse’s role concerning mental illness? <p>Activities:</p> <ol style="list-style-type: none"> 1. Identify resources for people who have no health insurance and who are homeless in your local area. 2. Research local agencies to obtain information on their programs. Evaluate the information. |

| | | | |
|--------------------------------------|---|---|--|
| | | | 3. How will you use this information in a health-promoting manner? |
| <p>Week 9 July 29- Aug 4</p> | <p>Vulnerable populations: Hispanic and migrant</p> <ol style="list-style-type: none"> 1. Compare and contrast cultural values and practices that impact the health care of the members of various cultural populations. 2. Explore various modalities of health care services, their acceptance and use by populations, and their impact on health status. 3. Apply concepts of holistic nursing to the populations and the community. 4. Explore the barriers to access to health care for persons who are migrants and those in rural areas. <p>Concepts:</p> <p>Culture</p> <p>Exemplars:</p> <p>Causal beliefs Diet/nutrition Religious healing practices Alternative/complementary medicine Treatment preferences Birthrights Child-rearing practices Gender roles Rites of passage Eye contact Touch</p> | <p>Stanhope Chapter 5 Cultural Influences in Nursing in Community Health</p> <p>Ch 22 Rural Health and Migrant Health</p> <p>Research The Migrant Clinicians Network- look at the tools and resources. Also, research the natural helper model for migrant workers.</p> <p>Review M. Leininger's Culture Care: Diversity and Universality Theory.</p> <p>http://nursing.jbpub.com/sitzman/CH15PDF.pdf</p> <p>Research the Cultural Competence Framework; define cultural competence and identify the stages of competence development.</p> | <p>Questions:</p> <ol style="list-style-type: none"> 1. What is the community health nurse's role in promoting health in rural and migrant populations? 2. Why is it important for the community health nurse to develop cultural awareness and cultural competence? 3. What are the components of a cultural assessment? 4. What are some examples of culturally sensitive interventions? 5. How does the community nurse serve as a client advocate? <p>Activity:</p> <p>Research Hispanic and migrant health services and resources available in this area. What services are offered? What services can you identify that are absent?</p> |
| <p>Week 10 Aug 5-11</p> | <p>Occupational Health Nursing</p> <p>Class objectives:</p> <ol style="list-style-type: none"> 1. Describe the nursing role in Occupational Health. 2. Describe current trends in the American workforce. | <p>Stanhope Chapter 32 The Nurse in Occupational Health</p> <p>Review B.3- Comprehensive Occupational and Environmental Exposure History, Stanhope pg 614-617</p> | <p>Questions:</p> <ol style="list-style-type: none"> 1. Research host factors associated with increased risk from an adverse response to hazardous workplace exposure. |

| | | | |
|------------------------------|---|--|--|
| | <p>3. Describe examples of work-related illnesses and injuries.</p> <p>4. Discuss the potential opportunities for health promotion, prevention, and protection in a workplace setting such as wellness program planning, chronic disease management, and safety related activities.</p> <p>Concept:</p> <p>Care coordination</p> <p>Exemplars:</p> <p>Area agencies on aging Disability-related services School-based services Self-management programs Disease management Patient navigation services</p> | <p>Review Occupational Health History Form pg 597-598.</p> <p>Review: OSHA.gov CDC.gov/NIOSH</p> <p>Read Application of the epidemiologic model (Stanhope pg 589)</p> | <p>2. Research job descriptions and activities of Occupational Health Nurses.</p> <p>Activity:</p> <ol style="list-style-type: none"> 1. In a group research and explain examples of biological, chemical, environmental/mechanical, physical, and psychosocial workplace hazards. 2. Obtain a proposed standard for OSHA, critique it, and share your comments. |
| <p>Week 11 Aug 10-14</p> | <p>Emergency Preparedness/ Natural and Man-made Disaster Management</p> <ol style="list-style-type: none"> 1. Determine actions needed to prepare for mass casualties or accidents. 2. Determine the resources available and those that you need. 3. Describe steps to assess and control the environment. 4. Identify roles of team members and who will act as the leader. 5. Analyze methods to set up realistic and viable triage systems. 6. Define the nurse's role in disaster planning, management and evaluation. 7. Describe the phases of disaster response. 8. Compare the cultural, spiritual, and social issues | <p>Stanhope Ch 20 Accidents and Injuries pg 350-353</p> <p>Ch 14 Disaster Management</p> <p>Review: Nursing Curriculum for Emergency Preparedness http://webapps.nursing.vanderbilt.edu/incmcmmodules2/main.html</p> <p>Research CDC website for emergency preparedness and planning</p> <p>Review American Red Cross Disaster Response http://www.redcross.org/prepare/</p> | <p>Questions:</p> <ol style="list-style-type: none"> 1. In an emergency, what can help a nurse from feeling overwhelmed? 2. How do you keep your team focused and on target? 3. How important is it that you are able to work with a team in emergency situations? 4. What do nurses need to know to prepare for emergency planning? 5. What is the role of the community health nurse in: <ol style="list-style-type: none"> a. disaster planning and management? b. disaster preparedness? c. disaster response? d. disaster recovery? e. preparing for and responding to bioterrorism? |

