



SUL ROSS STATE UNIVERSITY RIO GRANDE COLLEGE  
RN TO BSN COMPLETION PROGRAM  
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH  
FALL 2019

**SEMESTER HOURS:** Three (3)  
**CONTACT HOURS:** 45  
**CLINICAL HOURS:** Variable  
**PREREQUISITE:** Admission to the RN to BSN Completion Program  
**NURS 3305 Nursing Research and Application**

**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.

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 K. Lee, PhD, RN, CNE  
**Preferred method of contact:** Email  
**Office Hours:**  
Hours available via e-mail: M-F 8a-5p  
Hours available in person in office: N/A  
Hours available via telephone: M-F by appointment  
**Phone number:** 512-738-2318 (by appointment only)  
**University E-mail:** ske14bk@sulross.edu

**STUDENT LEARNING OUTCOMES:**

Each student enrolled in the course will be expected to meet course objectives that are presented within the applicable framework of the Texas Board of Nursing (TBON) Disseminated Essential Competencies of Graduates from Texas Nursing programs (DEC's), the American Association of College of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (BSN Essentials), and the Quality and Safety Education for Nurses (QSEN) Knowledge, Skills and Attitudes (KSA's) in this course.

The student will be able to:

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



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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 TEXTS AND RESOURCES:**

1. Publication Manual of the American Psychological Association Manual (6<sup>th</sup> ed.).
2. Stanhope, M. & Lancaster, J. (2014). *Foundations of nursing in the community: Community oriented practice*. (4th ed.). Mosby/Elsevier
3. American Journal of Public Health or related research journal for weekly clinical discussions and documentation for community needs assessment.
4. CDC and Department of Human Resources Website.
5. Cumulative Index to Nursing and Allied Health Literature database (CINAHL Plus).
6. Dreher, M. and Skemp, L. (2011). *Healthy People, Healthy Places* (2<sup>nd</sup> Ed.). Indianapolis, IN: Sigma Theta Tau International.
7. Ebersole, P., Hess, P., Touhy, T., Jett, K., & Luggen, A. (2008). *Toward a healthy aging: Human needs and nursing response*. (7<sup>th</sup> ed.). St. Louis, MO: Mosby-Elsevier.
8. Institute of Medicine. (2004). *Health literacy*. National Academies Press. (Executive Summary)

**Database and Websites:**

1. U.S. Census Bureau - <http://www.census.gov>
2. Federal Stats - <http://www.fedstats.gov>
3. Center for Disease Control and Prevention - <http://cdc.gov/nchs>
4. Federal Emergency Management Agency - <http://www.fema.gov>
5. National Health Information Center - <http://health.gov/nhic>
6. Center for Disease Control and Prevention - <http://www.cdc.gov/BRFSS/>
7. Texas Nurses Association - <http://www.texasnurses.org>
8. American Red Cross of Central Texas - <http://www.centex.redcross.org>
9. American Nurses Association - <http://www.nursingworld.org>
10. Visiting Nursing Association of America - <http://vnaa.org/vnaa/>
11. United States Citizenship and Immigration Services - <http://www.uscis.gov/portal/site/uscis>
12. Healthy People 2020 - <http://www.healthypeople.gov/2020/about/default.aspx>



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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 LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:**

### **LEARNING ACTIVITIES:**

Learning on-line requires individual initiative to read, research, question, and subsequently, learn. Faculty will moderate the learning process. You will read the assigned material in your course outline portion of the syllabus and spend some quiet time contemplating what has been read. Most of the module requirements will be asynchronous, conducted and documented at a time selected by the student. Faculty and students may decide to be on-line at a specific time for group synchronous discussion and interactive responses. If this is desired, designated times will be determined by the class and the faculty.

#### **Discussion Board: Online Participation**

These discussions are designed to replace the traditional classroom and will be conducted using the Discussion Board on Blackboard. You must respond to the Discussion Board topics for the corresponding lesson and post your responses on the Discussion Board on Blackboard **by 8 am on Monday morning** of the following week. You must reply to at least one of your classmates' postings, using substantive, referenced responses, including APA (6<sup>th</sup> ed.) citations. Replies are due by the end of the week on **Friday night at Midnight**. Please refer to the **8 Week Calendar for Fall 2018**. The Discussion Board rubric is attached and will be used to grade your discussions and postings. Students must revisit the Discussion Board daily to stay abreast and be participative in the on-going discussions.

#### **Research Assignments (3)**

Students will use **peer-reviewed** articles that address evidence-based practice relative to community health. See schedule for due dates.

#### **Community Assessment and Paper**

Students will conduct a Windshield Survey and access on-line resources to gather data, assess community strengths and weaknesses, identify significant health issues within the community, and plan an intervention to address a priority community health problem.

### **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 Discussion Board and assignment to submit specified assignments **by 8 AM on Monday of each week**. 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.

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



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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.

Verbal and written responses to assignments will incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. All written assignments must be presented in APA format. Any technical difficulties related to Blackboard Collaboration must be referred to the IT resources close to your home address and corrected as soon as possible. Making an appointment with the IT resource and taking your computer equipment with you to the appointment will lead to a successful learning process.

**Orientation to Course:**

Uvalde Campus

Onsite orientation provides students with instruction on how to manage online learning and to address questions concerning the course and course requirements.

**During the first week of class**, each student must submit a brief personal and professional biography including educational and clinical experiences and any personal information that highlights why they are choosing to seek a BSN degree.

