



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

SEMESTER HOURS: Three (3)

CONTACT HOURS: 45

CLINICAL HOURS: Variable

PREREQUISITE: Admission to the RN to BSN Completion 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.

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 2030* 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: Kimberly Cedillo

Preferred method of contact: E-mail

Office Hours: Virtual

Phone number: 432-349-4920 (Prefer text)

University E-mail: Kimberly.cedillo@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.



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

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
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 (7th ed.).
2. Stanhope, M. & Lancaster, J. (2022). *Foundations of nursing in the community: Community oriented practice*. (6th 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. 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/>



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

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>
13. Healthy People 2030 - <https://health.gov/healthypeople>

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. Dr. Wilson 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.

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 the Class Discussion and assignment to submit specified assignments **by 11:59 PM on Sunday 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



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

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 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.

Faculty and Student Biography:

Faculty will post a summary online of their educational and professional experiences that prepared them to teach in respective courses.

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.



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

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) Guidelines, as indicated by faculty.
<http://owl.english.purdue.edu/owl/resource/560/01>

ADA Statement

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Alpine Students seeking accessibility/accommodations services must contact Rebecca Greathouse Wren, LPC-S, SRSU's Accessibility Services Coordinator at 432-837-8203 (please leave a message and we'll get back to you as soon as we can during working hours), or email rebecca.wren@sulross.edu. Our office is located on the first floor of Ferguson Hall (Suite 112), and our mailing address is P.O. Box C122, SUI Ross State University, Alpine, Texas, 79832.

Library Information

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu. Off-campus access requires logging in with your Lobold and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or phone (432-837-8123).

SRSU Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, 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



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

online assignments through Blackboard, which requires secure login. 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. Directions for filing a student complaint are located in the student handbook.

USE OF TECHNOLOGY:

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.

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.



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

- 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);
 - 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.



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

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. Discussion Board	50%
2. Windshield Assessment	30%
3. <u>Reflection Paper</u>	<u>20%</u>
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



SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

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 phone, e-mail, or text 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)
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH

Week 1 3/10	Introduction to course and expectations Class Objectives: Apply evidence-based practice to community health services. 1. Apply findings of Healthy People 2030 in analysis of community health needs and changes. 2. Apply complexity science to community health and health care systems. Concept: Healthcare organizations Exemplars: 1. Private and public funding 2. Variety of settings 3. Regulated by public and private authorities 4. Specialized professional workforce 5. Unique purpose 6. Public trust	Read course syllabus Read Stanhope Ch.1 Review Healthy People 2030 at www.healthypeople.gov	Complete Discussion Board Introduction Complete Discussion questions 1 and 2
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SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

<p>Week 2</p> <p>3/17</p>	<p>Community Health Nursing</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. 8. Describe the process of community health planning, implementation and evaluation. 9. Consider nursing theories that apply to community nursing. <p>Concept: Healthcare services (health promotion, illness, and wellness care)</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Ambulatory care centers 2. Home health agencies 3. Clinics 4. Providers offices 5. Nursing homes 6. Organizations 7. Long term care facilities 	<p>Stanhope, Ch 2 and 3</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 612-613</p>	<p>Complete Discussion Questions</p> <p>Complete Part 1 of the Windshield Assessment</p>
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SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

<p>Week 3</p> <p>3/24</p>	<p>Child and Adolescent Health</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>Concept: Development</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Growth 2. Changes in body proportions 3. Social/Emotional- personality, emotion, behavior 4. Relationships 5. Sensory reception, processing, use of information 6. Communication- speech and language 7. Acquisition of skills enabling independence at home and in the community 	<p>Stanhope</p> <p>Ch 22 Health Risks Across the Lifespan</p> <p>Healthy People 2030 regarding children, and adolescents,</p> <p>Review Immunization Information (Stanhope pg 388-392)</p>	<p>Complete Discussion Questions</p> <p>Complete part 2 of the windshield assessment</p>
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SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

<p>Week 4 3/31</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. 3. Explore strategies for providing safety for vulnerable populations, the caretakers and health care workforce. 4. Describe the historical perspectives that have resulted in devaluation and disempowerment of persons with disabilities. 5. Define the characteristics of “disability” and how those characteristics are measured. 6. Analyze how language impacts persons with disabilities. <p>Concept: Functional ability</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Down syndrome 2. Fetal alcohol syndrome 3. Malnutrition 4. Alzheimer’s Disease 5. Blindness/deafness 6. Brain injury 7. Chronic pain 8. Post-traumatic stress disorder 	<p>Stanhope Ch 20 Family Development and Family Nursing Assessment</p> <p>Ch 21 Family Health Risks</p> <p>Stanhope</p> <p>Ch 23 Vulnerability and Vulnerable Populations: An Overview</p>	<p>Complete Discussion Questions</p> <p>Complete Part 3 of the Windshield Assessment</p>
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SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

