NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH

SUL ROSS STATE UNIVERSITY
DEPARTMENT OF NURSING
RN TO BSN PROGRAM

NURS 4305 – POPULATION-FOCUSED COMMUNITY HEALTH
SEMESTER HOURS: Three (3)
CONTACT HOURS: 45
CLINICAL HOURS: N/A
PREREQUISITE: Admission to the RN to BSN Completion Program

FACULTY INFORMATION:
   Name:
   Office Hours:
   Phone number:
   University E-mail:

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.

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
4. Explain social, political, economic, and cultural trends that affect the health status of individuals, families and communities. Essential V
5. Critically analyze, plan and implement Evidenced Based Practice (EBP) techniques to restore and maintain the health of diverse populations. Essential III, Essential IX
6. 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
7. Utilize effective communication strategies when interacting with diverse communities. Essential III

REQUIRED TEXTS AND RESOURCES:
Text Books: (Links in course for OER Free texts)

1. OER Resource: Open RN: Nursing Fundamentals

2. OER Resource: Open RN: Nursing Management

3. OER Resource: Open RN: Nursing Pharmacology – Evidence-Based Practice

4. OER Resource: Open RN: Nursing Skills

5. American Psychological Association. (2020). Publication Manual of the American Psychological Association. (7th Edition). (Secure references from Library)
Articles: (as needed) See Schedule and Assignments for links

COURSE LEARNING ACTIVITIES, ASSIGNMENTS, GRADING, AND EXPECTATIONS:

LEARNING ACTIVITES:
Class Participation

Students will engage in online collaborative activities. Student dialogue will focus on developing professional perspectives. identifying the trends and issues in professional nursing and analyzing factors that affect professional nursing. Students are expected to contribute to the dialogue using critical thinking, clinical reasoning, and ethical comportment. **Discussion Forums**

Students will participate in weekly discussion forums providing at least three (3) substantive posts each week with a supporting reference. **Professional Paper**

Professional papers are to provide students with the opportunity to explore a topic related to trends and issues in nursing, use references, and demonstrate the mechanics of professional writing and use of APA 7th edition format.

ASSESSMENT OF STUDENT LEARNING

Evaluation of student performance is based on evidence of achievement of course objectives. Students are graded on their attendance and participation in the class, knowledge and comprehension of reading assignments, and completion of course assignments. Criteria for each course activity and assignment including grading rubrics are delineated either in the syllabus or in the modules.

Summary of Measures for Evaluations:

Course Requirements	Points
Discussion Boards	50%
Professional Papers and Assignments	50%
Total Points	100%

Calculation of Final Grade:

The final grade is derived as a summary of the points delineated on specific rubrics for the assignments and participation. Students must pass course quizzes with an average of 80% or higher in order to pass the course.

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 Blackboard or faculty-proctored exams in the classroom. 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 faculty and student. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email, 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. Ten points per calendar day will be deducted for late submission of assignments. Assignments will not be accepted after 3 days late. Should scheduling conflicts and/or family emergencies arise, students should contact faculty by phone, email or text as soon as possible. If students have spoken with faculty and an agreement is reached, late and make-up assignment extensions can be arranged without penalty.

COURSE SCHEDULE/MODULES:

(This schedule is subject to change by faculty as needed.)

Class Weeks will be from Sunday 12:00 midnight –Sunday 11:59 PM Central Time. All assigned work activities for the week must be completed by Sunday midnight unless otherwise indicated by the instructor. Discussion Boards – The initial entry for the week's discussion board must be completed by Wednesday at 11:59pm. Two substantive responses to classmates' initial entry must be completed by Sunday 11:59pm. No Late submission on Discussion Post will be accepted.

Week	Topics & Objectives	Learning Activities and Assignments
Week 1: Introduction to Community & Public Health Nursing Weekly Focus: Foundations, roles, and scope of community-based nursing practice	Weekly Content • Definitions of community, public health, and population-focused nursing • Historical evolution of community/public health nursing	Syllabus Attestation Introduction Post Week 1 Discussion Post

	• Comparison of hospital-based vs. community-based care • Roles of the BSN-prepared nurse in community settings • Introduction to TBON DEC competencies, AACN Essentials, and QSEN **Weekly Objectives** • By the end of this week, the student will be able to: • Differentiate community-based nursing from acute care nursing practice. • Describe the roles and responsibilities of professional nurses in diverse community settings. • Explain the importance of population-focused care in improving health outcomes.	
Week 2: Epidemiology and Community Health Assessment Weekly Focus: Epidemiologic principles and data-driven assessment	**Weekly Content** • Basic epidemiologic concepts (incidence, prevalence, morbidity, mortality) • Data sources: CDC, Texas DSHS, HRSA, local health departments • Introduction to community health assessment frameworks • Determinants of health and health behaviors	**Week 2 Professional Paper**