| | | | |
|--|---|--|--|
| | <p>impacting responses to disasters.</p> <p>9. Describe the national and state systems for accountability and coordination of disaster planning, response, recovery, and evaluation.</p> <p>10. Consider the ethical, legal, psychological and cultural considerations in Mass Casualty Incidences.</p> <p>11. Describe the process of Critical Incident Stress Debriefing.</p> <p>Concept:</p> <p>Professionalism</p> <p>Exemplars:</p> <p>Influential leadership Knowledgeable Skilled Therapeutic Accurate Focused Respectful Truthful Honorable</p> | | |
|--|---|--|--|

ASSESSMENT OF STUDENT LEARNING

Evaluation of student performance is based on evidence of achievement of course objectives, attendance and participation in the course and online discussions, evidence of reading assignments and preparation. Criteria for weekly activities and assignments are delineated per the course outline.

1. Measures for evaluation:

| <u>Course Components</u> | <u>Percentage</u> |
|--------------------------|-------------------|
| On-line Q&A discussion | 25% |
| Research assignments (3) | 45% |
| <u>Weekly Activities</u> | <u>30%</u> |
| Final Course Grade | 100% |

FACULTY PICTURE AND BIOGRAPHY:



Susan (England) Lee, Ph.D., RN, began her nursing education at Baptist Memorial Hospital System School of Nursing in San Antonio, Texas, where she earned a Diploma in Nursing. She received her BSN and MSN from the University of Texas Health Science Center in San Antonio, specializing in Community Health and Healthcare Administration. Dr. Lee received her Ph.D. from Texas Woman's University-Denton where her research emphasis was in public health, specifically focusing on homelessness and Vietnam Veterans. Dr. Lee presents her research across the nation, sharing insight into homeless populations.

During the course of her career, Dr. Lee worked as a staff nurse in oncology, orthopedics, and adult med/surg. She also worked as an office nurse, school nurse, and an industrial nurse before turning to nursing education. Dr. Lee taught at Del Mar College in Corpus Christi, TX before moving to Austin, TX, where she currently teaches at Texas State University, St David's School of Nursing and Sul Ross Rio Grande Campus in Uvalde.

Dr. Lee participated in the APIN grant, writing concept-based curriculum for ADN, ADN to BSN, and MSN programs. She is currently facilitating the process to charter an STTI chapter at TX State University's School of Nursing in Round Rock.

STUDENT PICTURE AND BIOGRAPHY

During the first week of class, each student must submit a snap-shot picture of him/herself with a brief personal and professional biography. This information highlights the student, and shares what brings him/her to the point of seeking a BSN. It also provides us with a face to connect to the person we are communicating with on-line. By telling us something about yourself, you are personified.

WEEKLY FORUM DISCUSSION:

These discussions are designed to replace the traditional classroom and will be conducted using the discussion board on Blackboard. Learning on-line requires individual initiative to read, research, question and, subsequently, learn. Faculty members become the moderator for the learning process. The goal is to be prepared when you come to each forum discussion. Preparation includes reading assigned material and spending some quiet time contemplating what has been read. Each week, you must answer the questions and activity for the corresponding lesson and post your responses on the discussion board on Blackboard. You must reply to at least one of your classmates' postings, using substantive, referenced responses, including APA citations. The forum discussion rubric is attached and will be used to grade your discussions and postings. These are due before 5 PM on Wednesday of each week. Students must revisit the discussion board daily to stay abreast and be participative in the on-going discussions. Your responses are due by 5 PM Tuesday after the week the discussions are assigned.

