

GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM



COMMUNITY HEALTH NURSING

NURS 3432

Spring 2020

GRAYSON COLLEGE
Course Syllabus

Course Information: NURS 3432, Community Health Nursing, Spring 2020

Professor Contact Information

Name: Allison Collins EdD, RN, CNE
Location: Health Science Building, Office 110
Office hours: online and by appointment (see Canvas)
Cell: 580-775-7170
Email: collinsa@grayson.edu

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: Any time during the RN to BSN Program. Acceptance into the RN to BSN Program required.

Course Description:

(2-2-4) This course introduces the registered nurse to concepts of community health utilizing the population-focused nursing process. Includes levels of disease prevention, principles of epidemiology, community assessment, environmental health, disaster preparedness, and professional nursing roles and interprofessional collaboration in various community settings. Emphasis is on health promotion, risk reduction, and disease management across the lifespan in selected community settings. Practice experience is required and can be completed in the community.

End of Program Student Learning Outcomes

1.0 Member of the Profession:

- 1.1 Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.
- 1.2 Promote the profession of nursing through advocacy and leadership activities.

2.0 Provider of Patient-Centered Care

- 2.1 Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.
- 2.2 Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities

- 2.3 Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction
- 2.4 Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0 Patient Safety Advocate

- 3.1 Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks
- 3.2 Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0 Member of the Healthcare Team

- 4.1 Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need
- 4.2 Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

Upon successful completion of the course, students will have demonstrated the ability to:

- 1. Explore principles of public health science and population-focused care at local, national, and global levels. (SLO 2.1)
 - 2. Plan evidence-based nursing interventions for communities based on population-focused nursing process. (SLO 2.1)
 - 3. Discuss research findings from multiple disciplines to facilitate and evaluate evidence-based practice in the community. (SLO 2.4)
 - 4. Utilize technology to analyze public healthcare delivery systems and link clients to community resources to improve population health outcomes. (SLO 4.2)
 - 5. Discuss basic knowledge of healthcare policy, finance, and regulatory environments that affect the health of diverse populations. (SLO 3.2)
 - 6. Recommend comprehensive nursing care that reflects human caring for diverse populations through multidisciplinary collaborations. (SLO 2.2)
 - 7. Assess the levels of prevention to improve health outcomes of diverse populations. (SLO 2.1)
-

NURS 3432 Spring 2020
Required Textbooks and Materials
Books can be purchased in print or electronic form

ISBN	Author	Title
9781455707621	Maurer, F. & Smith, C.	Community/Public Health Nursing Practice, 5 th ed.

Course & Instructor Policies

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

Methods of Instruction (face-to-face and online)

- Discussion boards
- Recorded lectures
- Assigned textbook readings
- Quizzes
- PowerPoint presentation
- Self-reflection/Peer review
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

EVALUATION AND GRADES

Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Online Quizzes: 7 @ 5%	35%
Online Discussion Forums: 4 @ 5%	20%
Community Health Nursing Practicum Project	45%
Total	100%

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of “D” is considered unsatisfactory in a student’s major field of study and generally does not transfer. Therefore, a grade of “C” or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

Topical Outline for Course Content

Responsibilities of a Community Health Nurse (CHN)

Origins and Future of a CHN

United States Healthcare System

Financing Healthcare: Context for CHN

Global Health

Epidemiology

Communicable Disease

Reliance on Culture and Values for CHN

Environmental Health Risks

A Family Perspective in CHN

Multiproblem Families

Community Assessment
Community Diagnosis, Planning, and Intervention
Evaluation of Nursing Care with Communities
Health Promotion and Risk Reduction in Community
Screening and Referral
Vulnerable Populations
Disaster Management

ASSIGNMENT DESCRIPTIONS

***Please note: Rubrics for all assessments are located at the end of this syllabus.**

1. EVIDENCE-BASED COMMUNITY HEALTH NURSING PRACTICUM PROJECT:

In this practicum, the student will identify a community health project focusing on a plan to improve or maintain the health of a targeted population. The project will involve identifying the problem and population, analyzing data, formulating a community health diagnosis, plans for implementation (including barriers and social and cultural considerations), and evaluating the project.

Your practicum project for this course will be to conduct a combined windshield survey and community health assessment. Please note that no interventions will be implemented. At the conclusion of your project you will develop a 15 minute or less powerpoint presentation using video technology, giving details about your community assessment. Your project will be reviewed by your class peers during Week 7 and discussed during Week 8. Each week of this course you will be required to work on your community practicum and turn in an activity log at the end of the semester. The activity log is mandatory to account for your practicum hours. Failure to submit the CHN Practicum Activity Log will result in failure of the practicum project worth 45% of your course grade. The project is broken up into four different assignments: Windshield Survey 10%, Project Plan 5%, Presentation (see rubric) 25% Peer review in class discussion 5%.