**STUDENT/FACULTY EXPECTATIONS IN THE TEACHING/LEARNING PROCESS**

Learning is a shared endeavor based upon respectful and collaborative relationships between students and faculty. The learning activities designed for this course were developed based upon the following:

1. As adult learners we are partners in learning.
2. Faculty members serve as a mentor, resource, guide, or coach and professional peer.
3. Our work and life experiences differ and serve to enrich our individual and mutual learning.
4. Each member of the class is committed to preparing for and successfully completing class learning activities.
5. Each member of the class will organize their time, learning goals, work schedules and family arrangements to fully participate in the course and assignment activities.
6. Each member of the class is able to use computer technology and access resources via the Internet and other mobile technologies as needed for this and other courses.

**COMMUNICATIONS:**

- **Announcements** – Check announcements each time you log onto the course.
- **Course E-mail** – All e-mail communication must be through your Sul Ross e-mail account. Check Sul Ross e-mail frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday – Friday.
- **Responses to e-mails and course postings** – Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross e-mail and if not available, mobile phone or texting between the hours of 9 am and 6 pm if possible.
- **Assignments** – Assignments will be reviewed and returned with feedback/grade
- **Writing and use of APA format** – All written assignments and Discussion Board postings will be submitted using the American Psychological Association (APA) 6<sup>th</sup> Ed. Guidelines, as indicated by faculty. <http://owl.english.purdue.edu/owl/resource/560/01>

**USE OF TECHNOLOGY:**



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If you have any technical questions, problems or concerns with Blackboard, do not spend more than 15 minutes on any technical problem, seek help immediately.

- Contact the 24-7 Help Desk at: 1-888-837-2882.
- Uvalde OIT Department: 830-279-3045
- Eagle Pass OIT Department: 830-758-5010
- Del Rio OIT Department: 830-703-4818

### **ATTENDANCE AND PARTICIPATION:**

- Readings and learning activities relevant to the weekly topic are identified in the course schedule and modules.
- Scholarly and knowledgeable participation requires that you read your assigned readings prior to joining the class discussions.
- An online course requires participation in all areas for accurate evaluation of performance including responding the faculty requests or communications.
- If you have an emergency and cannot complete an assignment by the due date, you must contact your faculty by e-mail, text, or phone as soon as possible and make arrangements to make up the assignments.
- Blackboard course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course. The Blackboard tracking function may be utilized to verify student online participation.

### **RULES OF NETIQUETTE:**

The term “netiquette” refers to written and unwritten rules regarding appropriate communication on the Internet. It will apply primarily to your interactions on the course Discussion Board, assignments both individual and group, and e-mail communications.

1. Help create a community of scholars by encouraging a cooperative win-win attitude in which all members of the class are willing to work together, each contributing in their own way.
2. Be helpful and be sure to do your part in an online class or in group work so that assignments can be completed.
3. Common courtesy and good manners, along with proper use of grammar, sentence structure, and correct spelling, are essential when taking an online class.
  - a. Use a meaningful title in the Subject line. For e-mail, include course number.
  - b. Use the person’s name you are writing to as a greeting in the first line of the message – this helps ensure you are writing to the intended person (group).
  - c. Close the posting by writing your full name at the end of the message.
4. Do not post anything too personal as all students in the class and your instructor will see what you write, and the University archives all course materials;
5. Be courteous and respectful to students and faculty in the course.
  - a. There is a difference between making a statement that is a critical appraisal of an idea and criticizing someone for their point of view as it will be read by others;
  - b. Be careful with the tones of what you are communicating, sarcasm and subtle humor; one person’s joke may be another person’s insults;
  - c. Do not use all caps in the message box (it is considered shouting);



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- d. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race or ethnicity.
6. Keep the messages you post to the Discussion Board relevant to the course and assignment, and provide a rationale including references as appropriate to support your point-of-view.
7. Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.
8. When posting a response, make sure you clarify the post to which you are responding.
9. If the topic you wish to address is already covered under an existing thread, do not start a new thread.
10. When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.
11. Try not to lurk, meaning you are just reading and not participating.
12. Quality of online communications/postings is important
  - a. It is not acceptable to present work or ideas of others as your own. If you quote from a source, use quotation marks and provide the original author's name, year, and the work from which the quotation is taken. If you paraphrase, use your own understanding of the work if possible and give credit to the original author by citing name, year and source of the idea.
  - b. If the posting is going to be long, use paragraphs;
  - c. Do not overuse acronyms like you use in text messaging. Some of the participants may not be familiar with acronyms;
  - d. Just as you would proofread a formal paper, before posting;
    - i. Read what you have written for content;
    - ii. Rethink what you have written for tone;
    - iii. Reread what you have written for organization and coherence; and
    - iv. Revise what you have written for grammar, punctuation and mechanics.
    - v. Once you submit your work, discussion, or e-mail, you cannot change what you have written.
13. Don't send large files as someone in your class may have a relatively slow internet connection and be sure to check for viruses when sending files.
14. Be patient if you do not get an immediate response to your postings as others may be on a different schedule. If it is urgent, you can contact other students of faculty by e-mail, text, or phone.

**ASSESSMENT OF STUDENT LEARNING:**

1. Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class Discussion Boards, online reflections and observations, clinical performance when applicable, knowledge and comprehension of reading assignments and completion of course assignments. Criteria for each course activity and assignments include grading rubrics are delineated either in the syllabus or in the modules.
2. **Summary of Measures for Evaluations:**  
The course grade is based on weekly Discussion Board participation, a community assessment and paper, and three (3) Evidence Based research assignments.

| <u>Course Requirements</u>               | <u>Percentage</u> |
|--|-------------------|
| 1. Participation in Discussion Board     | 30%               |
| 2. Research Assignments (3) 15% each     | 45%               |
| 3. <u>Community assessment and paper</u> | <u>25%</u>        |



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**Total Points**

**100**

3. **Calculation of Final Grade:** The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation.

