



**NURS 3432 Community Health Nursing
Spring 2022**

Mode of Deliver: Hybrid: Internet and Face-to-Face Clinical

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Office Location: STEM 225-15

Office Hours: Tuesday 9-12:30 or by appointment

Required Textbooks:

Stanhope, M., & Lancaster, J. (2020). *Public Health Nursing: Population-Centered*

Health Care in the Community, 10 edition. St. Louis: Elsevier, Inc.

Resources: Instructor-Led Course

Evolve Resources for Public Health Nursing, 10th Edition

Course ID: 159887_srondeau5_1001

Instructor: Sandra Rondeau

Textbook Purchasing Statement:

A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description

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.

(Credit 4: Lecture 4, Lab 0) (8-week course, 64 contact hours)

Course Objectives/Student Learning Outcomes

Upon completion of this course, the student will:

1. Explore principles of public health science and population-focused care at local, national, and global levels.

Measure: 80 percent of students will receive maximum points on the Community Project/Performance rubric for the social determinant at local, national, and global levels.

2. Describe how to coordinate and plan evidence-based nursing interventions for communities based on population-focused nursing process.

Measure: 80 percent of students will receive maximum points on the Community Project/Performance rubric for Coordinate, collaborate, and communicate with healthcare team and faculty in a timely manner to plan, deliver, and evaluate the plan of care.

Measure: 80 percent of students will receive maximum points on the Community Project/Performance Evaluation rubric for Planning: Identify potential partners in the community who you would request to form a coalition. Provide a rationale why they would be a key stakeholder. Create three SMART goals utilizing evidence-based data that will support the coalition's efforts to reduce the risk of the social determinant.

3. Discuss research findings from multiple disciplines to facilitate and evaluate evidence-based practice in the community.

Measure: 80 percent of students will receive maximum points on the Community Project/Performance Evaluation Focused Care for A minimum of three evidence-based references regarding care given for the social determinant by multiple disciplines.

4. Recommend comprehensive nursing care that reflects human caring for diverse populations through multidisciplinary collaborations.

Measure: 80 percent of students will receive maximum points on the Community Project/Performance Evaluation Focused Care for A minimum of three evidence-based references regarding care given for the social determinant by multiple disciplines.

5. Assess the levels of prevention to improve health outcomes of diverse populations.

Measure: 80 percent of students will receive maximum points on the Community Project/Performance Evaluation Focused Care for Include three levels of prevention regarding the social determinant.

Methods of Instruction

Case studies

Discussion board

Assignments

Quizzes

Audio-visual instructional aids

Written Reports/Clinical Reasoning exercises

Grading Scale

A = 90 -100.00

B = 80 -89.99

C = 70 -79.99

D = 60 -69.99

F = < 60

Grade Calculation

Assignments	%
Weekly discussion board	25 %
Weekly Quizzes	25 %
Case studies (Two)	15 %
Participation/weekly attendance	10 %
Community Plan of Care/Summary*	25 %
Clinical Performance Evaluation **	Pass/Fail
Grade Total	100%
A Grade Total of at least 70% is required to pass the course. The student must “Meet Expectations” on all competencies on the Community Plan of Care/Summary to pass the course.* All Clinical Performance Evaluation Competencies must “Meet Expectations” to pass the course on the Final Clinical Evaluation.**	

Attendance

See the Attendance policy in the Nursing Student Handbook.

Tardiness

See Attendance policy in the Nursing Student Handbook.

Withdrawal

See Admission, Progression, Dismissal, & Readmission policy in the Nursing Student Handbook.

ADA Statement

Any student with a documented disability needing academic accommodations is requested to contact Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Early Academic Alert Program

The Counseling Center at College of the Mainland has implemented an Early Academic Alert Program. Students will be referred to the program throughout the semester if they are having difficulty completing assignments or have poor attendance. If referred to the Academic Alert Program, students will be contacted by someone in the Counseling Department. As student success and retention is very important to us, someone from the Counseling Department will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Classroom Conduct Policy/Student Conduct

Classroom Conduct Policy: College of the Mainland requires that students enrolled at COM be familiar with the Standards of Student Conduct, which can be found in the on-line Student Handbook. <http://www.com.edu/student-services/studenthandbook.php> .

Students should act in a professional manner at all times. Disruptive students will be held accountable according to college policy. Any violations of the Code of Conduct will result in a referral to the Office for student Conduct and may result in dismissal from this class.

In addition to the Standards of Student Conduct found in the online COM Student Handbook (<http://www.com.edu/student-services/student-handbook.php>), nursing students are expected to demonstrate good professional character as defined in in BON Rule 213.27 (http://bon.texas.gov/rr_current/213-27.asp). See Behavior/Conduct in the Nursing Student Handbook.

Academic Dishonesty

Any incidence of academic dishonesty will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty, such as cheating on exams, is an extremely serious offense. See Behavior/Conduct policy in the Nursing Student Handbook.

Plagiarism

Plagiarism is using someone else's words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else's words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else's words without quotation marks. Any assignment containing plagiarized material will receive a grade of zero and the student will be referred to the Office of Student Conduct for the appropriate disciplinary action. Also see the Behavior/Conduct policy in the Nursing Student Handbook.