	Weekly Objectives • Explain core epidemiologic principles used in community health nursing. • Identify reliable local, state, and federal data sources for community assessment. • Analyze health trends using epidemiologic data.	
Week 3: Social Determinants of Health and Health Disparities Weekly Focus: Cultural, social, political, and economic influences on health	**Weekly Content** • Social determinants of health (SDOH) • Health inequities and vulnerable populations • Cultural competence and humility • Political and economic influences on healthcare access **Weekly Objectives** • Explain how social, political, economic, and cultural factors affect health outcomes. • Identify populations at risk for health disparities. • Apply culturally sensitive principles to community health planning.	**Week 3 Discussion Post**

Week 4: Healthy People 2030 and Governmental Guidelines Weekly Focus: Policy, prevention, and population health goals	**Weekly Content** • Overview of Healthy People 2030 • State and federal public health agencies • Prevention levels: primary, secondary, tertiary **Policy development and advocacy** **Weekly Objectives** • Describe the purpose and goals of Healthy People 2030. • Analyze how national health goals influence community nursing practice. • Explain the nurse's role in health policy and advocacy.	**Week 4 Professional Paper**
Week 5: Evidence-Based Practice in Community Health Weekly Focus: EBP for population health promotion and disease prevention	**Weekly Content** • Evidence-Based Practice (EBP) models • Translating research into community practice • Program planning and evaluation • Ethical considerations in community-based research **Weekly Objectives**	**Week 5 Discussion Board**

	• Critically analyze evidence used in community health interventions. • Apply EBP strategies to address identified community health needs. • Discuss ethical challenges in community-based nursing practice.	
Week 6: Health Promotion and Teaching Across the Lifespan Weekly Focus: Education, prevention, and developmental considerations	**Weekly Content** • Health promotion theories • Teaching strategies for individuals, families, and populations • Lifespan considerations in community education • Health literacy and communication strategies **Weekly Objectives** • Utilize developmentally appropriate teaching strategies in community settings. • Design culturally sensitive health promotion interventions. • Apply health literacy principles to patient education.	**Week 6 Professional Paper**
Week 7: Community-Based Systems of Care and Collaboration Weekly Focus: Interprofessional	**Weekly Content** • Community organizations and partnerships	**Week 7 Discussion Board**

practice and systems thinking	• Case management and care coordination • Disaster preparedness and emergency response • Ethical and legal considerations **Weekly Objectives** • Describe the role of collaboration in community health systems. • Analyze how nurses coordinate care across community agencies. • Explain the nurse's role in disaster preparedness and response.	
Week 8: Professional Role Transition and Future Trends Weekly Focus: Leadership, reflection, and emerging issues	**Weekly Content** • Leadership roles in community health nursing • Future trends in public health • Professional challenges and ethical dilemmas • Course synthesis and reflection **Weekly Objectives** • Analyze challenges faced by nurses in community health settings. • Reflect on professional growth and readiness for community practice.	**Week 8 Professional Paper**

	• Synthesize course concepts into a comprehensive community health perspective.	

COURSE EXPECTATIONS:

Verbal and written responses to assignments incorporate evidence that the student has read appropriate assignments and is able to articulate information that reflects individual cognition and understanding of information. Most of the course learning activities will use reflective dialogue and integrative learning approaches to expand, clarify, find meaning, or extend students' understanding of course concepts, topics, and students' investigations into practice issues and reviews of literature.

The course is designed to provide opportunities for you to participate in case analysis, demonstrate clinical reasoning, completion of e-learning assignments, and scholarly writing, make professional presentations, and engage in self-appraisal. APA format is used for written assignments.

Refer technical difficulties related to Blackboard Collaboration to IT resources as soon as possible. **Faculty and Student Picture and Biography:**

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

During the first week of class, each student must submit a picture of themselves with 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.

ONLINE COURSES:

Web courses (offered online) are not self-paced and require considerable work 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., students 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.

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, and activities to fully participate in the course and assignments.

6. Each member of the class can use computer technology and access resources via the Internet and other mobile technologies as needed for the course.

COMMUNICATIONS:

• Announcements – Check announcements each time you log onto the course.

• Course email – Check course email frequently for communications and make sure your email address is current. Faculty will respond to inquiries and comments within 24 hours Monday- Friday.

• 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 and/or techassist@sulross.edu.

• Responses to emails and course postings: Please respond to faculty requests and/or communications within 24 hours. Use course or Sul Ross email & if not available, mobile phone or texting between the hours of 9 AM and 6PM if possible. Messages received on the weekends or holidays will be answered by the next working day.

• Assignments: Assignments will be reviewed and returned with feedback/grade within 4 days of submission.

• Writing and use of APA: All written assignments and bulletin board postings will be submitted using the American Psychological Association (APA) Guidelines.
http://owl.english.purdue.edu/owl/resource/560/01

ATTENDANCE AND PARTICIPATION:

• Your attendance is expected at every class meeting.

• 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 assigned readings prior to joining the class discussions.

