

RN TO BSN PROGRAM



NURS 4305 Population-Focused Community Health

Spring 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, 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: susankengland@yahoo.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 1 January 19-23	<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 2	Community Health Nursing	Stanhope, Ch 1, 2, 3	Questions:

<p>January 26-30</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 January 26 by 8 AM</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. 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 3</p>	<p>Child and Adolescent Health</p>	<p>Stanhope</p>	<p>Questions:</p>

<p>February 2-6</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 "Resources" 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 Feb 2 before 8 AM (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 your area. Using the Internet, obtain information on their program. 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
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<p>Week 4 February 9-13</p>	<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”- you may use this to collect and organize family health history. 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? 3. 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? <p>Activities:</p> <p>Identify a family on which to conduct a family assessment. This family may be friends but they may not be related to you.</p> <p>Complete the Friedman Family Assessment (short form), pg 612-613, including a three-generation genogram. (due 2/23/15)</p>
<p>Week 5 February 16-20</p>	<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 to access in the community. 	<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. 5. How is facility accessibility provided and enforced?

	<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>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 6 February 23-27</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>Concepts:</p>	<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>Family Assessment, and Genogram, due 2/23/15 by 8 AM (on Blackboard)</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>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 7 March 2-6</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 March 2 by 8 AM (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 8 March 9-13</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 9 March 16-20</p>	<p>Spring Break</p>		
<p>Week 10 March 23-27</p>	<p>Women's Health</p> <p>Class objectives:</p> <ol style="list-style-type: none"> 1. Identify common health problems of women over the age span and health care services needed. 	<p>Stanhope Ch 20 pg 361-363</p> <p>Healthy People 2020 concerning health care needs of women and men.</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. Why and how is health care different for women and men? 2. What is the role of the community health nurse in relation to programs for women's health?

	<p>2. Analyze public policy related to research and health care services that concerns women and why it is different from that concerning men and children.</p> <p>3. Consider the impact on families concerning the health of women.</p> <p>4. Identify barriers to access to health care for women.</p> <p>5. Identify the primary health concerns of women.</p> <p>Concept:</p> <p>Reproduction</p> <p>Exemplars:</p> <p>Contraception Pregnancy Infertility Gestational conditions Hormonal changes Menopause</p>	<p>Compare and contrast healthcare concerns between men and women.</p> <p>Research community resources that are targeted to women's or men's healthcare needs.</p>	<p>Activity</p> <p>1. Analyze county mortality and morbidity data and rank the order of the 10 most prevalent health problems for women. Compare these with men's health problems.</p> <p>2. Design a teaching plan for a middle-aged woman that reflects a maximum level of health promotion for her and her family.</p>
<p>Week 11 March 30-April 3</p>	<p>Occupational Health Nursing</p> <p>Class objectives:</p> <p>1. Describe the nursing role in Occupational Health.</p> <p>2. Describe current trends in the American workforce.</p> <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>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>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>Questions:</p> <p>1. Research host factors associated with increased risk from an adverse response to hazardous workplace exposure.</p> <p>2. Research job descriptions and activities of Occupational Health Nurses.</p> <p>Activity:</p> <p>1. In a group research and explain examples of biological, chemical, environmental/mechanical, physical, and psychosocial workplace hazards.</p> <p>2. Obtain a proposed standard for OSHA, critique it, and share your comments.</p>