The module requirements will be asynchronous, conducted and documented at a time selected by the student. There will be group day when faculty and students meet on campus, which allows an opportunity for discussion and interaction.

COURSE EXPECTATIONS

The course will be managed on Blackboard. Course information, announcements and updates will be added to this platform. Students are expected to check this site daily for communication, changes or additions to the course. Students will use the drop box to submit specified assignments before the due date/time. Students access course syllabi and course management information on the university website. There are no makeup classes or assignments. Missed coursework, or class participation grades will result in the student receiving a zero for the assignment. Late work will be docked letter grade for each week it is late. Two or more missed assignments may constitute course failure.

Course management procedures and processes are consistent with the university's policies and procedures. This platform is used only for exchange of information related to the course and all content, unless otherwise noted in secured locations, is considered a public and professional forum. It is not appropriate to post any comments that reflect negatively about another person or that are of a political or personal nature. Violations may result in the student being blocked from the course platform and, therefore, will not be able to complete the course.

DETAILED EXPLANATION OF FINAL GRADE

Explanation of how the final grade is derived is finalized as a summary to the utilization of points delineated on specific rubrics. Percentage of each assessment applied to the final grade is located under ASSESSMENT OF STUDENT LEARNING. Delineation of requirements for the grade include the following:

Grading Scale

A = 90-100

B = 80-89

C = 75-79

D = 69-74

F = 69 OR BELOW

ACADEMIC HONESTY POLICY

The University expects all students to engage in all academic pursuits in a manner that is beyond reproach and to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. The University may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials. Academic Dishonesty includes:

1. Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs, or allowing another student to copy from same.
2. Using, during a test, materials not authorized by the person giving the test.
3. Collaborating, without authorization, with another person during an examination or in preparing academic work.
4. Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of a non-administered test.
5. Substituting for another student; permitting any other person, or otherwise assisting any other person to substitute for oneself or for another student in the taking of an examination or test or the preparation of academic work to be submitted for academic credit.
6. Bribing another person to obtain a non-administered test or information about a non-administered test.
7. Purchasing or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of a rough and/or final version of an assignment by a professional typist.
8. "Plagiarism" means the appropriation and the unacknowledged incorporation of another's work or idea in one's own written work offered for credit.
9. "Collusion" means the unauthorized collaboration with another person in preparing written work offered for credit.
10. "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.
11. "Academic work" means the preparation of an essay, dissertation, thesis, report, problem, assignment, or other project that the student submits as a course requirement or for a grade.

All academic dishonesty cases may be first considered and reviewed by the faculty member. If the faculty member believes that an academic penalty is necessary, he/she may assign a penalty, but must notify the student of his/her right to appeal to the Department Chair, the Associate Provost/Dean, and eventually to the Provost and Vice President for Academic and Student Affairs before imposition of the penalty. At each step

in the process, the student shall be entitled to written notice of the offense and/or the administrative decision, an opportunity to respond, and an impartial disposition as to the merits of his/her case.

In the case of flagrant or repeated violations, the Vice President for Academic and Student Affairs may refer the matter to the Dean of Students for further disciplinary action. No disciplinary action shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.

AMERICAN WITH DISABILITIES ACT (ADA) STATEMENT

Any student with a documented disability needing academic adjustments is requested to speak directly to the Counseling Department as early in the semester (preferably within the first week) as possible. All discussions will remain confidential.

CLASS ATTENDANCE POLICY

Regular class attendance is important to the attainment of the educational objectives of the University. Each instructor will explain the attendance policy at the beginning of the semester or term.

Instructors may, at their discretion, drop any student who has nine absences of any type.

An absence is defined as non-attendance in 50 minutes of class; for example, non-attendance in a one and one-half hour class will constitute one and one-half absences and non-attendance in a three hour class will constitute three absences. An absence due to participation in an official University activity is considered to be an authorized absence.

When a student has to miss a class due to an authorized University activity, it will be the responsibility of the student to notify the instructor of the class in advance. The department responsible for the authorized University activity will also notify instructors through the Office of Student Services by providing an explanation for the absence and list of students participating. Instructors will give students participating in an authorized University activity the opportunity to make up classwork, including tests, within a reasonable time and at the convenience of the instructor. An authorized absence does not extend the number of absences before which a student may be withdrawn.