Avoiding Plagiarism: <http://www.plagiarism.org/>

Course Requirements

1. Weekly Discussion Board (8): Assesses knowledge and application of content integrated within the course. Student will post a primary post supported by cited material according to the grading rubric each week by Wednesday and reply to two peers according to the grading rubric by Saturday. All post must be supported by cited references and contain new material and learning to the discussion.

2. Quizzes (6): Assesses knowledge and application of content integrated within the course. Students will complete quizzes as assigned, each due at midnight on the assigned deadline. The quizzes are multiple choice, multiple answer, and alternative-style questions. The student will have one attempt to complete each quiz, which will be averaged for the quiz grade.

3. Case studies (3): Assesses knowledge and application of content integrated within the course.

4. Weekly Participation: Assesses ability to synthesize information when collaborating on a topic with peers. Discussions will include but are not limited to the "Ideas for Further Understanding" at the end of each textbook chapter (Stanhope, M., & Lancaster,

J., 2020). Primary post must be submitted by Wednesday and two replies to peers by Saturday. Each post must contain new material to the discussion supported by cited references. All post must be submitted on time.

5. Community Project/Summary: The student will collaborate with the Galveston County Health District (GCHD) to select a specific social determinant. The student will devote 24 practice hours and utilize the Future of Nursing: Campaign for Action Equity Toolkit (Campaign for Action, 2020) to create a plan of care including assessment, diagnosis, plan, implementation, and will provide an evaluation of the specified social determinant in the community. Additionally, a summary section is included in the grading criteria. *(See Appendix B for Community Plan of Care and Summary Rubric)*

6. Community Health Nursing Clinical Performance Evaluation: The student will be evaluated at the mid-semester point formatively with the Community Health Clinical Performance Evaluation. Students will be evaluated at the end of course summatively with the Community Health Clinical Performance Evaluation. Student must score a “Meets Expectations” on all competencies on the final summative evaluation to pass the course.

Make-Up Policy/Late Assignments

All course assignments are expected to be completed and submitted on the specified due date. See Late Assignments policy in the Nursing Student Handbook.

Concerns/Questions

If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact the Course Facilitator. If, after discussing your concern with the Course Facilitator, you still have questions, please email nursing@com.edu to request an appointment with the Director of Nursing. Please see the Student Concerns Policy in the Nursing Student Handbook for further instructions.

Successful Tips for Students

Schedule time to study based on the difficulty of the content. Use this table as a guide:

Course Difficulty	Study Hours Per Week Per Hour in Class
High Difficulty Course	3 hours
Medium Difficulty Course	2 hours
Low Difficulty Course	1 hour

http://www.usu.edu/arc/StudySmart/pdf/estimating_study_hours.pdf

Read assignments before class or clinical. Here are some strategies for getting the most out of your college textbooks:

4 Steps to Reading a Textbook:

<http://www.studyright.net/blog/4-steps-to-reading-a-textbook-quickly-and-effectively/>

Active Reading Strategies:

<http://www.princeton.edu/mcgraw/library/for-students/remember-reading/>
The Reading Cycle: Plan-Do-Review

<http://www2.swccd.edu/~asc/lrnlinks/txtrdg.html>

How to Read Your Textbooks More Efficiently College Info Geek (video)

<https://www.youtube.com/watch?v=tgVjmFSx7rg>

5 Active Reading Strategies for Textbook Assignments College Info Geek (video)

[5 Active Reading Strategies for Textbook Assignments - College Info Geek](#)

ANA Scope and Standards of Practice

Students are expected to adhere to established ANA Scope and Standards of Practice (2015)

Student Handbooks

Students are expected to adhere to all policies outlined in the College and Nursing Program student handbooks.

Syllabus Revisions

Faculty reserves the right to make changes to the syllabus as deemed necessary.

The Speaking, Reading, and Writing Center

The Speaking, Reading and Writing Center provides free tutoring services to students, staff and faculty seeking assistance for writing, reading and oral presentations for academic and non-academic assignments/projects. Located in the Technical Vocational Building, Room 1306, the center provides face-to-face and online tutoring sessions in a welcoming environment. Appointments can be made in person, or on the center scheduler at com.mywconline.com, or by clicking the SRWC icon on the COM website.

Surviving Active Shooter Event Reference and Training Videos
Run, Hide, Fight * (Mandatory)

<https://www.youtube.com/watch?v=5VcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tleRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the Call * (Mandatory) <https://www.youtube.com/watch?v=AWaPp-8k2p0>

Discussion Questions:

1. What is your plan while in class to consider running, hiding, or fighting to survive?
2. How would you lock your classroom and/or barricade entry into the classroom?
3. What would you use to improvise weapons to take down the shooter / aggressor?
4. If you have to fight, would you COMMIT to the fight to save your life and others?
5. If you have a License to Carry and are concealed carrying, what guidelines would you

follow?

6. Do you have the campus police emergency number and non-emergency number programmed into your phone?
 - a. COM Police Emergency number (409-933-8599)
 - b. COM Police Non-Emergency number (409-933-8403).
7. When the police arrive why would you have your hands up and follow all commands?
8. Why is it important to make the call to report any suspicious person or activity to campus police?

Course Content

Unit 1: Public Health Foundations and Population Health

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. State the mission of and core functions of public health and essential public health services and the quality performance standards program in public health.
2. Describe specialization in public health nursing and other nurse roles in the community and the practice goals of each.
3. Contrast clinical nursing practice with population focused practice in the community.
4. Describe what is meant by community and prevention-oriented, population-focused practice.
5. Name barriers to acceptance of community and prevention-oriented, population-focused practice.
6. State key opportunities for community and prevention-oriented, population-focused practice.

