

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.

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NUR 431 - Community Health Nursing (RN)

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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 selected 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 values.
2. Integrate knowledge from nursing sciences, humanities, and liberal arts in the study of community-based 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.
5. 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.

Virtual Office (Discussion Forum)

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).

REMEMBER:

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, etc.)

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!

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Begins November 30

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Getting Started

New ▾ Add Existing Activities ▾

- Virtual Office ▾
- NUR 431 FA 15 ▾

Major Course Projects

New ▾ Add Existing Activities ▾

- Community Assessment (Due Module 3) ▾
- Disaster Planning Reflection Paper (Due Module 5) ▾

Module 1: Community and Public Health Nursing

Starts Oct 14, 2015 12:00 AM

This week we will introduce ourselves to one another, understand the requirements of the course and discuss elements of the **Service Learning Philanthropic Project**.

Read Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 2 & 4

Objectives

- Contrast clinical community health nursing with population focused nursing.
- Interpret the focus and roles of community and public health nurses through an historical approach.
- Explain the meaning of health policy.
- Explain the effects of political, economic and sociodemographic risk factors on health.
- Describe key indicators of health that can be measured or used as benchmarks to examine health outcomes of a population.
- Identify and explain health behavior change models and their practical use in altering behavior to enhance health and well-being.
- Describe epidemiologic models of health promotion and modifiable risk reduction.

- END OF COURSE EVALUATION - Submit Before Opening Module 8 1
Begins November 29
- Module 8: Service Learning Presentations 3
Begins November 30
- Add a module...

New ▾ Add Existing Activities ▾

- Readings and Presentations ▾
- Module 1 Discussion ▾

Module 2: Epidemiology, Community Assessment and Community Change

Starts Oct 18, 2015 12:00 AM

Read Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 5, 8, and 10

Objectives

- Comprehend the basic principles and scope of epidemiology.
- Contrast three epidemiological conceptual models.
- Relate the problem solving process to both the epidemiological process and the nursing process.
- Apply epidemiological principles to the practice of community and public health nursing.
- Describe the primary method used to measure the existence of states of health or illness in a population during a given time.
- Explain social determinants of health and how they contribute to the health status of a community.
- Describe the social justice and health equity
- Explain the importance of changing the social and environmental context to make healthy choices the default.
- Develop community program objectives that are specific, measurable, achievable, relevant, and time bound (SMART)
- Develop nursing diagnosis written at the community level.

Due: Service Learning Agency Information by Sunday, 11:59pm

New ▾ Add Existing Activities ▾

- Readings and Presentations ▾
- Module 2 Discussion ▾
- Submit Service Learning Agency Information (Demographics/Objectives Document)
Due Oct 25, 2015 11:59 PM

Module 3: Infectious and Communicable Disease

Starts Oct 25, 2015 12:00 AM

Read Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 13 and 14

Objectives

- Explain difference between infectious and communicable diseases.
- Examine the agent, host and environmental characteristics of common community acquired infections.
- Define outbreak investigation by person, place and time.
- Describe public health surveillance.
- Differentiate between foodborne and waterborne illnesses.
- Identify factors that influence emerging and reemerging infectious diseases.
- Relate the methods of transmission of emerging infectious diseases to methods of control and prevention.

Due: Community Assessment Project by Sunday, 11:59pm

Reminder: 15 Service Hours must be completed by the end of Module 6.

New Add Existing Activities

Readings and Presentations ✓

Module 3 Discussion ✓

Submit Community Assessment Project ✓

Due Nov 1, 2015 11:59 PM

Module 4: Substance Abuse and Violence

Starts Nov 1, 2015 12:00 AM

Read Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 15 and 16

Objectives

- Identify the incidence and health consequences of intimate partner violence (IPV).
- Describe interventional strategies and limitations of measuring the effects of these interventions
- Summarize the tenets of mandatory reporting laws.
- Define and describe the impact of substance abuse and addiction on individual people and their families, communities, and nations.
- Apply evidence-based practice in the nursing care of populations most at risk for substance abuse disorders.