Grading Scale

A = 90 – 100

B = 80 – 89

C = 75 – 79

D = 70 – 74

F = 69 or below

**POLICIES FOR EXAMS AND ASSIGNMENTS:**

**Online testing/Assessments:** When assigned, examinations will be given via the use of Proctor Free. Instructions will be provided at the time of the examination.

**Missed Examinations and Makeup Examinations:** Faculty members must be informed immediately when a student is aware that an examination will be missed. Make-up should occur within a week of the scheduled examination as agreed on between the faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, e-mail, or text as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up exams can be arranged without penalty.

**Late and Make-up Assignments:** To achieve the designated points for an assignment, the assignment must be submitted at or before the scheduled date and time. Late submission of assignments will result in the student receiving a grade of zero for the late assignment. Should scheduling conflicts and/or family emergencies arise, student should contact faculty by e-mail as soon as possible. If students have spoken with faculty and an agreement is reached, late make-up assignments can be arranged without penalty.

**COURSE SCHEDULE:** (This schedule is subject to change by faculty.)

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| Week<br>& | Topics & Objectives | Required Readings | Learning Activities and<br>Assignments & |
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| Module |   | & References  | Submission Dates  |
|--------|---|---|---|
| Week 1 | <p>Introduction to course and expectations</p> <p><b>Class Objectives:</b></p> <p>Apply evidence-based practice to community health services.</p> <ol style="list-style-type: none"> <li>1. Apply findings of Healthy People 2020 in analysis of community health needs and changes.</li> <li>2. Apply complexity science to community health and health care systems.</li> </ol> <p><b>Concept:</b> Healthcare organizations</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Private and public funding</li> <li>2. Variety of settings</li> <li>3. Regulated by public and private authorities</li> <li>4. Specialized professional workforce</li> <li>5. Unique purpose</li> <li>6. Public trust</li> </ol> | <p>Read course syllabus</p> <p><a href="http://www.nap.edu">www.nap.edu</a></p> <p>Research Complexity Science</p> <p>Review Healthy People 2020 at <a href="http://www.healthypeople.gov">www.healthypeople.gov</a></p> <p><b>Schedule on-line meeting with faculty.</b></p> | <p><b>Discussion Board 1</b></p> <p>Define and differentiate between community-oriented nursing practice, public health nursing practice, and community-based nursing practice.</p> <ol style="list-style-type: none"> <li>1. 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?</li> </ol> <p>Research Healthy People 2020.</p> <ol style="list-style-type: none"> <li>2. What is the vision? What are the goals? What are the objectives? What trends do you see?</li> </ol> <p><b>Research assignment 1: Healthy People 2020: Due on Monday 8 am of Week 2. See Grading Rubric for Research Assignments</b></p> <p><b>BEGIN DATA COLLECTION FOR COMMUNITY ASSESSMENT, TO INCLUDE WINDSHIELD SURVEY AND INTERNET DATA BASES: See Rubric for Community Assessment Paper</b></p> <p>Each week, you also need to use the Discussion Board questions to focus your assessment and nursing process.</p> |
| Week 2 | <p><b>Community Health Nursing</b></p> <p><b>Class Objectives:</b></p>  | <p><b>Stanhope, Ch 1, 2, 3</b></p> <p>Research the implications of</p>  | <p><b>*Research assignment 1: Healthy People 2020: Due Monday 8 am</b></p> <p><b>Discussion Board 2</b></p>   |





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|        | <ol style="list-style-type: none"> <li>1. Compare and contrast Public Health, Community Health and Health Care System</li> <li>2. Describe history of community health and health care access and delivery</li> <li>3. Compare 21<sup>st</sup> Century Health Care System with past and with other industrial countries</li> <li>4. Describe the process of and resources for community assessment.</li> <li>5. Compare and contrast community nursing with acute care nursing.</li> <li>6. Apply concepts of prevention, risk reduction, and health maintenance to populations and communities</li> <li>7. Analyze the role of the nation, state and local community in health of the population.</li> <li>8. Describe the process of community health planning, implementation and evaluation.</li> <li>9. Consider nursing theories that apply to community nursing.</li> </ol> <p><b>Concept:</b> Healthcare services (health promotion, illness, and wellness care)</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Ambulatory care centers</li> <li>2. Home health agencies</li> <li>3. Clinics</li> <li>4. Providers offices</li> <li>5. Nursing homes</li> <li>6. Organizations</li> <li>7. Long term care facilities</li> </ol> | <p>“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<br/> <b>Stanhope</b> pg 631-633</p> | <ol style="list-style-type: none"> <li>1. What are the mission, core functions, and essential services of public health?</li> <li>2. Discuss what community-oriented practice is.</li> <li>3. What are the goals of public health nursing described by the Public Health Nursing Section of the APHA (1981)?</li> </ol> <p>On the Internet, locate a job description for a public health or community nurse. From this, answer the following:</p> <p>Which concept of public health nursing does the practice reflect?</p> <ol style="list-style-type: none"> <li>4. Which concept is emphasized in the job description?</li> <li>5. Can you determine if the nurses are involved in policy formulation that affects client services?</li> </ol> <p><b>CONTINUE DATA COLLECTION EACH WEEK TO COMPLETE THE COMMUNITY ASSESSMENT RUBRIC:</b> This is a major class grade and you need to plan accordingly and pace yourself.</p> |
| Week 3 | <b>Child and Adolescent Health</b>  | <b>Stanhope</b>   | <b>Discussion Board 3</b>  |