Learning Content:

- I. Public Health Practice: The Foundation for Health Populations and Communities
 - A. Definitions in Public Health
 - B. Public Health Core Functions
 - C. Core Competencies of Public Health Professionals
 - D. Quality Improvement Efforts in Public Health
- II. Public Health Nursing as a field of Practice: An Area of Specialization
 - A. Educational Preparation for Public Health Nursing
 - B. Population-Focused Practice Versus Practice Focused on Individuals
 - C. Public Health Nursing Specialists and Core Public Health Functions: Selected Examples
- III. Public Health Nursing Versus Community-Based Nursing
- IV. Roles in Public Health Nursing
- V. Challenges for the Future
 - A. Barriers to Specializing in Public Health Nursing
 - B. Developing Population-Focused Nurse Leaders
 - C. Shifting Public Policy toward Creating Conditions for Healthy Population

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 1.

Discussion Board: Challenges for the Future

Unit 3: Public Health, Primary Care, and Primary Health Systems

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the events and trends that influence the status of the health care system.
2. Discuss key aspects of private health care system.
3. Compare the public health system to primary care.
4. Explain the model of primary health care.
5. Assess the effects of health care and insurance reform on health care delivery.
6. Evaluate the changes needed in public health and primary care to have an integrated health care delivery system.

Learning Content:

- I. Health Care in the United States
- II. Forces Stimulating Change in the Demand for Health Care
 - A. Demographic Trends
 - B. Social and Economic Trends
 - C. Health Workforce Trends
 - D. Technological Trends
- III. Current Health Care System in the United States
 - A. Primary Care System
 - B. Public Health System
 - C. The Federal System
 - D. The State System
 - E. The Local System
- IV. Forces Influencing Changes in the Health Care System
 - A. Integration of Public Health and the Primary Care Systems
 - B. Potential Barriers to Integration
 - C. Primary Health Care
 - D. Promoting Health/Preventing Disease: Year 2020 Objectives for the Nation
- V. Health Care Delivery Reform Efforts—United States
- XVII. New Resources and New Communities: The 1960s and Nursing
- XVIII. Community Organization and Professional Change
- XIX. Public Health Nursing from the 1970s into the Twenty-First Century
- XX. Public Health Nursing Today.

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 3.

Discussion Board: Clinical Decision-Making Activities

Unit 4: Perspectives in Global Health Care

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Identify the major aims and goals for global health that have been presented by the Millennium global Developmental Goals: 2013 Report
2. Identify the health priorities of Health for All in the 21st Century (HFA21) and Healthy People 2020.
3. Analyze the role of nursing in global health.
4. Explain the role and focus of a population-based approach for global health.
5. Discuss the many causes of global health problems.
6. Identify some solutions for at least one of these global health problems.
7. Describe how global health is related to economic, industrial, environmental, and technological development.
8. Compare and contrast the health care system in developed country with one in a less developed country.
9. Define burden of disease.
10. Explain how countries can prepare for natural and manmade disasters and the role of nurses in these efforts.
11. Describe at least five organizations that are involved in global health.

Learning Content:

- I. Overview and Historical Perspective of Global Health
- II. The Role of Public Health
- III. Primary Health Care
- IV. Major Global Health Organizations
- V. Global Health and Global Development
- VI. Health Care Systems
 - A. The Netherlands
 - B. Mexico
 - C. Uganda
 - D. Ecuador
 - E. The United Kingdom
 - F. China
- VII. Major Global Health Problems and the Burden of Disease
 - A. Communicable Diseases
 - B. Diarrheal Disease
 - C. Maternal and Women's Health
 - D. Nutrition and World Health
 - E. Natural and Man-Made Disasters

Learning Activities:

Read Stanhope, M., & Lancaster, J. (2020). Chapter 4.
Discussion Board: Clinical Decision-Making Activities

Unit 7: Application of Ethics in the Community

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe a brief history of ethics of nursing practice.
2. Analyze ethical decision-making processes.
3. Compare and contrast ethical theories and principles, virtue ethics, caring and ethic of caring, and feminist ethics.
4. Comprehend the ethics inherent in the core functions of public health nursing.
5. Analyze codes of ethics for nursing and for public health.

Learning Content:

I. History

II. Ethical Decision Making

III. Ethics

A. Definition, Theories, Principles

B. Virtue Ethics

C. Caring and the Ethic of Care

D. Feminist Ethics

IV. Ethics and the Core Functions of Population-Centered Nursing Practice

A. Assessment

B. Policy Development

C. Assurance

V. Nursing Code of Ethics

VI. Public Health Code of Ethics

VI. Advocacy and Ethics

A. Codes and Standards of Practice

B. Conceptual Framework of Advocacy

C. Practical Framework for Advocacy

D. Advocacy: Issues That Have Ethical Implications

Learning Activities:

Read Stanhope, M., & Lancaster, J. (2020). Chapter 7.