	<p>Area agencies on aging Disability-related services School-based services Self-management programs Disease management Patient navigation services</p>		
<p>Week 12 April 6-10</p>	<p>Emergency Preparedness</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. <p>Concept:</p> <p>Professionalism</p> <p>Exemplars:</p> <p>Influential leadership Knowledgeable Skilled Therapeutic Accurate Focused Respectful Truthful Honorable</p>	<p>Stanhope Ch 20 Accidents and Injuries pg 350-353</p> <p>Review: Nursing Curriculum for Emergency Preparedness http://webapps.nursing.vanderbilt.edu/incmce/modules2/main.html</p> <p>Research CDC website for emergency preparedness and planning</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?
<p>Week 13 April 13-17</p>	<p>Natural and Man-made Disaster Management</p> <p>Class objectives:</p> <ol style="list-style-type: none"> 1. Define the nurse's role in disaster planning, management and evaluation. 2. Describe the phases of disaster response. 	<p>Stanhope Ch 14 Disaster Management</p> <p>Review American Red Cross Disaster Response http://www.redcross.org/prep/are/</p> <p>4/6/15 Community Assessment Team Paper Due 5 PM (on Blackboard)</p>	<p>Questions:</p> <ol style="list-style-type: none"> 1. 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>3. Compare the cultural, spiritual, and social issues impacting responses to disasters.</p> <p>4. Describe the national and state systems for accountability and coordination of disaster planning, response, recovery, and evaluation.</p> <p>5. Consider the ethical, legal, psychological and cultural considerations in Mass Casualty Incidences.</p> <p>6. 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>		
<p>Week 14 April 20-24</p>	<p>Roles for nurses in the community</p> <p>Class objectives:</p> <ol style="list-style-type: none"> 1. Define local, state, and national roles for public health nurses. 2. Identify trends in public health nursing. 3. Describe examples of public health nursing roles. 4. Discuss emerging public health issues that affect public health nursing practice. 5. Identify educational preparation of public health nurses and competencies necessary to practice. 	<p>Stanhope Ch 28 Nursing Practice at the Local, State, and National Levels in Public Health Ch 31 The Nurse in the Schools</p> <p>Review the Health Insurance Portability and Accountability Act (HIPAA): What does it mean for public health nurses? (Stanhope pg 606-607).</p> <p>Read Stanhope Essential Elements of Public Health Nursing pg 622-633.</p>	<p>Questions?</p> <ol style="list-style-type: none"> 1. What is the community health nurse's role in communicable disease control? 2. What can nurses learn from the past practice of public health nurses? 3. What are external factors that affect public health nursing? 4. What is the community health nurse's role in environmental health? 5. What is the community health nurse's role in surveillance and reporting of infectious diseases? <p>Activity:</p>

	<p>6. Demonstrate understanding of team concepts in public health settings</p> <p>Concept:</p> <p>Health promotion</p> <p>Exemplars:</p> <p>Vaccinations Nutrition counseling Genetic counseling Injury prevention Environmental exposures Developmental screening Blood pressure screening Substance abuse screening</p>		<p>1. Working in a group, determine the most pressing public health issue in your community and suggestions for improvement.</p> <p>2. Imagine that you are a nurse in public health for a day. What would you like to accomplish?</p>
Week 15 April 27-	Presentation of Community Assessments	Presentations due on Blackboard April 20 before 8 AM.	

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 discussion	10%
Research assignments (3)	30%
Family Assessment (Friedman) with Genogram (Individual)	15%
Community assessment (team) presentation/paper	25%
<u>Weekly Activities</u>	<u>15%</u>
Final Course Grade	100%

FACULTY PICTURE AND BIOGRAPHY:



Susan England, 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. England 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. During the course of her career, Dr. England has 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. England 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. Dr. England has 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.

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 two 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 8 AM on Monday of each week. Students must revisit the discussion board daily to stay abreast and be participative in the on-going discussions.

Most of the module requirements will be asynchronous, conducted and documented at a time selected by the student. There will be group time when faculty and students may decide to be on line at a specific time for synchronous discussion and interactive responses. Designated times will be determined by the class and the faculty. There will also be a designated time for the last class, where community assessment presentations will be delivered.

COURSE EXPECTATIONS

The course will be managed on Blackboard. Course information 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, quizzes, class participation grades, or presentations will result in the student receiving a zero for the assignment. No late work is accepted. Two or more unexcused absences 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 10% toward your course grade, for a total of 30%.

Assignment 1 Healthy People 2020 due: Jan 22, 2014

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 under "Discussions" by 8:00 AM Jan 22, 2014.
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 due: Feb 12, 2014

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 under "Discussions" by 8:00 AM Jan 22, 2014.
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 due at the beginning of class: Feb 19, 2014

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 under "Discussions" by 8:00 AM Jan 22, 2014.
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.

Sul Ross State University-Rio Grande College

NURS 4305 Population-Focused Community Health

NAME _____

Evidence-Based Research Assignment 30%

Measures	1/22/14 Healthy People 2020 Topic	2/12/14 Immunizations	2/19/14 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 _____

Family Assessment, Genogram and Ecomap

This project counts as 15% of your grade and is due on **March 17, 2014**.

Stanhope, M. & Lancaster, J. (2014). *Foundations of Nursing in the Community, Community Oriented Practice*. (4th ed.). Mosby/Elsevier. **Chapter 18**: Family Development and Family Nursing Assessment. Use **G.2** Friedman Family Assessment Model (Short Form) found on pages **672-673**.

A genogram is a graphical representation of family structure. In its more complex forms, it can include representations of emotional relationships. Many family therapists, social workers, medical personnel and other professionals are trained to develop genograms to record family structure and to take note of family systems issues, including patterns of behavior, tension, or dysfunction. Clergy can often make good use of simple genograms when interviewing new members, wedding couples, or bereaved family members.