General absences will no longer come through the Student Life Office. General absences include those calls of death in the family, car troubles, illness, etc. The student is responsible for contacting each faculty member directly. It is up to the faculty member to decide how the absence will be treated.

Sul Ross allows students who are absent from classes for the observance of a religious holy day to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence. The student notifies the instructor of each class scheduled on the date that the student would be absent for a religious holy day. Arrangements must be made with the instructor five working days in advance, and any examinations or assignments must be completed within five working days after the religious holy day.

A student who is dropped from a course for excessive absences will be notified in writing by the Office of Admissions and Records after the drop has been approved by the Associate Provost/Dean of Rio Grande College. Any student dropped for excessive absences will receive an automatic "F" in the course

DISTANCE EDUCATION (WEB-COURSE) NON-PARTICIPATION STATEMENT

Policies in effect for on-campus, traditional classroom instruction courses also apply to students enrolled in distance education courses, including Web-based and ITV courses. The University allows a maximum of 20% absences in a course before an instructor may drop a student for excessive absences with a grade of "F" or a "W". In distance education courses, this policy is interpreted as non-participation; once a student has been documented as non-participating for more than 3 weeks of inactivity during a long semester or 1 week of inactivity during a summer session, the instructor may drop the student from the course with a grade of "F" or a "W". Non-participation and inactivity may include not logging on to the course, not submitting

assignments or participating in other assigned activities as scheduled, not communicating with the instructor by phone or e-mail, and/or not following the instructor's participation guidelines stated in the syllabus.

ONLINE COURSES

Web courses (offered online) are not self-paced and require considerable work in order to meet requirements. Students should be prepared to devote approximately 12 hours per week to accomplish the work required for a 3-hour class (i.e. student should devote approximately the same study time for an online course as would be spent in a regular class with outside work requirements—a measure generally calculated at 3 hours outside work for each hours in class.) Students MUST have a reliable high-speed internet connection available on a regular basis for course work and other assignments whenever University computer laboratories are not open. Computer labs are open Mon.-Thurs., 8 a.m.-10 p.m., and Fri. 8 a.m-5 p.m. University computer labs are not open on weekends and holidays, but computers are available at the SWTJC and RGC libraries. A student who fails to participate in assignments during any one work period may be subject to being withdrawn from class and given a grade of F. Students should regularly log in to their class.

GENERAL CAMPUS REGULATIONS AND CONDUCT

All students are expected to conduct themselves in a manner consistent with the University's functions as an educational institution. It is also expected that all students who enroll at Sul Ross State University agree to assume the responsibilities of citizenship in the university community. Association in such a university community is purely voluntary, and any student may resign from it at any time when he/she considers the obligation of membership disproportionate to the benefits. All students are subject to University authority, and those students whose conduct is not within the policies of the University rules and regulations are subject to dismissal. Students are responsible for abiding by all published University rules and regulations. Failure to read publications will not excuse the student from the requirements and regulations described therein. The SRSU Student Handbook and other official University publications outline specific regulations and requirements.

COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES:

1. Applicable DEC's

CI A K3, C2

B K1C, 3, 4B, 5A, B, 6A, B, C, D, 7A, B, C, C3B, C, D, 4A, B, C, 5A, B, C, D, E

C C3C

CII A K1A, 3B, C2C, 3

B K1C, 2, 3A, B, C, 4, 5, 6, 9, 12, C2, 3A, B, 6, 7, 8, 9B, 10

C K1A, 3B, 4A, B, 8, C1, 7,

D K1A, D, C3B, C, 4

E K1B, C4A, B, 5, 6A, 11A, 12, 13, C1, 2A, B, C, 3B, 5B, 10B, 12B, 13A, 13B

F K1, 2, C6A, B, 7

H C5B, 6A

CIII A C3, 5A

C K1A, B, C, D, 2, C1, 2A, B, 3A, B

CIV A K1A, B, C, 3C, 4A, C2B, 3

B K1A, B, 2A, B, C, 3A, B, C, 4, C1A, B, 2A, B, 3A, B, C, 4A

C K5, 6A, B, 7, 8, C1B, C, 2A, 3A, B, C, 4A, B, C,

D K1, 3B, 4, C2A, B

E K1A, C,

G K1

2. Applicable Baccalaureate Essentials

ESSENTIAL I: LIBERAL EDUCATION

Understand the human experience

Apply knowledge of social & cultural factors

Engage in ethical reasoning: promoting advocacy, collaboration & social justice
Principles related to working with peoples from diverse cultures
Concepts related to globalization & migration of populations
Practice from a holistic, caring framework
Practice from an evidence base
Promote safe, quality patient care
Practice in a variety of healthcare settings
Care for patients across the lifespan