• If you have an emergency and cannot attend a class meeting or complete an assignment by the due date, you must contact your faculty by phone, email or text as soon as possible and make arrangements to make up the assignments.

RULES OF NETIQUETTE:

The term "netiquette" refers to written and unwritten rules regarding appropriate communication on the Internet. It primarily applies to your interactions on the course Discussion Board, assignments both individual and group, and email 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 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;

   b) Be careful with the tone of what you are communicating, sarcasm and subtle humor; one person's joke may be another person's insult;

   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.

3.   Be helpful and be sure to do your part in group work so that assignments can be completed.

4.   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. 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).

   b) Close the post by writing your full name at the end of the message.

5.   Emails and Discussion Boards are public, and the University archives all materials - Do not post anything too personal as all students in the class and your instructor will see what you write.

   a) Keep the messages you post to the Email and Discussion Board relevant to the course and assignment and provide a rationale including references as appropriate to support your point of view.

b) Avoid duplication. Read the previous discussions before you comment or ask a question as the information may have already been covered.

c) When posting a response, make sure you identify the post to which you are responding.

d) If the topic you plan to address is covered in an existing thread, do not start a new thread.

e) When responding to a specific comment, quote only the relevant part of the comment and stay focused on the assignment.

f) Try not to lurk, meaning you are just reading and not participating.

6.   Quality of online communications/postings is important

a) It is not acceptable to present work or ideas of others as your own. Use APA format when you quote directly from a source-using quotation marks and provide the original author's name, year, and page or location in the body of the narrative; when you paraphrase a source – using your own words to explain your understanding of another's ideas or work – provide author and year in the body of the narrative. At the end of the posting provide the complete reference using APA format.

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 an email or discussion.

e) Read what you have written for content.

f) Rethink what you have written for tone.

g) Reread what you have written for organization and coherence; and

h) Revise what you have written for grammar, punctuation and mechanics.

i) Once you submit your work, discussion, or e-mail, you cannot change what you have written

MANDATORY UNIVERSITY STATEMENTS

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.

Statement for use of AI

The rise of generative AI technologies—such as ChatGPT and DALL·E—has generated significant interest among students in our field. These tools can support a range of academic activities, including idea generation, deeper exploration of complex questions or problems, and creative engagement with course materials.

In this course, we may incorporate generative AI tools (e.g., ChatGPT) to critically examine how such technologies can enhance our understanding of the subject matter. You will receive clear instructions regarding when and how these tools may be used, along with appropriate guidance on attribution where applicable.

Please note: Any use of generative AI tools outside where specified guidelines permit will be considered a violation of academic integrity and treated as plagiarism.

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 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 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.

AMERICANS WITH DISABILITIES ACT (ADA) STATEMENT

Sul Ross State University is committed to compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. Qualified students with disabilities needing academic or other accommodations to facilitate full participation in our programs, services and activities should contact the Accessibilities Coordinator, Ferguson Hall Room 112, Monday – Friday 8:00 a.m. – 5:00 p.m., 432-837-8203 at the Alpine campus.

GENERAL CAMPUS REGULATIONS AND CONDUCT

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

COURSE CONTENT LINKAGE WITH STATE AND NATIONAL GUIDELINES

Course Objective	AACN BSN Essentials	Texas BON DECs	QSEN
1. Differentiate the role of professional nurses in community-based nursing practice for individuals and families in various and culturally diverse communities.	Essential 2: Person-Centered Care Essential 7: Systems-Based Practice	Member of the Profession: Professional values, accountability, and ethical practice Provider of Patient-Centered Care: Cultural sensitivity	Patient-Centered Care (K, S, A) Teamwork & Collaboration (K)

		Provider of Patient-Centered Care: Comprehensive assessment	
2. Assess community health needs.	Essential 3: Population Health Essential 1: Knowledge for Nursing Practice	Provider of Patient-Centered Care: Comprehensive assessment Patient Safety Advocate: Risk identification	Patient-Centered Care (S) Safety (K)
3. Research local, state, and federal databases to conduct a community health assessment.	Essential 4: Scholarship for Nursing Practice Essential 8: Informatics and Healthcare Technologies	Evidence-Based Practice: Data utilization Provider of Patient-Centered Care: Evidence-informed decision making	Evidence-Based Practice (K, S) Informatics (K, S)
4. Explain social, political, economic, and cultural trends that affect the health status of individuals, families, and communities.	Essential 3: Population Health Essential 5: Health Policy and Advocacy	Coordinator of Care: Systems awareness Member of the Profession: Advocacy	Patient-Centered Care (K) Quality Improvement (K)
5. Critically analyze, plan, and implement Evidence-Based Practice (EBP) techniques to restore and maintain the health of diverse populations.	Essential 4: Scholarship for Nursing Practice Essential 9: Professionalism	Evidence-Based Practice: Clinical reasoning and evaluation Patient Safety Advocate: Safe, effective care	Evidence-Based Practice (K, S, A) Quality Improvement (S)