Discussion Board: Clinical Decision-Making Activities

Unit 8: Achieving Cultural Competence in Community Health Nursing

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the role of cultural competence in achieving the public health goals of health equity.
2. Describe major facilitators and barriers to providing quality health care for diverse populations.
3. Cite culturally competent nursing interventions to promote positive health outcomes for culturally diverse individuals, communities, and organizations.
4. Evaluate the role of the public health nurse in providing culturally competent nursing care.
5. Use case scenario to chart the five elements of cultural competence as described in the chapter.
6. Use electronic resources to locate current databases about culturally competent practices that reduce health disparities.

Learning Content:

- I. Culture, Race, and Ethnicity
 - A. Culture
 - B. Race
 - C. Ethnicity
- II. Cultural Diversity
 - A. Cultural Variations Among Selected Groups
 - B. Immigrants and Cultural Diversity
- III. Cultural Diversity and Health Disparities
 - A. Disparities in Health
 - B. Social Determinants of Health
 - C. Health Equity
 - D. Social Justice
 - E. Marginalization
 - F. Health Literacy
 - G. Health Disparities and Socioeconomic Status

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 8.

Discussion Board: Clinical Decision-Making Activities

Unit 9: Public Health Policy

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the structure of the U.S. government and health care roles.
2. Identify the functions of key governmental and quasi-governmental agencies that affect public health systems and nursing, both around the world and in the United States.
3. Differentiate between the primary bodies of law that affect nursing and health care.
4. Define key terms related to policy and politics.
5. State the relationships between nursing practice, health policy, and politics.
6. Develop and implement a plan to communicate with policy makers on a chosen public health issue.

Learning Content:

- I. Definitions
- II. Governmental Role in U.S. Health Care
 - A. Trends and Shifts in Governmental Roles
 - B. Government Health Care Functions
- III. Healthy People 2020: An Example of National Health Policy Guidance
- IV. Organizations and Agencies that Influence Health
 - A. International Organizations
 - B. Federal Health Agencies
 - C. Federal Non-Health Agencies
 - D. State and Local Health Departments
- V. Impact of Government Health Functions and Structures on Nursing
- VI. The Law and Health Care
 - A. Constitutional Law
 - B. Legislation and Regulation
 - C. Judicial and Common Law
- VII. Laws Specific to Nursing Practice
 - A. Scope of Practice
 - B. Professional Negligence
- VIII. Legal Issues Affecting Health Care Practices
 - A. School and Family Health
 - B. Home Care and Hospice
 - C. Correctional Health
- IX. The Nurse's Role in the Policy Process
 - A. Legislative Action
 - B. Regulatory Action
 - C. The Process of Regulation
 - D. Nursing Advocacy

Learning Activities:

Read Stanhope, M., & Lancaster, J. (2020). Chapter 9.

Discussion Board: Clinical Decision-Making Activities

Unit 14: Infectious Disease Prevention and Control

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the current impact and threats of infectious diseases on society.
2. Explain how the elements of the epidemiologic triangle interact to cause infectious disease.
3. Provide examples of infectious disease control interventions at the three levels of public health prevention.
4. Explain the multisystem approach to control of communicable diseases.
5. Discuss the factors contributing to newly emerging or re-emerging infectious diseases.
6. Explain universal precautions.

Learning Content:

- I. Historical and Current Perspectives
- II. Transmission of Communicable Diseases
 - A. Agent, Host, and Environment
 - B. Modes of Transmission
 - C. Disease Development
 - D. Disease Spectrum
- III. Surveillance of Communicable Diseases
 - A. Elements of Surveillance
 - B. Surveillance for Agents of Bioterrorism
 - C. List of Reportable Diseases
- IV. Emerging Infectious Diseases
 - A. Emergence Factors
 - B. Examples of Emerging Infectious Diseases
- V. Prevention and Control of Infectious Diseases
 - A. Planning to Address Infectious Disease
 - B. Prevention and Control Programs
 - C. Primary, Secondary, and Tertiary Prevention
 - D. Role of Nurses in Prevention
 - E. Multisystem Approach to Control
- VI. Agents of Bioterrorism
 - A. Anthrax
 - B. Smallpox
 - C. Plague
 - D. Tularemia
- VII. Vaccine-Preventable Diseases
 - A. Routine Childhood Immunization Schedule
 - B. Measles

- C. Rubella
- D. Pertussis
- E. Influenza
- VIII. Foodborne and Waterborne Diseases
 - A. The Role of Safe Food Preparation
 - B. Salmonellosis
 - C. Enterohemorrhagic *Escherichia coli* (EHEC or *E. coli* 0157:H7)
- IX. Waterborne Disease Outbreaks and Pathogens
- X. Vectorborne Diseases
 - A. Lyme Disease
 - B. Rocky Mountain Spotted Fever
 - C. Prevention and Control of Tickborne Diseases
- XI. Diseases of Travelers
 - A. Malaria
 - B. Foodborne and Waterborne Diseases
 - C. Diarrheal Diseases
- XII. Zoonoses
 - A. Rabies (Hydrophobia)
- XIII. Parasitic Diseases
 - A. Intestinal Parasitic Infections
 - B. Parasitic Opportunistic Infections
 - C. Control and Prevention of Parasitic Infections
- XIV. Health Care-Associated Infections
 - A. Universal Precautions

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 14.

