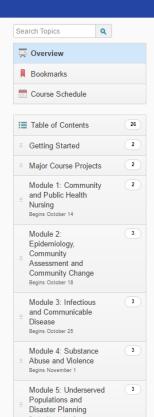
## **NUR 431 8WK**

# **Community Health Nursing (RN)**

I initially designed this 3 credit hour nursing course in the summer of 2015 to run fall of 2015. The SME/faculty developer taught this course previously online and land. The curriculum and book changed necessitating a redevelopment.

This document includes screen shots of the overview page, table of contents, the major course projects (4), and modules one and two.





Overview \*

Print & Settings

Edit Course Help ♥

### NUR 431 - Community Health Nursing (RN)

Course Home Content Activities 

■ Grades Course Tools 

■

419-251-1706 luanne.kaiser@mercvcollege.edu

Communication Policy

We will use the course discussion board, the virtual office, and email in this course. The discussion board will deal with responses to class assignments. The virtual office and/or email can be used for any individual specific questions or concerns. My goal will be to respond to all e-mails within 24 hours.



### **Course Information**

### Description

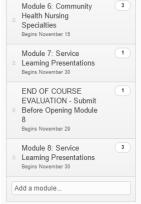
This course is designed to give the registered nurse (RN) student learning opportunities in population-based nursing through investigation of a variety of community settings including parishes, schools, industrial sites, health departments, and home healthcare. The RN student will study the unique needs of setted populations as influenced by community health, and common community health problems. Knowledge of nursing science influenced by Orem's Self-Care Deficit Theory of Nursing is applied in the promotion of health, and prevention of disease. In addition, the concept of philanthropy is explored while service learning experience is completed.

### Course Objectives

- 1. Demonstrate civic engagement with vulnerable populations while incorporating Mercy College core
- 2. Integrate knowledge from nursing sciences, humanities, and liberal arts in the study of community-based nursing
- nursing.

  3. Use Orem's Self-Care Deficit Theory in assessment, planning, and implementation of nursing care directed towards health promotion and primary prevention for a selected population in the community.

  4. Demonstrate critical thinking skills while utilizing the nursing process to assess, plan and implement health promotion, and disease prevention interventions with a selected population.
- Develop the role of nurse through application of nursing research knowledge and theory to recognized population or community health concerns.
  6. Practice effective communication during collaboration with the healthcare team and social service professionals to address identified population or community health concerns.



### Module Structure

This course is delivered completely online, creating a dynamic, interactive learning environment for students to enjoy. You will have assigned chapter readings at the beginning of each module, which will be supplemented by power point lectures. This is not a self-paced course. I will guide you through each module, with deadlines for exams, quizzes, etc. along the way. This class requires a lot of time and reading in order to be successful so please do not think that "online" translates into "easy". I hope you will enjoy this class as I will be here to answer any questions, misunderstandings, or any other issues you may be faced with. I am here for your success so feel free to contact me whenever the need arises.

Our topics will follow the standard Academic Week, which means you can start working on a module **Monday at 12:01am** and wrap things up by **Sunday 11:59pm** each week (unless noted otherwise). You may have multiple due dates throughout the week or a project that spans multiple weeks, so please pay attention to the due dates listed for each activity.

This is a place for specific questions about course material or to contact me for insights and guidance. Post your question/concern in the appropriate topic below, and I will respond within 24-48 hours (except on holidays, if the college is closed, or if I am out of the office).

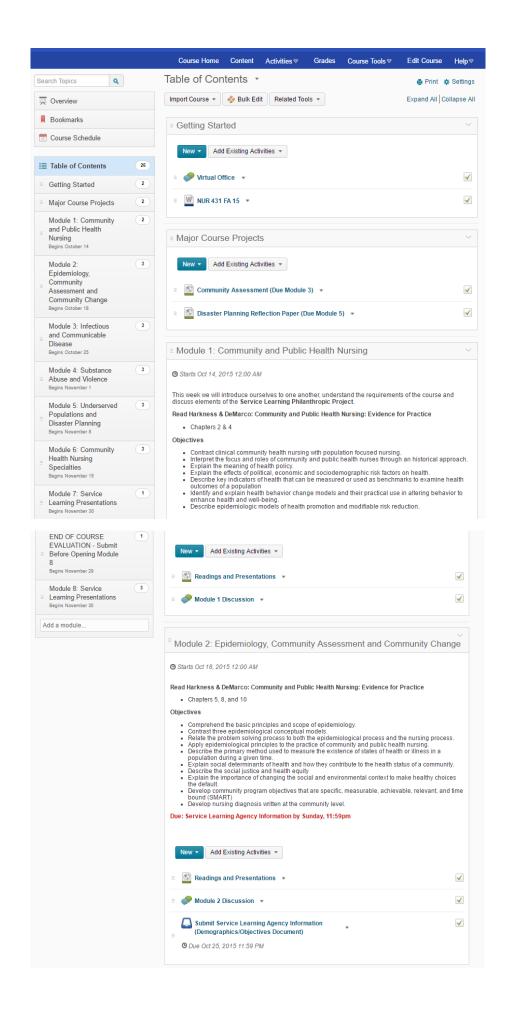
- 1. Scan the topics to see if your question has been asked by another student. If it hasn't been asked, post it.
  2. Keep your subject short and descriptive to make scanning easier. Example: "Cannot watch [video title] in Module 2".
  3. Help each other out by posting answers, if you in fact know the answer!
  4. PRIVATE MATTERS should be EMAILED to me (grades, late assignments, extra help understanding a topic atc.)