Essential 2 – Basic Organizational & Systems Leadership for Quality Care

Apply concepts of quality & safety
Employ principles of quality improvement, healthcare policy & cost effectiveness... improve healthcare delivery
Community organizing models
Communication, healthcare systems

Essential 3 – Scholarship for Evidence-Based Practice

Understand the process for developing, validating & endorsing quality standards & safety measures
Principles & models of evidence-based practice
Nurse-sensitive quality indicators

Essential 4 – Information Management & Application of Patient Care Technology

Employ a range of technologies to facilitate patient care (e.g. patient education, patient safety, etc.)
Use databases to retrieve pertinent literature
Use information technologies in clinical decision making
Demonstrate knowledge of regulations that impact ethical & safe use of technologies
Use of technology & information systems for clinical decision-making
Online literature searches

Essential 5 – Healthcare Policy, Finance & Regulatory Environments

Demonstrate basic knowledge of healthcare policy, finance & regulatory environments (local, state, national, and global)
Explore impact of socio-cultural, economic, legal & political factors influencing healthcare delivery & practice

Essential 6 – Inter-Professional Communication & Collaboration for Improving Patient Health Outcomes

Advocate for high quality & safe patient care
Inter-professional & intra-professional communication, collaboration & socialization

Essential 7 – Clinical Prevention & Population Health

Assess protective & predictive factors which influence the health of individuals, families,
Assess health/illness beliefs, values, attitudes & practices of ... groups, communities, populations
Collaborate to provide spiritually & culturally appropriate health promotion plus disease & injury prevention & interventions
Public health principles
Fundamentals of epidemiology & biostatistics
Public health core functions
Systems theory
Health behavior change theories
Genetics & genomics
Nutrition
Global health
Complementary & alternative therapies

Essential 8 – Professionalism & Professional Values

Demonstrate professional standards of moral, ethical & legal conduct
Recognize the impact of attitudes, values & expectations on vulnerable population care
Professional codes of conduct & professional standards
Ethical & legal frameworks

Cultural humility & spiritual awareness
Professional identity formation
Professional image

Essential 9 – Baccalaureate Generalist Nursing Practice

Practice occurs across the lifespan & in the continuum of healthcare environments

The baccalaureate graduate demonstrates clinical reasoning within the context of patient-centered care to form the basis for nursing practice that reflects ethical values.

Implement holistic evidence-based patient-centered care

Facilitate patient-centered transitions of care

Principles of basic nursing care

Management of acute & chronic physical & psychosocial conditions

Emergency preparedness & disaster response

3. Applicable QSEN KSAs

Patient-centered care:

1. Knowledge

Integrate understanding of multiple dimensions of patient centered care:

- patient/family/community preferences, values
- coordination and integration of care
- information, communication, and education
- physical comfort and emotional support
- involvement of family and friends
- transition and continuity

Skills

Elicit patient values, preferences and expressed needs as part of clinical interview, implementation of care plan and evaluation of care

Communicate patient values, preferences and expressed needs to other members of health care team

Provide patient-centered care with sensitivity and respect for the diversity of human experience

Attitudes

Value seeing health care situations “through patients’ eyes”

Respect and encourage individual expression of patient values, preferences and expressed needs

Value the patient’s expertise with own health and symptoms

Seek learning opportunities with patients who represent all aspects of human diversity

Recognize personally held attitudes about working with patients from different ethnic, cultural and social backgrounds

Willingly support patient-centered care for individuals and groups whose values differ from own

2. Knowledge

Examine how the safety, quality and cost effectiveness of health care can be improved through the active involvement of patients and families

Examine common barriers to active involvement of patients in their own health care processes

Describe strategies to empower patients or families in all aspects of the health care process

Skills

Remove barriers to presence of families and other designated surrogates based on patient preferences

Assess level of patient’s decisional conflict and provide access to resources

Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management

Attitudes

Value active partnership with patients or designated surrogates in planning, implementation, and evaluation of care