Discussion Board: Clinical Decision-Making Activities

Unit 15: Communicable and Infectious Disease Risks

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe natural history of human immunodeficiency virus (HIV) and appropriate client education at each stage.
2. Explain the clinical signs of selected communicable diseases.
3. Evaluate the trends in incidence of HIV, STDs, hepatitis, and tuberculosis, and identify groups that are at greatest risk.
4. Analyze behaviors that place people at risk of contracting selected communicable diseases.
5. Evaluate nursing activities to prevent and control selected communicable diseases.
6. Explain the various roles of nurses in providing care for those with selected communicable diseases.

Learning Content:

I. Human Immunodeficiency Virus Infection

- A. Natural History of HIV
- B. Transmission
- C. Epidemiology of HIV/AIDS
- D. HIV Surveillance
- E. HIV Testing
- F. Perinatal and Pediatric HIV Infection
- G. HIV Stage 3 (AIDS) in the Community
- H. Resources

II. Sexually Transmitted Diseases

- A. Gonorrhea
- B. Syphilis
- C. Chlamydia
- D. Herpes Simplex Virus (Genital Herpes)
- E. Human Papillomavirus Infection

III. Hepatitis

- A. Hepatitis A Virus
- B. Hepatitis B Virus
- C. Hepatitis C Virus
- D. Non-ABC Hepatitis

IV. Tuberculosis

- A. Epidemiology
- B. Diagnosis and Treatment

V. Nurse's Role in Providing Preventive Care for Communicable Diseases

- A. Primary Prevention
- B. Secondary Prevention
- C. Tertiary Prevention

Learning Activities:

Read Stanhope, M., & Lancaster, J. (2020). Chapter 15.
Discussion Board: Clinical Decision-Making Activities

Unit 18: Building a Culture of Health to Influence Health Equity within Communities

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe a culture of health and community promotion in the context of ecologic model and social determinants of health (SDOH).
2. Analyze participatory approaches and the interrelationship among communities, populations, and interprofessional health care providers in the application of community health promotion strategies.
3. Describe evidence-based practice using the integrative model of community health promotion at multiple levels of the client system: individual, family, aggregate, and community.
4. Analyze nursing and interprofessional roles that are essential to build a culture of health through community health promotion.

Learning Content:

- I. Introduction
- II. Historical Perspectives, Definitions, and Methods
 - A. Health and Health Promotion
 - B. Community
- III. Community Health Promotion Models and Frameworks
 - A. Public Health Nursing Community Models and Frameworks
 - B. Health Promotion Models and Frameworks
- IV. The Ecologic Approach to Community Health Promotion
 - A. Ecologic Perspectives on Population Health
 - B. The Social Determinants of Health
- V. An Integrative Model for Community Health Promotion
- VI. Interprofessional Application to Nursing and Public Health
 - A. Community-Based Participatory Research (CBPR)
 - B. Photovoice Method and Projects
- VII. Application of the Integrative Model for Community Health Promotion
 - A. Obesity and the Built Environment

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 18.

Discussion Board: Clinical Decision-Making Activities

Unit 20: The Nurse-led Health Center: A model for Community Nursing Practice

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe key characteristics of nurse-led center models.
2. Explain the concept of community collaboration.
3. Identify interventions that address Healthy People 2020 goals.
4. Determine the feasibility of establishing and sustaining a nurse-led center.
5. Describe the roles and responsibilities of the advanced practice nurse in a nurse-led center.
6. Discuss the future of population-centered nursing practice, education, and research.

Learning Content:

I. What Are Nurse-Led Health Centers?

- A. Overview and Definition
- B. Nurse-led Models of Care

II. Types of Nurse-Led Health Centers

- A. Wellness Centers
- B. Special Care Centers
- C. Comprehensive Primary Health Care Centers

III. The Foundations of Nurse-Led Center Development

- A. Community Collaboration
- B. Community Assessment
- C. Multilevel Interventions

IV. The Team of a Nurse-Led Center

- A. Director: Nurse Executive
- B. Advanced Practice Nurses
- C. Other Staff
- D. Educators, Researchers, Students, and Other Members

V. The Business Side of Nurse-Led Health Centers: Essential Elements

- A. Start-up and Sustainability

VI. Evidence-Based Practice

- A. Evidence-Based Practice Model
- B. Health Insurance Portability and Accountability Act (HIPAA)
- C. Outcomes and Quality Indicators
- D. Quality Improvement
- E. Technology and Information Systems

VII. Education and Research

- A. Program Evaluation

VIII. Positioning Nurse-Led Health Centers and Advanced Practice Nurses for the Future

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 20.

Discussion Board: Clinical Decision-Making Activities

Unit 21: Public health Nursing Practice and the Disaster Management Cycle

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss how disasters, both human-made and natural, affect people and their communities.
2. Differentiate disaster management cycle phases to include prevention (mitigation and protection), preparedness, response, and recovery.
3. Examine the nurse's role in the disaster management cycle.
4. Describe competencies for public health nursing practice in disasters.
5. Explain how the community works together to prevent, prepare for, respond to and recover from disasters.
6. Identify organizations where nurses can volunteer to work in disasters.

Learning Content:

- I. Defining Disasters
- II. Disaster Facts
- III. National Disaster Planning and Response: A Health-Focused Overview
- IV. *Healthy People 2020* Objectives
- V. The Disaster Management Cycle and Nursing Role
 - A. Prevention (Mitigation and Protection)
 - B. Preparedness
 - C. Response
 - D. Recovery
- VI. Future of Disaster Management

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 21.