Students will use the five-step community health nursing process (Maurer & Smith) with communities to develop a plan to improve or maintain the health of a small population. The steps are outlined below:

- 1) Assessment: Assess a targeted population in your community to see what needs exist (Maurer & Smith Ch. 15). This is done by researching health data for your population and completing a windshield survey. You may interview a community member from this aggregate population. The windshield survey requires submitting an assignment within Canvas. Make sure you select and define your community by noting the history of your community. How did your community come to be? When did your community become a community? What makes your community thrive today? Describe the physical environment of your community. Capture a picture of your selected community. What are the vital statistics of your community? Think about socioeconomic statistics. What are the leading causes of death? What illness or diseases are present in your community? Do citizens in your community have easy access to primary care? What are the most prevalent health problems in your community?
- 2) Community Nursing Diagnosis: Formulate a community health nursing diagnosis related to this health need, based on this data, survey results, and community input (Maurer & Smith Ch. 16). After conducting your windshield survey and your community assessment, what are the strengths and needs of your community?

- 3) Plan the community intervention (Maurer & Smith Ch. 16). This includes analyzing data collected and reviewing evidence-based interventions. Your intervention must be based on data showing the intervention has been done in the past *somewhere* and was effective. Planning will also include reflecting on barriers and social and cultural considerations. Ask yourself if this will have a positive health impact in the designated population? How do you know? Are the goals realistic? Would any funded money be well spent?
- 4) Implementation (Maurer & Smith Ch. 16). Create an educational presentation describing how you would implement the program. You do not need to actually do this because you do not have the time. You will present your plan within the course. Imagine you are presenting to stakeholders to see if your plan would receive funding for implementation.
- 5) Evaluation: How would you evaluate your intervention (Maurer & Smith Ch. 17)? Would you do summative or formative evaluation?

Develop a 10-15 slide power point outlining what you did using the five-step community health nursing process with communities (Maurer & Smith). Dedicate at least one slide to each step of the community health nursing process. Be sure to identify your target population. Other slides can include vital statistics, details of your community, and strengths and needs of your community. Use APA reference format. Include a title slide and a reference slide. You may use pictures as long as you get permission to use if a community member is present. Students will need to use relevant and appropriate sources to gather information such as health departments, CDC, HealthPeople2020, etc. This presentation needs 3 references, including one journal article. **USE THE GRADING RUBRIC AND THESE PROJECT GUIDELINES TO ASSURE YOU COMPLETE ALL PARTS OF THIS ASSIGNMENT. MAINTAIN YOUR CHN PRACTICUM ACTIVITY LOG EACH WEEK AND SUBMIT AT END OF PROJECT.** Students will reflect with a group of peers in class during the last week to summarize their experience and give peer reviews in small groups.

Examples for project: Health screening, health education, getting a sidewalk or gym or rec. center built, provide car seats for children in poverty areas, design an after-school-program for at risk students, provide training to inmates or correctional facility staff on infection control, organize a home visitation for at risk teen moms, teaching nutritional cooking to moms receiving WIC, intervene in a communicable disease outbreak situation, develop a disaster plan, STD/HIV reduction rate program in a specific population, increase immunization rates in school-age children, Safety (texting while driving)(car seats)(firearm)(summer), depression screening of college students, assessing client satisfaction with public health services, obesity prevention, nutrition programs, physical fitness programs, marketing prenatal care, CHIP (community health improvement plan), teaching parents alternative discipline methods, tobacco cessation, etc.

Thinking outside the Box: Remember this is about primary, secondary, and tertiary prevention. Also, realize that many services and community resources impact health that you may not consider health. Meeting with the city about building more bike paths and sidewalk is a health project, writing a grant to fund a homeless shelter is a health project, a campaign in your community to take smoking out of restaurants is a health project, teaching healthy relationship skills is a health project, building an after school teen center is a health project, becoming politically involved to support legislation and funding for early childhood education is a health project, meeting with your local library and volunteers to design a literacy program is a health

project, working with rehabilitation centers to obtain more funding or outreach services is a health project. All of these impact health either directly or impact the social problems that cause negative health outcomes or “bad” health.

STUDENT RESPONSIBILITY & ATTENDANCE

Attendance online and in class is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course project, self-reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average. The practicum hours are in addition to this time commitment and are required for the course.

SAVING WORK FOR YOUR PORTFOLIO

At the end of the program, you will be required to submit certain assignments from each course to demonstrate that you have met the objectives of the program. Save all assignments so that it will be possible to compile this REQUIRED portfolio.

COMMUNICATION

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will not be returned until Monday.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2010) 6th edition (2nd Printing or higher only) guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":

- Check the discussion frequently and respond appropriately and on subject.
- Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
- Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- It is extremely rude to forward someone else's messages without their permission.