New Add Existing Activities

Readings and Presentations ✓

Reminder: Work on Disaster Planning Reflection Paper ✓

Module 4 Discussion ✓

Module 5: Underserved Populations and Disaster Planning

Starts Nov 8, 2015 12:00 AM

Read Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 17 and 19

Objectives

- Identify situations that make populations underserved.
- Discuss creative solutions to build participation and capacity in underserved populations.
- Compare and contrast population-based healthcare needs with unique needs of other populations (urban, heterosexual, unhoused dwellers).
- Apply recommendations from "Healthy People" initiatives to meet individual, family, and population health needs.
- Identify disaster types.
- Understand the role of the nurse in a disaster.
- Differentiate between biological, chemical, and radiological agents and response to exposure.
- Describe the disaster planning process and nursing participation.

DUE: Disaster Planning Reflection Paper

New Add Existing Activities

Readings and Presentations ✓

Module 5 Discussion ✓

Submit Disaster Planning Reflection Paper ✓

Due Nov 15, 2015 11:59 PM

Module 6: Community Health Nursing Specialties

Starts Nov 15, 2015 12:00 AM

Read Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 11, 21, 23, and 24

Objectives

- Explain the scope of the school nurses' role in the provision of healthcare.
- Apply best practice principles to the common health concerns of the student population.
- Describe the role of the community health nurse in providing quality end-of-life care for seriously ill clients and their families.
- Recognize changes in demographics, economics, and service delivery that require improved nursing interventions at the end of life.
- Explain the role of the nurse in occupational health.
- Provide examples of common work related injuries.

DUE: Service Learning VoiceThread Presentations by Tuesday, Nov 24 at 11:59pm
15 Service Hours must be completed by the end of Module 6.

New Add Existing Activities

- Readings and Presentations ✓
- Module 6 Discussion ✓
- VoiceThread Service Learning Presentations ✓

Due Nov 24, 2015 11:59 PM

Module 7: Service Learning Presentations

Starts Nov 30, 2015 12:00 AM

In assessing the presented agency, conduct pointed questions to the presenter as well as to each other to help you clarify your concerns about the viability of the agency. Watch the presentation, come up with questions, pose them on the discussion board and let the discussion begin regarding the week's presentations.

View, assess and discuss one half of class presentations.

New Add Existing Activities

- VoiceThread Service Learning Presentations ✓

END OF COURSE EVALUATION - Submit Before Opening Module 8

Starts Nov 29, 2015 12:00 AM

New Add Existing Activities

- 15-FA NUR-431-W1 8WK2 (Kaiser) End of Course Evaluation ✓

Starts Nov 29, 2015 12:00 AM

Module 8: Service Learning Presentations

Starts Nov 30, 2015 12:00 AM

All conditions must be met
 Completes 1 attempt(s) on the survey: 15-FA NUR-431-W1 8WK2 (Kaiser) End of Course Evaluation

In assessing the presented agency, conduct pointed questions to the presenter as well as to each other to help you clarify your concerns about the viability of the agency. Watch the presentation, come up with questions, pose them on the discussion board and let the discussion begin regarding the week's presentations.

View, assess and discuss one half of class presentations

New Add Existing Activities

- Submit Service Learning Agency Sign-Off Sheet ✓
- VoiceThread Service Learning Presentations ✓
- Click here to vote for agency ✓

Due Dec 11, 2015 12:01 PM

Due Dec 11, 2015 12:00 PM

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Add a description...

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Module 2: 3

Community Assessment (Due Module 3) ▾ ✓

Disaster Planning Reflection Paper (Due Module 5) ▾ ✓

Add a sub-module...

Table of Contents > Major Course Projects > Community Assessment (Due Module 3)

Community Assessment (Due Module 3) ▾ Bookmark Copy Previous Next

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.](#)

Table of Contents > Major Course Projects > Disaster Planning Reflection Paper (Due Module 5)

Disaster Planning Reflection Paper (Due Module 5) ▾ Bookmark Copy Previous Next

Disaster Planning Reflection Paper - 100pts, 25% of total grade - Due Module 5

Read the assigned article: [Emergency response and public health in Hurricane Katrina: What does it mean to be a public health emergency responder?](#) VanDevanter, N., LeViss, P., Abramson, D., Howard, J. & Honore, P. (2010). *Journal of Public Health Management Practice*, 16(6), E16-E25.

Write a 4 page narrative response to the above article. Discuss the article specifics in terms of an overview, research methodologies and information regarding roles and challenges. How does this article relate to the disaster planning concepts introduced in the text. Create a simple disaster plan for your family.