In a standard genogram, each generation is portrayed on different level, from oldest at the top to youngest at the bottom. Males are represented by squares, females by circles. Marriages are represented by horizontal lines. A single slash through a horizontal line represents a separation; a double slash, a divorce. An X indicates the person is deceased. See Stanhope, page 338.

Parenting is represented by vertical lines. There are three different kinds of vertical lines: solid for biological parentage, dotted for adoption, and thinner dots for foster parenting. The vertical lines for twins or multiple births come from the same point on the horizontal. Pregnancies are indicated by triangles. Stillbirths, miscarriages and abortions can be represented by half-size triangles cancelled.

Colored, wavy, curved, choppy and other forms of lines are can be used between figures on the genogram to indicate nature of interpersonal relationships, including abuse, manipulation, or other troubled relationships and emotional cut-offs. (You need not learn these symbols; their use is varied among different authors and practitioners. You may even wish to develop your own. Some can be found at

<http://www.genopro.com/genogram/emotional-relationships/>)

Complex families can be difficult to map in a genogram. Standard rules for a genogram can be found at <http://www.genopro.com/genogram/rules/>

Complete an ecomap for this family. Read “Environmental Risk Assessment”, pg 339-341, and see example on pg 340.

Assignment:

1. Draw a 3-generation genogram and ecomap representing the family on which you conducted your Friedman Family Assessment.
2. Complete the Friedman Family Assessment, using the Friedman Family Assessment Model found on pages **672-673 of your Stanhope and Lancaster text. Include a genogram, and ecomap, reflecting the family concepts in Chapter 18.** Use APA format 6th Ed.
3. Use Rubric for Family Assessment to evaluate your paper before submission.
4. Submit your completed assignment to Blackboard under the “Assignments” tab by 8AM on **March 17, 2014**.

Sul Ross State University-Rio Grande College

NURS 4305 Population-Focused Community Health

Rubric for Family Assessment

Due March 17, 2014 8 AM

Student Name: _____ Date _____

Measures	Possible Points	Earned Points
1. Genogram includes codes and lines to reflect composition by persons and relationships for three generations (page 338)	25	
2. Ecomap context of family (page 340) (include environmental data)	10	
2. Relationships defined/identified (include identifying data, developmental stage and history of family)	15	
3. Family characteristics (p 315, Box 18-3)	15	
4. Family structural and functional assessment (pages 313-314) (include stress and coping)	15	
5. Friedman Family health assessment (page 324-325)	20	
6. APA 6 th ed. format	5	
TOTAL	Possible Points 100	

Comments, thoughts, and insights:

FACULTY SIGNATURE: _____ DATE: _____

Rev'd 01/06/15 SKE

NURS 4305 Population-Focused Community Health

Guidelines for Community Assessment and Report

Stanhope, M. & Lancaster, J. (2014). *Foundations of Nursing in the Community, Community Oriented Practice*. (4th ed.). Mosby/Elsevier. **Ch 12: Community Assessment and Evaluation**. Review Stanhope's Community Assessment Instructions, which are located on TRACS under the "Resources" tab.

This project counts 25% of your course grade. **The paper is due 4/14/14 5 PM and the presentation is due on 4/22/14 by 8 AM.**

- I. Determine the team members and roles.
- II. Plan how to accomplish the project, sharing the work and findings, and producing the formal report and presentation.
 1. You will be assigned a community to assess. Determine the geographic parameters. Describe the assigned community. Discuss the type of community (e.g. geographic, environmental, rural, or urban).
 2. Discuss the methods that will be used to conduct the community assessment with the clinical faculty. **See Ch 12: Community Assessment and Evaluation.**
 3. Conduct the Windshield survey (Practicum course hours designated for this activity). **See Windshield Survey Guide: "How to Perform a Windshield Survey". Also, see Table 12.3 page 226 Windshield Survey Components as a guide.**
 4. Gather primary and secondary community assessment data on the identified community.
 5. Assess for potential environmental hazards (air, water, soil, etc.) through an Internet search on your community using the website www.scorecard.org.
 6. Identify the community needs, strengths, weaknesses, liabilities, and assets.
 7. Relate the identified community needs, strengths, weaknesses, liabilities, and assets to Healthy People 2020 and Texas Health Care Report (www.texashealthcarereport.org)
 8. Provide recommendations for community level interventions based on the identified needs, strengths, weaknesses, liabilities, and assets.
 9. Identify two (2) wellness diagnoses for the community assessed.
 10. As part of this assignment, your group is expected to give back to your community. Identify a need within this community. Develop a plan and implement it to complete a community service project for this community. This must be implemented and completed prior to the due date for this assignment (4/14/14).
 10. Prepare formal paper with references using APA format 6th Ed. Due 4/14/14 5PM. Submit one group paper to TRACS under the "Assignments" tab.
 11. **Prepare a 15-20 minute presentation, which will be delivered to the class. Please do not exceed this time frame. Practice your presentation before the due date as you may not cover all of the required material if your time runs out. If this occurs, it will be reflected in your presentation grade. Presentations are due 4/22/14 at 8AM.**