- It is fine to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK

In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at collinsa@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY

The course is set up on weekly modules. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

Student Conduct & Discipline

Refer to the RN to BSN Student Handbook for policies

Academic Integrity

Refer to the RN to BSN Student Handbook for policies

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans' status.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Regina Organ, Title IX Coordinator (903-463-8714)
- Mr. Brad Bankhead, Title IX Deputy Coordinator-South Campus (903) 415-2601
- Mr. Mike McBrayer, Title IX Deputy Coordinator (903) 463-8753
- Website: <http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html>
- GC Police Department: (903) 463-8777- Main Campus) (903) 415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

Grayson College campus-wide student policies may be found on our Current Student

Page on our website: <http://grayson.edu/current-students/index.html>

Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

RN to BSN Nursing

NURS 3432

Course Overview

Semester Dates	Individual Learning Activities	Assessment	Due Date	Percent of Grade
Week 1	Read/Review: Syllabus and Course Schedule Maurer & Smith Chapter PPTs and course content/lecture Community Health Nursing (CHN) Practicum Project Orientation	Syllabus Quiz		5%
Week 2	Read/Review: Maurer & Smith Chapter PPTs and course content/lecture CHN Practicum Project Assessment and Windshield Survey due	Windshield Survey Quiz Discussion Board		10% 5% 5%
Week 3	Read/Review: Maurer & Smith Chapter PPTs and course content/lecture CHN Practicum Project Plan due	Project Plan Quiz		5% 5%
Week 4	Read/Review: Maurer & Smith Chapter PPTs and course content/lecture CHN Practicum Project	Quiz Discussion Board		5% 5%
Week 5	Read/Review: Maurer & Smith Chapter PPTs and course content/lecture CHN Practicum Project	Quiz Discussion Board		5% 5%
Week 6	<u>CHN Practicum Project Presentation due.</u> Read/Review: Maurer & Smith Chapter PPTs and course content/lecture	Post Project Presentation for Peer Review Quiz		25% 5%
Week 7	Read/Review: Maurer & Smith Chapter PPTs and course content/lecture CHN Practicum Project Peer Review	Quiz Discussion Board		5% 5%
Week 8	CHN Practicum Project Discussion/Peer review Course content review activities	In class discussion		5%

**NRSG 3432 Community Health Nursing
Blackboard Group Discussion Grading Rubric**

Criteria	Exemplary	Satisfactory	Undeveloped
On Topic 30%	Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. (30)	Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. (20)	Post does not address the problem/question that is posed. (10)
Participation 30%	Initial post and at least 2 additional responses/comments are submitted on time by the student. (30)	Initial post OR responses/comments submitted on time by the student. (15)	No discussion post or responses/comments posted by the student. (0)
Evidence of references 30%	Post reflects a good understanding of the ideas presented and references (at least two) are from the textbook or peer-reviewed journals. (30)	Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas. Less than 2 references used or not from assigned readings or peer-reviewed journals. (20)	Post does not reflect or reference ideas from class materials. (10)
Grammar & APA 10%	No spelling, grammar, APA errors. (10)	Few spelling, grammar, APA errors. (7.5)	Multiple spelling grammar, APA errors. (5)

Community Health Nursing Practicum Presentation Grading Rubric

<u>Criteria for PowerPoint</u>	<u>Possible Points</u>	<u>Points Earned</u>	<u>Comments</u>
Title page: Make sure you state your professional title.	5		
Descriptive introduction: Introduce your community and identify target population.	5		
Step 1-Assessment: <ul style="list-style-type: none"> ● Assess a population to see what needs exist. Analyze data for their impact on your target population. ● These slides should include the findings of your windshield survey, data such as vital statistics, and health problems in your community. If you completed a community member interview- discuss it here. 	15		
Step 2-Diagnosis: <ul style="list-style-type: none"> ● Formulate a community health nursing diagnosis based on your data thereby applying community health nursing concepts as they apply to the community as a client. Include a slide highlighting the strengths and needs of your community. The community problem should be clearly stated. 	10		
Step 3- Planning: <ul style="list-style-type: none"> ● This slide(s) gives a simple overview in bullet points <i>how</i> you plan to implement your community health prevention or intervention strategy to improve health to the target population based on data. ● Include professional relevant interview if applicable. ● Who do you see funding a program like this? ● Include EVIDENCE-BASED JOURNAL ARTICLE USED 	15		

<p>Step 4- Implementation:</p> <ul style="list-style-type: none"> You will not actually implement this program. On this slide, describe briefly with bullet points how you envision this prevention program implemented. Identify barriers, resources, social and cultural considerations. 	15		
<p>Step 5: Evaluation:</p> <ul style="list-style-type: none"> Although you cannot actually evaluate your program because of time and resource constraints, DEMONSTRATE what method you would use to evaluate the program – summative or formative evaluation? Reasoning. 	10		
<p>Power Point Format:</p> <ul style="list-style-type: none"> Power Point includes between 10-15 slides, including title slide, and reference slide. Correct grammar, punctuation and spelling used. EVIDENCE BASED JOURNAL ARTICLE LISTED USING IN-TEXT APA CITATIONS. ALL REFERENCES LISTED IN APA FORMAT ON REFERENCE SLIDE. Required 3 references used, including one journal article. Other references can be textbook or online credible resources. 	15		
<p>Presentation format Presentation is less than 15 minutes. Presentation has appeal to audience. Presenter is professional</p>	10		
	<p><u>100 points possible</u></p>	<p><u>Points earned:</u></p>	<p>See comments above</p>