[View Grading Rubric](#) (PDF)

Submission

- [Submit to the dropbox here](#)

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Module 1: Community and Public Health Nursing Print Settings

Starts Oct 14, 2015 12:00 AM Published

This week we will introduce ourselves to one another, understand the requirements of the course and discuss elements of the Service Learning Philanthropic Project.

Read Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 2 & 4

Objectives

- Contrast clinical community health nursing with population focused nursing.
- Interpret the focus and roles of community and public health nurses through an historical approach.
- Explain the meaning of health policy.
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- Describe epidemiologic models of health promotion and modifiable risk reduction.

New Add Existing Activities Bulk Edit

Readings and Presentations

Module 1 Discussion

View: 60 Minutes Health Wagon (12:30 min.)

After watching the video, discuss the impact of health care funding on this population. Discuss the health disparities that are reflected. What Community Health Nursing roles do these nurse practitioners practice?

Your initial post is due **Wed at 11:59 pm**.
Your responses are due **Sun at 11:59 pm**.

This question is worth 15pts. [View the discussion criteria and grading rubric.](#)

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Readings and Presentations

Reading

Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 2 and 4

Daily, we rely on the healthcare changes that have occurred over the last 100 years. The safety of the air we breathe, the water we drink and the food we eat is an outcome of the initiatives of those involved with, and responsible for, public health. The world health organization defines health as, "a state of complete physical, mental and social well-being, not merely the absence of disease or infirmity" (WHO, 1947, p.1). Yet the reality of a population's health is the result of social conditions and lifestyle choices. Government actions, technological advancements and evidenced based practice effect community and public health nursing. Chapter 2 explores public health systems both here in the United States as well as, worldwide. Various agencies, governmental and non-governmental work together to uphold a nation's health. As you work through these chapters think about the many facets and responsibilities of the public and community health nurses.

The concept of health is complex involving biophysics, socio demographics and environmental influences as well as political and economic influences. The goal of Public Health is to improve the health of the community and its population. Health risk factors and indicators can act as a guide to healthcare planners in meeting this goal and in determining what services and interventions improve health. Facts specific to the burden of disease as well as, reports on world health statistics enable healthcare planners to look at cost-benefit analysis when implement programming.

Chapter four looks at frameworks for health promotion, disease prevention and risk reduction. It examines models of health promotion with emphasis on models of risk prevention and behavior change. Illness and injury is viewed from the perspective of communities including neighborhoods, cities, states, countries and the world. A proactive approach to wellness is imperative and ethical. A variety of theories and models are explored as they impact the need for health behavior change in attaining positive health outcomes in both the national and global arenas.

Presentations

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

- Chapter 2 Presentation** (contains audio, mobile-friendly)
 - [Click here for PowerPoint Notes Handout](#) (PDF)
- Chapter 4 Presentation** (contains audio, mobile-friendly)
 - [Click here for PowerPoint Notes Handout](#) (PDF)

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- Module 6: Community Health Nursing Specialties Begins November 15 3
- Module 7: Service 1

Module 2: Epidemiology, Community Assessment and Community Change

Print Settings

Starts Oct 18, 2015 12:00 AM Published

Read Harkness & DeMarco: Community and Public Health Nursing: Evidence for Practice

- Chapters 5, 8, and 10

Objectives

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Due: Service Learning Agency Information by Sunday, 11:59pm

New Add Existing Activities Bulk Edit

Readings and Presentations ✓

Module 2 Discussion ✓

Examine your local newspaper's health section. Find a health condition and apply the epidemiologic triad conceptual model to it. Discuss the three levels of prevention as they apply to health programming that could be implemented to eradicate the condition/issue/situation. Discuss how the epidemiological principal mirrors the nursing process.

Your initial post is due **Wed at 11:59 pm**.
Your responses are due **Sun at 11:59 pm**.

This question is worth 15pts. [View the discussion criteria and grading rubric.](#)

Submit Service Learning Agency Information (Demographics/Objectives Document) ✓

Due Oct 25, 2015 11:59 PM

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Community Assessment (Due Module 3)

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

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Presentations

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

- [Chapter 5 Presentation](#) (contains audio, mobile-friendly)
 - [Click here for PowerPoint Notes Handout](#) (PDF)
- [Chapters 8 and 10 Presentation](#) (contains audio, mobile-friendly)
 - [Click here for PowerPoint Notes handout](#) (PDF)