Respect patient preferences for degree of active engagement in care process

3. Knowledge

Discuss principles of effective communication

Describe basic principles of consensus building and conflict resolution

Examine nursing roles in assuring coordination, integration, and continuity of care

Skills

Assess own level of communication skill in encounters with patients and families
Participate in building consensus or resolving conflict in the context of patient care
Communicate care provided and needed at each transition in care

Attitudes

Value continuous improvement of own communication and conflict resolution skills

Teamwork and collaboration

1. Knowledge

Describe scopes of practice and roles of health care team members
Describe strategies for identifying and managing overlaps in team member roles and accountabilities
Recognize contributions of other individuals and groups in helping patient/family achieve health goals

Skills

Function competently within own scope of practice as a member of the health care team
Assume role of team member or leader based on the situation
Initiate requests for help when appropriate to situation
Clarify roles and accountabilities under conditions of potential overlap in team member functioning
Integrate the contributions of others who play a role in helping patient/family achieve health goals

Attitudes

Value the perspectives and expertise of all health team members
Respect the centrality of the patient/family as core members of any health care team
Respect the unique attributes that members bring to a team, including variations in professional orientations and accountabilities

Evidence-based practice

1. Knowledge

Explain the role of evidence in determining best clinical practice
Describe how the strength and relevance of available evidence influences the choice of interventions in provision of patient-centered care

Skills

Participate in structuring the work environment to facilitate integration of new evidence into standards of practice
Question rationale for routine approaches to care that result in less-than-desired outcomes or adverse events

Attitudes

Value the need for continuous improvement in clinical practice based on new knowledge

Quality improvement

1. Knowledge

Describe strategies for learning about the outcomes of care in the setting in which one is engaged in clinical practice

Skills

Seek information about outcomes of care for populations served in care setting
Seek information about quality improvement projects in the care setting

Attitudes

Appreciate that continuous quality improvement is an essential part of the daily work of all health professionals

Safety

1. Knowledge

Discuss potential and actual impact of national patient safety resources, initiatives and regulations

Skills

Use national patient safety resources for own professional development and to focus attention on safety in care settings

Attitudes

Value relationship between national safety campaigns and implementation in local practices and practice settings

Informatics

1. Knowledge

Identify essential information that must be available in a common database to support patient care
Contrast benefits and limitations of different communication technologies and their impact on safety and quality

Skills

Employ communication technologies to coordinate care for patients

Attitudes

Value technologies that support clinical decision-making, error prevention, and care coordination.

DISCUSSION RUBRIC

| CRITERIA | Performance Indicators | | | |
|--|---|---|---|---|
| | Proficient | Competent | Substantive Area for Improvement | Unsatisfactory Work |
| <p><u>Content</u> Relevance of information in the posting to the assigned questions and demonstrates student learning.</p> | <p>Responds to discussion questions with a clear understanding of the focus of study in the module.</p> <p>Posting & responses meet all the requirements of the discussion instruction</p> <p>25 Points</p> | <p>Responds to discussion questions but with minor confusion about the focus of study in the module.</p> <p>Posting & responses meet most of the requirements of the discussion instructions</p> <p>20 Points</p> | <p>Responds to 1 or more discussion questions with major confusion about the focus of study in the module.</p> <p>Or</p> <p>Provides some answers but fails to respond to discussion questions as directed in the Forum.</p> <p>Posting & responses meet some of the requirements of the discussion instructions</p> <p>10 Points</p> | <p>The discussion questions are not answered</p> <p>Or</p> <p>Responses have no connection to the questions.</p> <p>Posting & responses meet few/none of the discussion instructions.</p> <p>0 Points</p> |
| <p><u>Scholarly Presentation</u> Writing style allows for clear communication of thoughts through logical presentation of ideas with correct spelling, grammar, and punctuation (SGP).</p> | <p>Thoughts are logically organized at the paragraph level without errors in SGP.</p> <p>15 Points</p> | <p>Thoughts are logically organized at the paragraph level with no more than 3 errors in SG</p> <p>10 Points</p> | <p>Thoughts are logically organized at the paragraph level with no more than 4 errors in SGP.</p> <p>&/Or</p> <p>Thoughts show limited logical organization between ideas.</p> <p>5 Points</p> | <p>Thoughts show no logical organization in the paragraph.</p> <p>&/ Or</p> <p>Postings contain in excess of 4 errors in SGP.</p> <p>0 Points</p> |