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|               | <p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>Analyze factors affecting health of children, adolescents including poverty, racial disparities, single parenting, parents’ educational level and access to health care.</li> <li>Identify environmental factors that impact children’s health including injuries, obesity, child abuse and immunizations.</li> <li>Evaluate the strategies in Healthy People 2020 addressing children, and adolescent’s needs.</li> <li>Assess factors that may contribute to adverse events among children and adolescents, including abuse, co-morbidities, and access to health care services.</li> </ol> <p><b>Concept:</b> Development</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>Growth</li> <li>Changes in body proportions</li> <li>Social/Emotional- personality, emotion, behavior</li> <li>Relationships</li> <li>Sensory reception, processing, use of information</li> <li>Communication- speech and language</li> <li>Acquisition of skills enabling independence at home and in the community</li> </ol> | <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 (<b>Stanhope</b> pg 488-492)</p> | <ol style="list-style-type: none"> <li>Why is teaching appropriate nutrition the key to changing behaviors in children and adolescents?</li> <li>Discuss the leading causes of death among children and adolescents and how you think these can be prevented.</li> <li>What interventions can the nurse in community health employ to prevent childhood injury prevention?</li> <li>Identify a child abuse resource center, or agency in your area. Using the Internet, obtain information on the program.</li> <li>Discuss the issues of intentional injury, weapons use, and violence in children. What can you do, as a nurse, to reduce these injuries?</li> </ol> <p><b>Research Assignment 2:<br/>       Immunization due Monday at 8 am of Week 4</b></p> <p><b>CONTINUE WORKING ON<br/>       COMMUNITY ASSESSMENT<br/>       AND PAPER</b></p> |
| <p>Week 4</p> | <p><b>Vulnerable Populations:<br/>       Disabled</b></p> <p><b>Class objectives:</b></p>  | <p><b>Stanhope</b> Ch 18 Family Development and Family Nursing Assessment</p>   | <p><b>*Research Assignment 2:<br/>       Immunizations- due Monday 8 am</b></p> <p><b>Discussion Board 4:</b></p>   |



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| <ol style="list-style-type: none"> <li>1. Explore factors that cause a particular population to be considered vulnerable.</li> <li>2. Analyze the progress in adaptations for persons with disabilities and identify continuing barriers to access in the community.</li> <li>3. Explore strategies for providing safety for vulnerable populations, the caretakers and health care workforce.</li> <li>4. Describe the historical perspectives that have resulted in devaluation and disempowerment of persons with disabilities.</li> <li>5. Define the characteristics of “disability” and how those characteristics are measured.</li> <li>6. Analyze how language impacts persons with disabilities.</li> </ol> <p><b>Concept:</b> Functional ability</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Down syndrome</li> <li>2. Fetal alcohol syndrome</li> <li>3. Malnutrition</li> <li>4. Alzheimer’s Disease</li> <li>5. Blindness/deafness</li> <li>6. Brain injury</li> <li>7. Chronic pain</li> <li>8. Post-traumatic stress disorder</li> </ol> <p><b>Caregiver and Respite Care</b></p> <p><b>Class objectives:</b></p> <ol style="list-style-type: none"> <li>1. Help students understand the value of caregivers</li> </ol> | <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 (<b>Stanhope</b> Appendix B.2) and approach.</p> <p>Review genogram Fig 19.1, pg 331.</p> <p>Look at “My Family Health Portrait”- <a href="https://familyhistory.hhs.gov">https://familyhistory.hhs.gov</a></p> <p>Or <a href="http://www.hhs.gov/familyhistory/">http://www.hhs.gov/familyhistory/</a></p> <p>Or <a href="http://www.genome.gov/27527640">http://www.genome.gov/27527640</a></p> <p><b>Stanhope</b></p> <p>Ch 21 Vulnerability and Vulnerable Populations: An Overview</p> <p>Research laws that protect disabled members of the community.</p> | <p>What is your definition of family?</p> <ol style="list-style-type: none"> <li>1. How is a family assessment different from an individual assessment?</li> <li>2. Discuss the family from the point of view of the three family social science theories. Which theory will you use to your practice and why?</li> <li>3. Discuss the community health nurse’s role in promoting accessibility for disabled persons.</li> <li>4. What barriers impede healthcare accessibility?</li> <li>5. What are steps the nurse can take to ensure the protection of people with disabilities?</li> <li>6. Discuss areas of stress in respite care that can lead to potential crises.</li> <li>7. Discuss ways to improve long-term family stability to reduce the need for out-of-home placements.</li> <li>8. Compare and contrast respite care and long-term residential services. Identify pros and cons of each.</li> </ol> <p style="text-align: center;"><b>CONTINUE WORKING ON COMMUNITY ASSESSMENT AND PAPER</b></p> |
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|               | <ol style="list-style-type: none"> <li>2. Gather information to identify characteristics of caregivers in Texas and the nation</li> <li>3. Describe the impact of caregiving on individuals who serve in this role</li> <li>4. Explain ways caregivers are supported by state agencies</li> </ol> <p><b>Concept:</b> Family dynamics</p> <p><b>Exemplars</b></p> <ol style="list-style-type: none"> <li>1. Aging family members</li> <li>2. Caregiver role for family member</li> <li>3. Change in socio-economic status of family</li> <li>4. Death of family member</li> <li>5. Dissolution of family</li> <li>6. End-of-life care</li> <li>7. Traumatic injury of family member</li> </ol> | <p><b>Stanhope</b> 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>Week 5</p> | <p><b>Homelessness and Poverty</b></p> <p><b>Class objectives:</b></p> <ol style="list-style-type: none"> <li>1. Determine factors that may result in an individual becoming homeless.</li> <li>2. Identify health related problems common to persons who are homeless.</li> <li>3. Evaluate social justice policies and practices that relate to homeless persons and others in poverty.</li> <li>4. Compare the implication of homelessness among men, women, and parents with children, adolescents, and the elderly.</li> </ol>   | <p><b>Stanhope</b></p> <p>Ch 23 Poverty, and Homelessness pg 408-415</p> <p>Review Healthy People 2020 initiatives related to homelessness.</p> <p>Research homeless shelters in your area. Evaluate the information.</p> <p>Research the Stewart B. McKinney Homeless</p> | <p><b>Discussion Board 5:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the various causes of homelessness, both temporary homeless and long-term homelessness.</li> <li>2. Discuss barriers to health care access and the role of the community health nurse in assessing and ensuring accessibility of health care services.</li> <li>3. Research local homeless agencies to obtain information on their programs. Evaluate the information. What services are offered? What services can you identify that are absent?</li> </ol> |