	<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>Concept: Family dynamics</p> <p>Exemplars</p> <ol style="list-style-type: none"> 1. Aging family members 2. Caregiver role for family member 3. Change in socioeconomic status of family 4. Death of family member 5. Dissolution of family 6. End-of-life care 7. Traumatic injury of family member 		
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SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

Week 5	Homelessness and Poverty	Stanhope	Complete Discussion Questions
4/7	<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: Homelessness</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Teenage runaway 2. Child abuse 3. Intimate partner violence 4. Substance abuse 	<p>Ch 25 Poverty, and Homelessness pg 440 - 4463</p> <p>Review Healthy People 2030 initiatives related to homelessness.</p> <p>Research homeless shelters in your area. Evaluate the information.</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>Stanhope</p> <p>Chapter 7 Cultural Influences in Nursing in Community Health</p> <p>Ch 24 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>Complete Part 4 of the Windshield Assessment and submit your Summary/Analysis</p>

SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

<p>Vulnerable populations: Hispanic and migrant</p> <p>Class Objectives:</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>Concept: Culture</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Causal beliefs 2. Diet/nutrition 3. Religious healing practices 4. Alternative/complementary medicine 5. Treatment preferences 6. Birthrights 7. Child-rearing practices 8. Gender roles 9. Rites of passage 10. Eye contact 11. Touch 	<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>	
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SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

Week 6	Women's Health	Stanhope	Complete Discussion Questions
4/14	<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. 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. 3. Consider the impact on families concerning the health of women. 4. Identify barriers to access to health care for women. 5. Identify the primary health concerns of women. <p>Concept: Reproduction</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Contraception 2. Pregnancy 3. Infertility 4. Gestational conditions 5. Hormonal changes 6. Menopause 	<p>Ch 20 pg 359-379</p> <p>Healthy People 2030 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>	

SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

<p>Occupational Health Nursing</p> <p>Class objectives:</p> <ol style="list-style-type: none"> 1. Describe the nursing role in Occupational Health. 2. Describe current trends in the American workforce. 3. Describe examples of work-related illnesses and injuries. 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>Concept: Care coordination</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Area agencies on aging 2. Disability-related services 3. School-based services 4. Self-management programs 5. Disease management 6. Patient navigation services 	<p>Stanhope</p> <p>Chapter 32 The Nurse in Occupational Health</p> <p>Review B.3- Comprehensive Occupational and Environmental Exposure History, Stanhope pg 600-601 Review Occupational Health History Form pg 600-601.</p> <p>Review:</p> <p>www.OSHA.gov</p> <p>www.CDC.gov/NIOSH</p> <p>Read Application of the epidemiologic model (Stanhope pg 589)</p>
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SUL ROSS STATE UNIVERSITY
 RN TO BSN COMPLETION PROGRAM
 NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
 SPRING 2025

Week 7	Roles for nurses in the community	Stanhope	Complete Discussion Question
4/21	<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. <p>Concept: Health promotion</p> <p>Exemplars:</p> <ol style="list-style-type: none"> 1. Vaccinations 2. Nutrition counseling 3. Genetic counseling 4. Injury prevention 5. Environmental exposures 6. Developmental screening 7. Blood pressure screening 8. Substance abuse screening 	<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? (Stanhope pg 596 - 597)</p>	

SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

Week 8	Emergency Preparedness	Stanhope	Complete Discussion Question
4/28	<p>Class Objectives:</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>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. 3. Compare the cultural, spiritual, and social issues impacting responses to disasters. 4. Describe the national and state systems for accountability and coordination of disaster planning, response, recovery, and evaluation. 5. Consider the ethical, legal, psychological and cultural considerations in Mass Casualty Incidences. 6. Describe the process of Critical Incident Stress Debriefing. 	<p>Ch 287</p> <p>Accidents and Injuries</p> <p>Review:</p> <p>Nursing Curriculum for Emergency Preparedness</p> <p>http://webapps.nursing.vanderbilt.edu/incmcemo/dules2/main.html</p> <p>Research CDC website for emergency preparedness and planning</p> <p>Stanhope</p> <p>Ch 16 Disaster Management</p> <p>Review American Red Cross Disaster Response</p> <p>http://www.redcross.org/prepare/</p>	<p>Complete your course reflection paper and submit.</p>



SUL ROSS STATE UNIVERSITY
RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

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



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RN TO BSN COMPLETION PROGRAM
NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SPRING 2025

shall become effective against the student until the student has received procedural due process except as provided under Interim Disciplinary Action.