Discussion Board: Clinical Decision-Making Activities

Unit 22: Public Health Surveillance and Outbreak Investigation

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define public health surveillance.
2. Analyze types of surveillance systems.
3. Identify steps in planning, analyzing, interviewing, and evaluating surveillance.
4. Recognize sources of data used when investigating a disease/condition outbreak.
5. Relate the role of the nurse in surveillance and outbreak investigation to the national core competencies for public health nurses.

Learning Content:

- I. Disease Surveillance
 - A. Definitions and Importance
 - B. Uses of Public Health Surveillance
 - C. Purposes of Surveillance
 - D. Collaboration among Partners
 - E. Nurse Competencies
 - F. Data Sources for Surveillance
- II. Notifiable Diseases
 - A. National Notifiable Diseases
 - B. State Notifiable Diseases
- III. Case Definitions
 - A. Criteria
 - B. Case Definition Examples
- IV. Types of Surveillance Systems
 - A. Passive System
 - B. Active System
 - C. Sentinel System
 - D. Special Systems
- V. The Investigation
 - A. Investigation Objectives
 - B. Patterns of Occurrence
 - C. When to Investigate
 - D. Steps in an Investigation
 - E. Displaying of Data

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 22.

Discussion Board: Clinical Decision-Making Activities

Unit 23: Program Management

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Compare and contrast the program management process and the nursing process.
2. Analyze the application of the program planning process to nursing.
3. Critique a program planning method to use in nursing practice.
4. Analyze the components of program evaluation methods, techniques, and sources.
5. Compare different types of cost studies applied to program management.

Learning Content:

- I. Definitions and Goals
- II. Historical Overview of Health Care Planning and Evaluation
- III. Benefits of Program Planning
- IV. Assessment of Need
 - A. Community Assessment
 - B. Population Needs Assessment
- V. Planning Process
 - A. Basic Program Planning Model Using a Population-Level Example
 - B. Objectives Development for Program Planning and Evaluation
- VI. Program Evaluation
 - A. Benefits of Program Evaluation
 - B. Planning for the Evaluation Process
 - C. Evaluation Process
 - D. Sources of Program Evaluation
 - E. Aspects of Evaluation
- VII. Advanced Planning Methods and Evaluation Models
 - A. Program Planning Method
 - B. Multi-Attribute Utility Technique
 - C. Planning Approach to Community Health (PATCH)
 - D. Assessment Protocol for Excellence in Public Health (APEXPH)
 - E. Mobilizing for Action through Planning and Partnership (MAPP)
 - F. Evaluation Models and Techniques
 - G. Case Register
- VIII. Program Funding

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 23.

Discussion Board: Clinical Decision-Making Activities

Unit 26: Working with Families in the Community for Healthy Outcomes

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Explain the multiple ways public health nurses work with families and communities.
2. Identify challenges to working with families in the community.
3. Describe family function and structure.
4. Describe family demographic trends and demographic changes that affect the health of families.
5. Compare and contrast three social science theoretical frameworks nurses use when working with the family in the community.
6. Work with families using a strength-based approach to assess, develop, and evaluate family action plans.

Learning Content:

I. Challenges for Nurses Working with Families in the Community

- A. Definition of Family
- B. Transitions of Care
- C. Uninsured, Underinsured, and Limited Services

II. Family Functions and Structures

III. Family Demographics

- A. Living Arrangements
- B. Marriage, Divorce, and Cohabitation
- C. Births
- D. Parenting
- E. Immigration

F. Family Caregivers

IV. Family Health

V. Four Approaches to Family Nursing

- A. Family As Context
- B. Family As Client
- C. Family As a System
- D. Family As a Component of Society

VI. Theories for Working with Families in the Community

- A. Family Systems Theory
- B. Family Developmental and Life Cycle Theory
- C. Bioecological Systems Theory

VII. Working with Families for Healthy Outcomes

- A. Pre-encounter Data Collection
- B. Determine Where to Meet the Family
- C. Making an Appointment with the Family
- D. Planning for Your Own Safety
- E. Interviewing the Family: Defining the Problem

F. Family Assessment Instruments
G. Family Health Literacy
H. Designing Family Interventions
I. Evaluation of the Plan
VIII. Social and Family Policy Challenges

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 26.

Discussion Board: Clinical Decision-Making Activities

Unit 27: Family Health Risks

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Evaluate the various approaches to defining and conceptualizing family health.
2. Analyze the major risks to family health.
3. Analyze the interrelationships among individual health, family health, and community health.
4. Explain the relevance of knowledge about family structures, roles, and functions for family-focused nursing in the community.
5. Discuss the implications of policy and policy decisions, at all governmental levels, on families.
6. Explain the application of the nursing process (assessment, planning, implementation, evaluation) to reducing family health risks and promoting family health.

Learning Content:

- I. Early Approaches to Family Health Risks
 - A. Health of Families
 - B. Health of the Nation
- II. Concepts in Family Health Risk
 - A. Family Health
 - B. Health Risk
 - C. Health Risk Appraisal
 - D. Health Risk Reduction
 - E. Family Crisis
- III. Major Family Health Risks and Nursing Interventions
Family Health Risk Appraisal
- IV. Nursing Approaches to Family Health Risk Reduction
 - A. Home Visits
 - B. Contracting With Families
 - C. Empowering Families
- V. Community Resources
 - A. Telehomecare
 - B. Family Policy
 - C. Vulnerable Populations: LGBTQ Families at Risk

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 27.