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| <p>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> <p><b>Concept:</b> Homelessness</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Teenage runaway</li> <li>2. Child abuse</li> <li>3. Intimate partner violence</li> <li>4. Substance abuse</li> </ol> <p><b>Vulnerable populations:</b><br/> <b>Hispanic and migrant</b></p> <p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast cultural values and practices that impact the health care of the members of various cultural populations.</li> <li>2. Explore various modalities of health care services, their acceptance and use by populations, and their impact on health status.</li> <li>3. Apply concepts of holistic nursing to the populations and the community.</li> <li>4. Explore the barriers to access to health care for persons who are migrants and those in rural areas.</li> </ol> <p><b>Concept:</b> Culture</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Causal beliefs</li> <li>2. Diet/nutrition</li> <li>3. Religious healing practices</li> <li>4. Alternative/complementary medicine</li> <li>5. Treatment preferences</li> </ol> | <p>Assistance Act of 1994, Temporary Assistance to Needy Families (TANF), and the National Coalition for the Homeless.</p> <p><b>Stanhope</b></p> <p>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><a href="http://nursing.jbpub.com/sitzman/CH15PDF.pdf">http://nursing.jbpub.com/sitzman/CH15PDF.pdf</a></p> <p>Research the Cultural Competence Framework; define</p> | <ol style="list-style-type: none"> <li>4. Why is it important for the community health nurse to develop cultural awareness and cultural competence?</li> <li>5. What are some examples of culturally sensitive interventions?</li> <li>6. Research Hispanic and migrant health services and resources available in your area. What services are offered? What services are absent?</li> </ol> <p><b>Research Assignment 3: Vulnerable Populations- due Monday at 8 am of Week 6</b></p> <p style="text-align: center;"><b>CONTINUE WORKING ON COMMUNITY ASSESSMENT AND PAPER</b></p> |
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|        | 6. Birthrights<br>7. Child-rearing practices<br>8. Gender roles<br>9. Rites of passage<br>10. Eye contact<br>11. Touch  | cultural competence and identify the stages of competence development.  |  |
| Week 6 | <p><b>Women’s Health</b></p> <p><b>Class objectives:</b></p> <ol style="list-style-type: none"> <li>1. Identify common health problems of women over the age span and health care services needed.</li> <li>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.</li> <li>3. Consider the impact on families concerning the health of women.</li> <li>4. Identify barriers to access to health care for women.</li> <li>5. Identify the primary health concerns of women.</li> </ol> <p><b>Concept:</b> Reproduction</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Contraception</li> <li>2. Pregnancy</li> <li>3. Infertility</li> <li>4. Gestational conditions</li> <li>5. Hormonal changes</li> </ol> <p>Menopause</p> <p><b>Occupational Health Nursing</b></p> <p><b>Class objectives:</b></p> | <p><b>Stanhope</b></p> <p>Ch 20 pg 361-363</p> <p>Healthy People 2020 concerning health care needs of women and men.</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><b>Stanhope</b></p> <p>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:</p> | <p><b>*Research Assignment 3: Vulnerable Populations- due Monday 8 am</b></p> <p><b>Discussion Board 6:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the role of the community health nurse in programs for women’s health.</li> <li>2. 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.</li> <li>3. Research and discuss job descriptions and activities of Occupational Health Nurses.</li> <li>4. Explain examples of biological, chemical, environmental/mechanical, physical, and psychosocial workplace hazards.</li> <li>5. Research and discuss job descriptions and activities of Occupational Health Nurses.</li> <li>6. Explain examples of biological, chemical, environmental/mechanical, physical, and psychosocial workplace hazards</li> </ol> <p><b>CONTINUE WORKING ON COMMUNITY ASSESSMENT AND PAPER</b></p> |