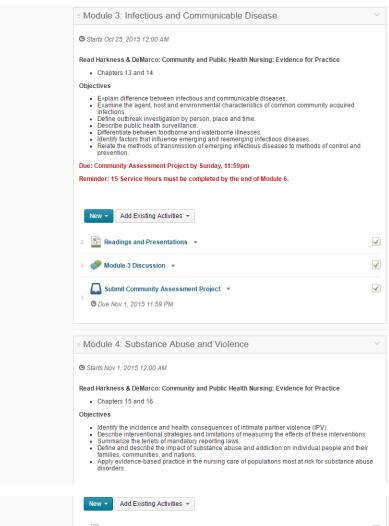
### Brightspace by D2L Orientation in Campus Connection

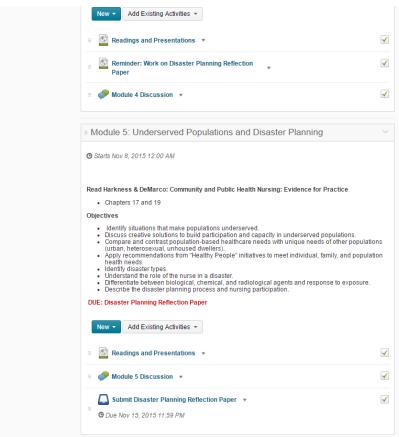
All students should self-enroll in Campus Connection and complete the Brightspace Orientation during the first week of this class. There you will find information on getting help with Brightspace and recommended downloads to optimize your system. You can access the Campus Connection materials anytime from the Student Resource box on both the Brightspace Home Page and your Course Home Page.

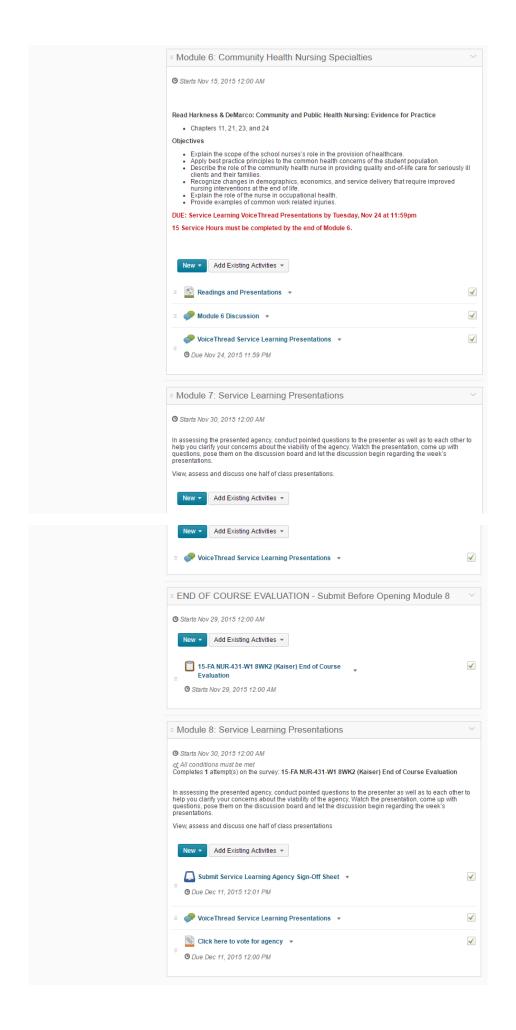
### What are you waiting for? Get started!

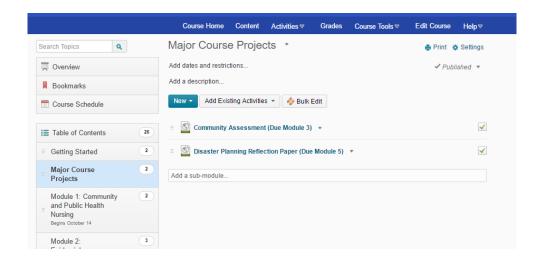
Check out the **Getting Started** module for your syllabus and a link to the Virtual Office, then head over to Module 1 to start your first lesson!