Discussion Board: Clinical Decision-Making Activities

Unit 28: Child and Adolescent Health

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe significant physical and psychosocial developmental factors characteristic of the child and adolescent population.
2. Examine the role of the nurse and discuss appropriate nursing interventions that promote and maintain the health of children and adolescents as individuals, as members of their family, and as members of the community.
3. Discuss the built environment and how it relates to major issues of children and adolescents.
4. Explain the current status of children and their physical, emotional, behavioral, and environmental health issues.
5. Differentiate between the models for delivery of health care to the pediatric populations in the community and other settings.

Learning Content:

- I. Status of Children
 - A. Poverty Status
 - B. Immigrant Children
 - C. Access to Care
 - D. Infant Mortality
 - E. Risk-Taking Behaviors
- II. Child Development
 - A. Growth and Development
 - B. Developmental Theories
 - C. Developmental Screening
- III. Immunizations
 - A. Barriers
 - B. Immunization Theory
 - C. Recommendations
 - D. Contraindications
 - E. Legislation
- IV. The Built Environment
 - A. Obesity
 - B. Built Food Environments
 - C. Obesity Prevention
 - D. Nutrition Assessment
 - E. Physical Activity
 - F. Schools
 - G. Media
 - H. Injuries and Accidents
- V. Health Problems of Childhood
 - A. Acute Illnesses

- B. SIDS/SUIDS
- C. Oral Health
- D. Chronic Health Conditions
- E. Mental Health
- F. Environmental Health
- G. Environmental Tobacco Smoke
- VI. Models for Health Care Delivery to Children and Adolescents
 - A. Family-Centered Medical Home
 - B. Motivational Interviewing
- VII. Role of the Population-Focused Nurse in Child and Adolescent Health

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 28.

Discussion Board: Clinical Decision-Making Activities

Unit 29: Major Health Issues and Chronic Disease Management of Adults Across the Lifespan

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define terms commonly used in the care of adults.
2. Describe historical and current perspectives of adult health and health policy.
3. Discuss sources of population-based public health data and health status indicators about adults to be used to align community resources to support adults with chronic illnesses.
4. Use appropriate assessment tools and development strategies to care for adults across the life span.
5. Discuss the concepts of self-management and the implementation of the Chronic Care Model to support adults with chronic illness.
6. Explain the dynamic forces that contribute to shared and gender specific diseases, health disparities, cultural diversity, and the role of social and behavioral factors that contribute to culturally competent care of adults in their communities.

Learning Content:

- I. Historical Perspectives on Adult Men and Women's Health
- II. Health Policy and Legislation
 - A. Ethical and Legal Issues and Legislation for Older Adults
 - B. Environmental Impact
- III. Health Status Indicators
 - A. Mortality
 - B. Morbidity
- IV. Adult Health Concerns
 - A. Chronic Disease
 - B. Cardiovascular Disease
 - C. Hypertension
 - D. Stroke
 - E. Diabetes
 - F. Mental Health
 - G. Cancer
 - H. STDs/HIV/AIDS
 - I. Weight Control
- V. Women's Health Concerns
 - A. Reproductive Health
 - B. Gestational Diabetes
 - C. Menopause
 - D. Breast Cancer
 - E. Osteoporosis
- VI. Men's Health Concerns
 - A. Cancers Unique to Men

- B. Depression
- C. Erectile Dysfunction
- VII. Health Disparities Among Special Groups of Adults
 - A. Adults of Color
 - B. Incarcerated Adults
 - C. Lesbian/Gay/Bisexual Adults
 - D. Adults with Physical and Mental Disabilities
 - E. Impoverished and Uninsured Adults
 - F. Frail Elderly
- VIII. Community-Based Models for Care of Adults
 - A. Nursing Roles
 - B. Community Care Settings

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 29.
Discussion Board: Clinical Decision-Making Activities

Unit 30: Disability Health Care Across the Life Span

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define terms related to disability.
2. Discuss implications of developmental disability, physical disability, or chronic illness.
3. Identify the conditions that may contribute to disability.
4. Discuss the effects of being disabled on the individual, the family, and the community.
5. Describe the implications of being disabled for selected (low-income) populations.
6. Discuss selected issues for those who are disabled (abuse, health promotion).
7. Discuss the objectives of Healthy People 2020 as they relate to disability.
8. Examine the nurse's role in caring for people who are disabled.

Learning Content:

- I. Understanding Disabilities
 - A. Models of Disability
 - B. Disability Defined
 - C. Census Determination of Disability
 - D. Social Security Disability
 - E. Americans with Disabilities Act
 - F. Functional Disability
 - G. Additional Definitions
- II. Scope of the Problem
 - A. Number of Disabled Americans
 - B. Number of Disabled Worldwide
 - C. Burden of Chronic Disease
 - D. Additional Causes of Disability
 - E. Childhood Disability
 - F. Mental Illness
- III. The Effects of Disabilities
 - A. Effects on the Individual
 - B. Effects on the Family
 - C. Effects on the Community
- IV. Special Populations
 - A. Low-Income Populations
- V. Selected Issues
 - A. Abuse and Neglect
 - B. Health Promotion
 - C. *Healthy People 2020* Objectives
- VI. Role of the Nurse
- VII. Legislation
 - A. Basic Rights Under IDEA

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 30.