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|        | <ol style="list-style-type: none"> <li>1. Describe the nursing role in Occupational Health.</li> <li>2. Describe current trends in the American workforce.</li> <li>3. Describe examples of work-related illnesses and injuries.</li> <li>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.</li> </ol> <p><b>Concept:</b> Care coordination</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Area agencies on aging</li> <li>2. Disability-related services</li> <li>3. School-based services</li> <li>4. Self-management programs</li> <li>5. Disease management</li> <li>6. Patient navigation services</li> </ol> | <p><a href="http://www.OSHA.gov">www.OSHA.gov</a></p> <p><a href="http://www.CDC.gov/NIOSH">www.CDC.gov/NIOSH</a></p> <p>Read Application of the epidemiologic model (Stanhope pg 589)</p>  |   |
| Week 7 | <p><b>Emergency Preparedness</b></p> <p><b>Class Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Determine actions needed to prepare for mass casualties or accidents.</li> <li>2. Determine the resources available and those that you need.</li> <li>3. Describe steps to assess and control the environment.</li> <li>4. Identify roles of team members and who will act as the leader.</li> <li>5. Analyze methods to set up realistic and viable triage systems.</li> </ol> <p><b>Natural and Man-made Disaster Management</b></p>   | <p><b>Stanhope</b></p> <p>Ch 20</p> <p>Accidents and Injuries pg 350-353</p> <p>Review:</p> <p>Nursing Curriculum for Emergency Preparedness</p> <p><a href="http://webapps.nursing.vanderbilt.edu/incmcemo/dules2/main.html">http://webapps.nursing.vanderbilt.edu/incmcemo/dules2/main.html</a></p> <p>Research CDC website for emergency</p> | <p><b>Discussion Board 7:</b></p> <ol style="list-style-type: none"> <li>1. What do nurses need to know to prepare for emergency planning?</li> <li>2. Choose one of the following topics and discuss the role of the community health nurse in:       <ol style="list-style-type: none"> <li>a. disaster planning and management.</li> <li>b. disaster preparedness.</li> <li>c. disaster response.</li> <li>d. disaster recovery.</li> <li>e. preparing for and responding to bioterrorism.</li> </ol> </li> <li>3. Discuss the community health nurse's role in communicable disease control.</li> <li>4. What is the most pressing public health issue in your community and what suggestions do you have for improvement?</li> </ol> |



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| <p><b>Class objectives:</b></p> <ol style="list-style-type: none"> <li>1. Define the nurse’s role in disaster planning, management and evaluation.</li> <li>2. Describe the phases of disaster response.</li> <li>3. Compare the cultural, spiritual, and social issues impacting responses to disasters.</li> <li>4. Describe the national and state systems for accountability and coordination of disaster planning, response, recovery, and evaluation.</li> <li>5. Consider the ethical, legal, psychological and cultural considerations in Mass Casualty Incidences.</li> <li>6. Describe the process of Critical Incident Stress Debriefing.</li> </ol> <p><b>Concept:</b> Professionalism</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Influential leadership</li> <li>2. Knowledgeable</li> <li>3. Skilled</li> <li>4. Therapeutic</li> <li>5. Accurate</li> <li>6. Focused</li> <li>7. Respectful</li> <li>8. Truthful</li> <li>9. Honorable</li> </ol> <p><b>Roles for nurses in the community</b></p> <p><b>Class objectives</b></p> <ol style="list-style-type: none"> <li>1. Define local, state, and national roles for public health nurses.</li> <li>2. Identify trends in public health nursing.</li> </ol> | <p>preparedness and planning</p> <p><b>Stanhope</b></p> <p>Ch 14 Disaster Management</p> <p>Review American Red Cross Disaster Response</p> <p><a href="http://www.redcross.org/prepare/">http://www.redcross.org/prepare/</a></p> <p><b>Stanhope</b></p> <p>Ch 28 Nursing Practice at the Local, State, and National Levels in Public Health</p> <p>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? (<b>Stanhope</b> pg 606-607)</p> | <p><b>CONTINUE WORKING ON COMMUNITY ASSESSMENT AND PAPER</b></p> |
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|        | <p>3. Describe examples of public health nursing roles.</p> <p><b>Concept:</b> Health promotion</p> <p><b>Exemplars:</b></p> <ol style="list-style-type: none"> <li>1. Vaccinations</li> <li>2. Nutrition counseling</li> <li>3. Genetic counseling</li> <li>4. Injury prevention</li> <li>5. Environmental exposures</li> <li>6. Developmental screening</li> <li>7. Blood pressure screening</li> <li>8. Substance abuse screening</li> </ol> |  |   |
| Week 8 | <p><b>CONTINUE WORKING ON COMMUNITY ASSESSMENT AND PAPER</b></p>  |  | <p><b>COMMUNITY ASSESSMENT PAPER DUE FRIDAY OF WEEK 8 @ MN.</b></p> |

**8 WEEK CALENDAR FOR FALL 2019**



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|               | Monday   | Tuesday | Wednesday | Thursday | Friday  | Saturday | Sunday |
|---------------|--|---------|-----------|----------|---|----------|--------|
| <b>Week 1</b> | <b>Class starts</b>                                    |         |           |          |   |          |        |
| <b>Week 2</b> | DB 1 due 8 am;<br><br>Research Assignment # 1 due 8 am |         |           |          | DB 1 replies due @ MN   |          |        |
| <b>Week 3</b> | DB 2 due 8 am  |         |           |          | DB 2 replies due @ MN   |          |        |
| <b>Week 4</b> | DB 3 due 8 am;<br><br>Research Assignment # 2 due 8 am |         |           |          | DB 3 replies due @ MN   |          |        |
| <b>Week 5</b> | DB 4 due 8 am  |         |           |          | DB 4 replies due @ MN   |          |        |
| <b>Week 6</b> | DB 5 due 8 am;<br><br>Research Assignment #3 due 8 am  |         |           |          | DB 5 replies due @ MN   |          |        |
| <b>Week 7</b> | DB 6 due 8 am  |         |           |          | DB 6 replies due @ MN   |          |        |
| <b>Week 8</b> | DB 7 due 8 am  |         |           |          | <b>***Community Assessment Paper due @ MN;</b><br><br>DB 7 replies due @ MN |          |        |

**DISCUSSION BOARD GRADING RUBRIC**



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



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



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**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%. Follow the provided grading rubric

**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 literature 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 “Forum” by due date.