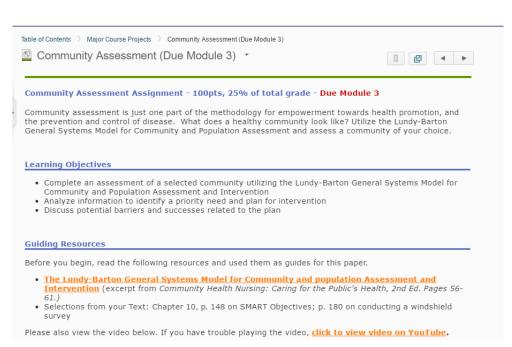


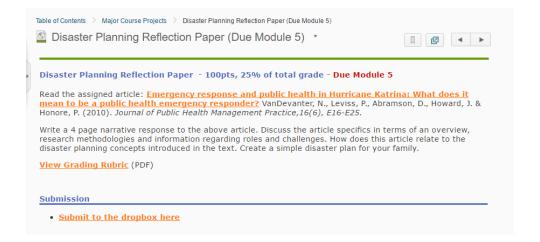


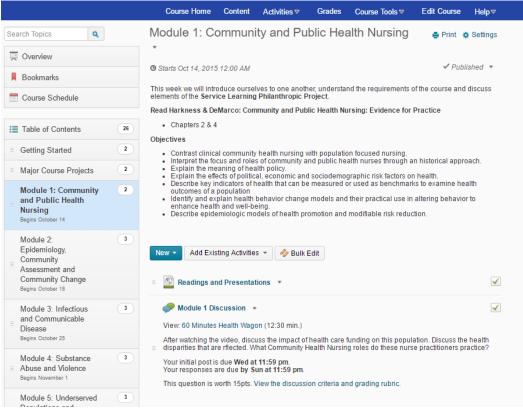


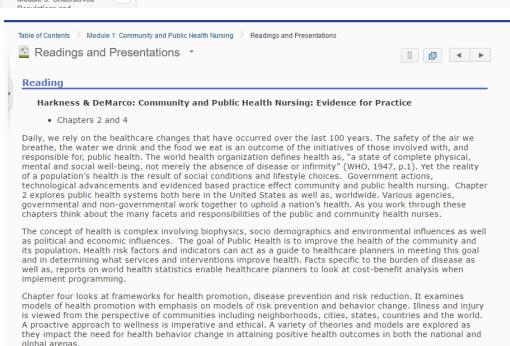








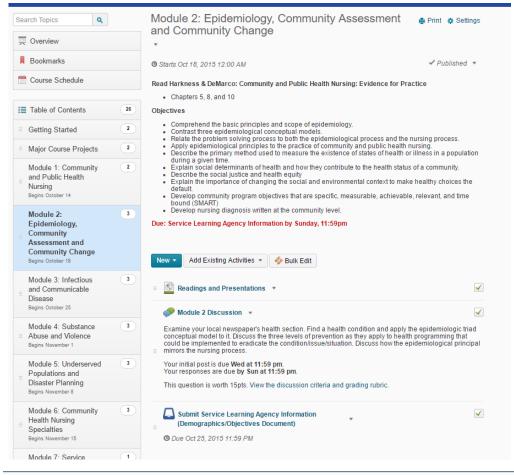




### **Presentations**

If prompted by your browser, choose to display **both** secure and non-secure items. Close and restart your browser if necessary.

- <u>Chapter 2 Presentation</u> (contains audio, mobile-friendly)
   <u>Click here for PowerPoint Notes Handout</u> (PDF)
- Chapter 4 Presentation (contains audio, mobile-friendly)
  - Click here for PowerPoint Notes Handout (PDF)





### Community Assessment Assignment - 100pts, 25% of total grade - Due Module 3

Community assessment is just one part of the methodology for empowerment towards health promotion, and the prevention and control of disease. What does a healthy community look like? Utilize the Lundy-Barton General Systems Model for Community and Population Assessment and assess a community of your choice.

### **Learning Objectives**

- Complete an assessment of a selected community utilizing the Lundy-Barton General Systems Model for Community and Population Assessment and Intervention
- Analyze information to identify a priority need and plan for intervention
- Discuss potential barriers and successes related to the plan

### **Guiding Resources**

Before you begin, read the following resources and used them as guides for this paper.

- The Lundy-Barton General Systems Model for Community and population Assessment and Intervention (excerpt from Community Health Nursing: Caring for the Public's Health, 2nd Ed. Pages 56-61)
- Selections from your Text: Chapter 10, p. 148 on SMART Objectives; p. 180 on conducting a windshield survey

Please also view the video below. If you have trouble playing the video, click to view video on YouTube.

### Presentations

If prompted by your browser, choose to display **both** secure and non-secure items. Close and restart your browser if necessary.

- <u>Chapter 5 Presentation</u> (contains audio, mobile-friendly)
  - Click here for PowerPoint Notes Handout (PDF)
- <u>Chapters 8 and 10 Presentation</u> (contains audio, mobile-friendly)
  - Click here for PowerPoint Notes handout (PDF)