| | | | | |
|---|---|--|--|---|
| <p><u>Engagement</u> Engages in discussion through use of thoughtful replies to the postings of other students.</p> | <p>Replies in the forum to 2 peers in a thoughtful, reflective, and respectful manner.</p> <p>20 Points</p> | <p>Replies in the forum to 1 peer in a thoughtful, reflective, and respectful manner.</p> <p>10 Points</p> | <p>Gives a limited reply to peers in a respectful manner.</p> <p>5 Points</p> | <p>No replies to any postings.</p> <p>&/ Or</p> <p>Replies are clearly disrespectful.</p> <p>0 Points</p> |
| <p><u>Citations/APA</u> Ideas are supported by proper citation and use of references following APA format.</p> | <p>Postings incorporate citations and references following APA format with only 1 error.</p> <p>20 Points</p> | <p>Postings incorporate citations and references following APA format with no more than 2 errors.</p> <p>15 Points</p> | <p>Postings incorporate citations and references following APA format with no more than 3 errors.</p> <p>10 Points</p> | <p>Postings include three or more errors in APA format.</p> <p>5 Points</p> |
| <p><u>Literature/Evidence</u> Ideas are supported by student conducted research – outside the required course material.</p> | <p>Postings and replies are supported by more than <u>two</u> outside references in addition to required readings.</p> <p>20 Points</p> | <p>Postings and replies are supported by <u>one</u> outside reference in addition to required readings.</p> <p>10 Points</p> | <p>Postings and/or replies are <u>only</u> supported by required readings.</p> <p>5 Points</p> | <p>Postings and replies are not supported by any evidence.</p> <p>0 Points</p> |

Sul Ross State University-Rio Grande College

NURS 4305 Population-Focused Community Health

Evidence-Based Research Assignments

Students will use peer-reviewed articles that address evidence-based practice relative to community health. Each paper counts 15% toward your course grade, for a total of 45%.

Assignment 1 Healthy People 2020

1. Download Healthy People 2020 and identify one health issue of interest related to community health (i.e. an issue that affects a population)
2. Conduct a library search for a peer-reviewed article addressing evidence-based nursing or health care practices related to the topic.
3. Write a brief summary of why you selected this topic, what aspects the research addressed and why you chose the article.
4. Submit your brief summary and a copy of the peer-reviewed article on Blackboard.
5. Read and respond to at least two of your classmates. Your responses must be substantive and include peer-reviewed references to support your response. Cite your sources. Your responses must be submitted within one week of the due date.

Assignment 2 Immunizations

1. Conduct a library search for a peer-reviewed article addressing evidence-based nursing or health care practices related to immunizations.
2. Write a brief summary of what immunization issue the research addressed and why you chose the article.
3. Submit your brief summary and a copy of the peer-reviewed article on Blackboard.
4. Read and respond to at least two of your classmates. Your responses must be substantive and include peer-reviewed references to support your response. Cite your sources. Your responses must be submitted within one week of the due date.

Assignment 3 Vulnerable Populations

1. Refer to Stanhope and Lancaster Part VI Vulnerability: Predisposing Factors and select a vulnerable population.
2. Conduct a library search for a peer-reviewed article addressing evidence-based nursing or health care practices related to the vulnerable population.
3. Write a brief summary of why you selected this vulnerable population, what the research addressed and why you selected this article.
4. Submit your brief summary and a copy of the peer-reviewed article on Blackboard.
5. Read and respond to at least two of your classmates. Your responses must be substantive and include peer-reviewed references to support your response. Cite your sources. Your responses must be submitted within one week of the due date.

NAME _____

Evidence-Based Research Assignment 45%

| Measures | Healthy People 2020 Topic | Immunizations | Vulnerable Populations |
|---|------------------------------|---------------|------------------------|
| Used a confirmed peer-reviewed reference, included with assignment (20 pts) | | | |
| Critical reasoning expressed addressing evidence-based nursing practice and the topic (40 pts) | | | |
| Posted on Blackboard by date and time due (10 pts) | | | |
| Responded to two peers with substantive responses, including references and citations for sources. (30 pts) | | | |

Comments:

Faculty signature _____ Date _____