**Assignment 2 Immunizations:**

1. Conduct a literature 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 “Forum” by 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 literature 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 due date.

**\*Peer-reviewed research articles:** use the Sul Ross Library search engines to locate articles in professional nursing journals. Do **not** use “Googled” articles. Ask the Sul Ross librarians for assistance with a literature search if you are not familiar with how to conduct one; they are very experienced and helpful.

**\*Points will be deducted** for use of articles that are not peer-reviewed research articles with appropriate identification as sch.



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**Sul Ross State University-Rio Grande College  
NURS 4305 Population-Focused Community Health  
Research Assignment Grading Rubric**

NAME \_\_\_\_\_

**Evidence-Based Research Assignment 45%**

| <b>Measures</b>  | <b>Healthy People<br/>2020 Topic</b> | <b>Immunizations</b> | <b>Vulnerable<br/>Populations</b> |
|--|--------------------------------------|----------------------|-----------------------------------|
| Used a <b>confirmed peer-reviewed reference</b> , included with assignment (20 pts)            |                                      |                      |                                   |
| Critical reasoning expressed addressing evidence-based nursing practice and the topic (60 pts) |                                      |                      |                                   |
| Posted on Blackboard by date and time due (10 pts)   |                                      |                      |                                   |
| APA 6 <sup>th</sup> ed, Grammar, spelling and punctuation (10 pts)                             |                                      |                      |                                   |

Comments:



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### **Guidelines for Community Assessment and Paper**

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.

This project counts 25% of your course grade. **Start at the beginning** of the semester and work on it each week. The paper is due on **Friday of Week 8 at MIDNIGHT. DO NOT wait until the last week of class to complete your assessment.** Early submissions are accepted.

Students will perform a community assessment of a selected community. If feasible, you may work in groups and submit a group project. Please contact the instructor for permission first. The project should reflect equally shared work and clearly indicate the work that each student performed, ie: Student #1 gathered data on sections \_\_\_ of the rubric and wrote the section of the paper titled\_\_\_\_; etc.

Determine the team members and roles. Plan how to accomplish the project, sharing the work and findings, and produce the formal report.

1. You will select 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 and DOCUMENT the hours spent; you will need to turn this in with the paper.

See Windshield Survey Guide: "How to Perform a Windshield Survey". Also, see Table 12.3, p.226: *Windshield survey components as a guide*.

4. Gather primary and secondary community assessment data on the selected community.
5. Assess for potential environmental hazards (air, water, soil, etc.) through an Internet search on your community using the website [www.scorecard.org](http://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](http://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.



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10. Identify a need within this community. Develop a plan for a community service project for this community.

11. Prepare formal paper with references using APA format 6th Ed. If working in a group, submit one group paper to the Assignment Dropbox link created for this assignment.

**ADDITIONAL RESOURCE:**

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.





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**Rubric for Community Assessment and Paper**

| TOPIC   | Possible Points | Earned Points |
|---|-----------------|---------------|
| <b>I. OVERVIEW</b><br><br>A. Description of the community<br>1.) History<br>2.) Type of community: Urban, Suburban, Rural   | 5 pts           |               |
| <b>II. COMMUNITY as PLACE:</b><br><br>A. Description, Identifying data<br>1.) Location<br>2.) Topography<br>3.) Climate   | 5pts            |               |
| B. Boundaries, area in square miles   | 5 pts           |               |
| C. Environment:<br>1.) Sanitation, water supply, sewage, garbage, trash<br>2.) Pollutants: toxic substances, animal reservoirs or vectors, flora and fauna<br>3.) Air quality, color, odor, particulates<br>4.) Food supply, sources, preparation | 5 pts           |               |
| D. Housing:<br><br>1.) Types of housing, public, private<br><br>2.) condition of housing<br><br>3.) Percent owned, rented<br><br>4.) House for special populations:   | 10pts           |               |



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|   |               |  |
|---|---------------|--|
| <ul style="list-style-type: none"> <li>a.) Near Homeless</li> <li>b.) Homeless</li> <li>c.) Frail Elders</li> </ul>   |               |  |
| <p>E. Leading industries and occupations</p>  | <p>10 pts</p> |  |
| <p><b>III. PEOPLE OF THE COMMUNITY</b></p> <ul style="list-style-type: none"> <li>A. Population profile           <ul style="list-style-type: none"> <li>1.) Total population</li> <li>2.) Population density</li> <li>3.) Population changes last 10 years</li> <li>4.) Population per square mile</li> <li>5.) Mobility</li> <li>6.) Types of families</li> </ul> </li> <li>B. Vital and demographic population characteristics           <ul style="list-style-type: none"> <li>1.) Age distribution</li> <li>2.) Sex distribution</li> <li>3.) Race distribution</li> <li>4.) Ethnic group compositions and distribution</li> <li>5.) Socioeconomic status               <ul style="list-style-type: none"> <li>a.) Family income</li> <li>b.) Major occupations</li> <li>c.) Estimated level of unemployment</li> <li>d.) Percent below the poverty level</li> <li>e.) Percent retired</li> </ul> </li> <li>6.) Educational level</li> <li>7.) Religious distribution</li> <li>8.) Marriage and divorce rates</li> <li>9.) Birth and death rates</li> </ul> </li> <li>C. Leading causes of morbidity           <ul style="list-style-type: none"> <li>1.) Incidence rates (specific diseases)</li> <li>2.) Prevalence rates (specific diseases)</li> </ul> </li> </ul> | <p>10 pts</p> |  |