NURS 4305 Population-Focused Community Health

How to Perform a Windshield Survey by Erica Roth
Group Activity

A windshield survey relies on observations for data and other information instead of directing questions to participants. The windshield surveys got its name because many of these projects are done while the observers sit in a car. You also can perform a windshield survey by walking through the targeted area. Difficulty:

Moderately Easy

Things You'll Need:

- Maps
- Team of survey takers
- Survey questions
- Pens
- Clipboards
- Cameras, if applicable

Step 1. Develop survey questions that fit the definition and capabilities of a windshield survey. For example, if you want to assess the recycling program in your town, you would write down questions related to the number of recycling bins each house puts out and the types of material you see--and don't see--in the bins.

Step 2. Gather together maps of the areas you will be surveying. Map out the route you will take through the neighborhood or other area in question, along with an alternate route. Determine what time period(s) the survey will need to be taken and how many survey takers you will need.

Step 3. Create a team of people who will perform the windshield survey. One person will need to drive the car as one to two others gather the data you need. You may consider adding another person to the team to operate audio-visual equipment if you need still or video pictures as part of the survey.

Step 4. Equip your survey team with plenty of supplies, such as pens, clipboards and paper on which to take notes in addition to the survey questions. Don't forget water and snacks if the team will be on the road for long periods of time.

Step 5. Be sure each team member knows his/her job as you begin the windshield survey. So the survey takers can make their observations, you will need to drive as slowly as possible, but avoid holding up traffic, especially in densely populated areas. Survey takers should take as many notes as possible about what they see in the neighborhood, even if the observations may not seem important or seem to fit the questions.

Step 6. Discuss your findings only after you have completed the windshield survey, not during the drive. This avoids allows everyone on the team time to process what he/she has seen without confusion and avoids distracting the driver.

See Table 12.3 pages 226 in Stanhope and Lancaster text to guide the windshield survey.

Rubric for Community Assessment Paper

OVERVIEW	Possible Points	Earned Points
A. Description of the community 1.) History 2.) Type of community: Urban, Suburban, Rural	5 pts	
Community as PLACE: A. Description, Identifying data 1.) Location 2.) Topography 3.) Climate	5pts	
B.) Boundaries, area in sq miles	5 pts	
C.)Environment: 1.) Sanitation, water supply, sewage, garbage, trash 2.) Pollutants: toxic substances, animal reservoirs or vectors, flora and fauna 3.) Air quality, color, odor, particulates 4.) Food supply, sources, preparation	5 pts	
D.) Housing: 1.) Types of housing, public, private 2.) condition of housing 3.) Percent owned, rented 4.) House for special populations: a.)Near Homeless b.) Homeless c.) Frail Elders	10pts	
E.) Leading industries and occupations	10 pts	
PEOPLE OF THE COMMUNITY A.) Population profile 1.) Total population 2.) Population density 3.) Population changes last 10 years 4.) Population per square mile 5.) Mobility 6.) Types of families B.) Vital and demographic population characteristics 1.) Age distribution	10 pts	

<ul style="list-style-type: none"> 2.) Sex distribution 3.) Race distribution 4.) Ethnic group compositions and distribution 5.) Socioeconomic status <ul style="list-style-type: none"> a.) Family income b.) Major occupations c.) Estimated level of unemployment d.) Percent below the poverty level e.) Percent retired 6.) Educational level 7.) Religious distribution 8.) Marriage and divorce rates 9.) Birth and death rates C.) Leading causes of morbidity <ul style="list-style-type: none"> 1.) Incidence rates (specific diseases) 2.) Prevalence rates (specific diseases) D.) Mortality Characteristics <ul style="list-style-type: none"> 1.) Crude death rate 2.) Age-specific death rate 3.) Infant mortality rate 4.) Maternal mortality rate 5.) Leading cause of death 		
<p>Community as a Social System</p> <ul style="list-style-type: none"> A.) Government and leadership <ul style="list-style-type: none"> 1.) Type of government (mayor, city manager, board of supervisors) 2.) City offices (location, hours services, access) B. Education <ul style="list-style-type: none"> 1.) Public education 2.) Private education 3.) Libraries 4.) Services for special populations <ul style="list-style-type: none"> a.) Pregnant teens b.) Adults with special problems c.) Children and adults developmentally disabled d.) Children and adults blind or deaf C. Transportation <ul style="list-style-type: none"> 1.) Transport systems, bus, suburban train, private auto, air, other 	<p>10 pts</p>	

<ul style="list-style-type: none"> 2.) Transportation provisions for special populations <ul style="list-style-type: none"> a.) Elders b.) homeless or near homeless c.) adults with disabilities D. Communication resources <ul style="list-style-type: none"> 1. Newspapers 2. Radio stations 3. Television 4. Internet web sites 5. Other E. Religious resources <ul style="list-style-type: none"> 1. Churches and other religious facilities 2. Community programs and services (health ministries, parish nursing) 		
<ul style="list-style-type: none"> F. Recreation resources <ul style="list-style-type: none"> 1.) Public and private facilities 2.) Programs for special populations groups <ul style="list-style-type: none"> a.) People with disabilities b.) Elders c.) Blind and deaf d.) Other 	5 pts	
<ul style="list-style-type: none"> G. Community safety (protection) <ul style="list-style-type: none"> 1.) Fire protection (describe) 2.) Police protection, including county detention facilities (describe) 3.) Disaster preparation 	10 pts	
<ul style="list-style-type: none"> H. Stores and shops <ul style="list-style-type: none"> 1.) Types and location 2.) Access 	5 pts	
<ul style="list-style-type: none"> I. List Community health facilities and resources (access, availability, eligibility) <ul style="list-style-type: none"> A.) Health systems <ul style="list-style-type: none"> 1.) Hospitals (type and services, acute care facilities 2.) Rehabilitation health care facilities: physical conditions, alcoholism, and substance abuse 3.) Home health services, hospice and home health agencies 4.) Long-term care facilities 5.) Respite care for special populations 6.) Ambulatory services 	15 pts	

<ul style="list-style-type: none"> a. Hospital ambulatory clinics b. Public health service clinics c. Nursing centers d. Community mental health centers <p>7.) Special health services for targeted populations</p> <ul style="list-style-type: none"> a. Pre-school b. School age c. Adults <p>8.) Other</p> <ul style="list-style-type: none"> a.) School health services b.) Occupational health services <p>B.) Public Health and Social services</p> <ul style="list-style-type: none"> 1.) Health Dept programs 2.) Social services <ul style="list-style-type: none"> a.) Dept of social services county b.) Official public and social programs LIST c.) Social Security location, availability, eligibility <p>C.) Voluntary Health Organizations</p> <ul style="list-style-type: none"> 1.) Cancer Society 2.) Heart association 3.) Red Cross 4.) Women's shelter 5.) Suicide prevention 6.) Rape crisis 7.) Family Services 8.) Catholic Charities 9.) Alzheimer's Association 10.) Lung association 11.) Diabetes Association <p>D.) Health related Planning Groups</p> <ul style="list-style-type: none"> 1.) Area Agency on Aging 2.) Senior Coordinating Councils 3.) High-risk infant coordinating councils 4.) Healthy Communities 5.) Teen-violence prevention 		
<p>SUMMARY</p> <p>What are the major assets of the community</p> <ul style="list-style-type: none"> a.) place b.) people c.) resources d.) accessibility 	<p>5 pts</p>	

e.) acceptability f.) public and private What are the major health problems or needs? 1.) the place 2.) the people 3.) the resources Identify and propose the contributions of nurses and other health care providers, community leaders, residents to the solutions Which of the problems or needs have priority?		
TOTALS	POSSIBLE POINTS 100	EARNED POINTS

STUDENT'S NAMES: _____

DATE _____

GROUP SCORE _____

FACULTY _____

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Sul Ross State University-Rio Grande College

NURS 4305 Population-Focused Community Health

**Community Assessment
Presentation Evaluation Form**

Team members: _____

Community: _____

(Describe and define parameters for area assessed.)

Measures	Possible Points	Earned Points
Professional appearance and delivery Introduced speakers	10	
Covered the Topic Assessment parameters Needs and assets identified	30	
Individual perspective contributed to the entire presentation Recommended interventions	25	
Engaged the Audience	10	

Spoke clearly and loudly Maintained eye contact with audience		
Audio-visuais, handouts, activities Materials are readable to entire audience Provides for Q&As	15	
Report in APA format References	10	
Total points	100	

Comments:

Faculty Signature: _____ Date _____

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