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|---|---------------|--|
| <p>D. Mortality Characteristics</p> <ol style="list-style-type: none"> <li>1.) Crude death rate</li> <li>2.) Age-specific death rate</li> <li>3.) Infant mortality rate</li> <li>4.) Maternal mortality rate</li> <li>5.) Leading cause of death</li> </ol>   |               |  |
| <p><b>IV. COMMUNITY AS A SOCIAL SYSTEM</b></p> <p>A. Government and leadership</p> <ol style="list-style-type: none"> <li>1.) Type of government (mayor, city manager, board of supervisors)</li> <li>2.) City offices (location, hours services, access)</li> </ol> <p>B. Education</p> <ol style="list-style-type: none"> <li>1.) Public education</li> <li>2.) Private education</li> <li>3.) Libraries</li> <li>4.) Services for special populations       <ol style="list-style-type: none"> <li>a.) Pregnant teens</li> <li>b.) Adults with special problems</li> <li>c.) Children and adults developmentally disabled</li> <li>d.) Children and adults blind or deaf</li> </ol> </li> </ol> <p>C. Transportation</p> <ol style="list-style-type: none"> <li>1.) Transport systems, bus, suburban train, private auto, air, other</li> <li>2.) Transportation provisions for special populations       <ol style="list-style-type: none"> <li>a.) Elders</li> <li>b.) homeless or near homeless</li> <li>c.) adults with disabilities</li> </ol> </li> </ol> <p>D. Communication resources</p> <ol style="list-style-type: none"> <li>1. Newspapers</li> <li>2. Radio stations</li> <li>3. Television</li> <li>4. Internet web sites</li> </ol> | <p>10 pts</p> |  |



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



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|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>a. Hospital ambulatory clinics</li> <li>b. Public health service clinics</li> <li>c. Nursing centers</li> <li>d. Community mental health centers</li> <li>7.) Special health services for targeted populations           <ul style="list-style-type: none"> <li>a. Pre-school</li> <li>b. School age</li> <li>c. Adults</li> </ul> </li> <li>8.) Other           <ul style="list-style-type: none"> <li>a.) School health services</li> <li>b.) Occupational health services</li> </ul> </li> <li>B. Public Health and Social services           <ul style="list-style-type: none"> <li>1.) Health Dept programs</li> <li>2.) Social services               <ul style="list-style-type: none"> <li>a.) Dept of social services county</li> <li>b.) Official public and social programs LIST</li> <li>c.) Social Security location, availability, eligibility</li> </ul> </li> </ul> </li> <li>C. Voluntary Health Organizations           <ul style="list-style-type: none"> <li>1.) Cancer Society</li> <li>2.) Heart Association</li> <li>3.) Red Cross</li> <li>4.) Women’s shelter</li> <li>5.) Suicide prevention</li> <li>6.) Rape crisis</li> <li>7.) Family Services</li> <li>8.) Catholic Charities</li> <li>9.) Alzheimers’ Association</li> <li>10.) Lung association</li> </ul> </li> </ul> |  |  |
|--|--|--|



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|  |              |  |
|--|--------------|--|
| <p>11.) Diabetes Association</p> <p>D. Health related Planning Groups</p> <p>1.) Area Agency on Aging</p> <p>2.) Senior Coordinating Councils</p> <p>3.) High-risk infant coordinating councils</p> <p>4.) Healthy Communities</p> <p>5.) Teen violence prevention</p>   |              |  |
| <p><b>SUMMARY</b></p> <p>A. What are the major assets of the community</p> <p>a.) place</p> <p>b.) people</p> <p>c.) resources</p> <p>d.) accessibility</p> <p>e.) acceptability</p> <p>f.) public and private</p> <p>B. What are the major health problems or needs?</p> <p>1.) the place</p> <p>2.) the people</p> <p>3.) the resources</p> <p>C. Identify and propose the contributions of nurses and other</p> | <p>5 pts</p> |  |



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|  |                            |                      |
|--|----------------------------|----------------------|
| health care providers, community leaders, residents to the solutions |                            |                      |
| D. Which of the problems or needs have priority?                     |                            |                      |
| <b>TOTALS</b>  | <b>POSSIBLE POINTS 100</b> | <b>EARNED POINTS</b> |

**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



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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:**

Sul Ross State University is committed to equal access in compliance with the Americans with Disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact Kathy Biddick in Student Services, Room C-102, Uvalde campus. The mailing address is 2623 Garner Field Road, Rio Grande College-Sul Ross State University, Uvalde, Texas 78801. Telephone: 830-279-3003. E-mail: [kbiddick@sulross.edu](mailto:kbiddick@sulross.edu)

**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 hour 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 Southwest Texas Junior College and Sul Ross State University Rio Grande College 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.

**DISTANCE EDUCATION STATEMENT:**

Students enrolled in distance education courses have equal access to the university's academic support services, such as *Smart thinking*, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and to protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

**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





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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 DECs

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

**Applicable Baccalaureate Essentials**

Essential 1 – 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



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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



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Management of acute & chronic physical & psychosocial conditions  
Emergency preparedness & disaster response

**Applicable QSEN Knowledge, Skills, and Attitudes**

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

2. 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

3. 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

1. 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

2. 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

3. 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

1. 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

2.. 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



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3. 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

2. 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

3. 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

2. 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

3. 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

2. Skills

Seek information about outcomes of care for populations served in care setting

Seek information about quality improvement projects in the care setting

3. 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

2. Skills

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

3. 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



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- Contrast benefits and limitations of different communication technologies and their impact on safety and quality
- 2. Skills  
Employ communication technologies to coordinate care for patients
- 3. Attitudes  
Value technologies that support clinical decision-making, error prevention, and care coordination.