Discussion Board: Clinical Decision-Making Activities

Unit 33: Poverty and Homelessness

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Analyze the concept of poverty.
2. Understand the historical relationship between race, ethnicity, and poverty.
3. Describe the relationship between poverty, toxic stress, and lifelong adverse health conditions.
4. Analyze the concept of homelessness.
5. Discuss the effects of homelessness on the health and well-being of individuals, families, and communities.
7. Discuss challenges and the unique role of nurses in providing care and advocacy for poor and homeless individuals.

Learning Content:

- I. Concept of Poverty
 - A. Historical Views of Poverty
 - B. Cultural Attitudes and the Media's Influence
- II. Defining and Understanding Poverty
 - A. Social and Cultural Definitions of Poverty
 - B. Political Dimensions and Causes of Poverty
- III. Poverty and Health: Effects across the Life Span
 - A. Poverty among Women
 - B. Children and Poverty
 - C. Noncustodial Parents
 - D. Older Adults and Poverty
 - E. The Community and Poverty
- IV. Understanding the Concept of Homelessness
 - A. Perceptions of Homelessness
 - B. Homelessness in the United States
 - C. Why Are People Homeless?
- V. Effects of Homelessness on Health
 - A. Homelessness and At-Risk Populations
 - B. Federal Programs for the Homeless
- VI. Role of the Nurse

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 33.

Discussion Board: Clinical Decision-Making Activities

Unit 34: Migrant Health Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define the migrant farmworker and seasonal farmworker and discuss the lifestyle and work environments that contribute to their health status.
2. Discuss the difficulties with obtaining epidemiologic and health data on this population.
3. Describe occupational and common health problems of migrant farmworkers and their families and the barriers in securing health care.
4. Evaluate programs to determine effectiveness with encouraging health-seeking and health-promoting behaviors among migrant farmworkers and their families.
5. Analyze the role of the nurse in planning and providing culturally appropriate care to migrant farmworkers and their families.
6. Advocate for legislation and policy that would improve the lives and working conditions of migrant farmworkers and their access to health care services.

Learning Content:

- I. Migrant Lifestyle
 - A. Housing
- II. Health and Health Care
 - A. Access to Health Care
- III. Occupational and Environmental Health Problems
 - A. Pesticide Exposure
- IV. Common Health Problems
 - A. Specific Health Problems
- V. Children and Youth
- VI. Cultural Considerations in Migrant Health Care
 - A. Nurse-Client Relationship
 - B. Health Values
 - C. Health Beliefs and Practices
- VII. Health Promotion and Illness Prevention
- VIII. Role of the Nurse

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 34.

Discussion Board: Clinical Decision-Making Activities

Unit 35: Teen Pregnancy

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss approaches that could be used in providing care to the adolescent client.
2. Identify trends in adolescent pregnancy, births, abortions, and adoption in the United States.
3. Discuss reasons that may affect whether a teenager becomes pregnant.
4. Explain some of the deterrents to establishment of paternity among young fathers.
5. Develop nursing interventions for the prevention of pregnancy problems that adolescents are at risk for experiencing.
6. Identify nursing activities that may contribute to the prevention of adolescent pregnancy.

Learning Content:

- I. Adolescent Health Care in the United States
- II. The Adolescent Client
- III. Trends in Adolescent Sexual Behavior, Pregnancy, and Childbearing
- IV. Background Factors
 - A. Sexual Activity and Use of Birth Control
 - B. Peer Pressure and Partner Pressure
 - C. Other Factors
- V. Young Men and Paternity
- VI. Early Identification of the Pregnant Teen
- VII. Special Issues in Caring for the Pregnant Teen
 - Violence
 - A. Initiation of Prenatal Care
 - B. Low-Birth-Weight Infants and Preterm Delivery
 - C. Nutrition
 - D. Infant Care
 - E. Repeat Pregnancy
 - F. Schooling and Educational Needs
- VIII. Teen Pregnancy and the Nurse
 - A. Home-Based Interventions
 - B. Community-Based Interventions

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 35.

Discussion Board: Clinical Decision-Making Activities

Unit 36: Mental Health Issues

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the history of community mental health and make predictions about the future.
2. Discuss the prevalence of mental illness in the United States and the world.
3. Describe essential mental health services and corresponding national objectives for improving mental health.
4. Evaluate standards, models, concepts, strategies, and research findings for use in the community mental health nursing practice to improve community mental health.
5. Describe the role of the community mental health nurse with individuals and with groups at risk for psychiatric mental health problems.
6. Apply the nursing process in community work with clients diagnosed with psychiatric disorders, families at risk for mental health problems, and vulnerable populations.

Learning Content:

- I. Scope of Mental Illness in the United States
 - A. Consumer Advocacy
 - B. Neurobiology of Mental Illness
- II. Systems of Community Mental Health Care
 - A. Managed Care
 - B. Patient Protection and Affordable Health Care Act
 - C. Mental Health Services
- III. Evolution of Community Mental Health Care
 - A. Historical Perspectives
- IV. Deinstitutionalization
 - A. Civil Rights Legislation for Persons with Mental Disorders
 - B. Advocacy Efforts
- V. Conceptual Frameworks for Community Mental Health
 - A. Levels of Prevention
- VI. Role of the Nurse in Community Mental Health
 - A. Clinician
 - B. Educator
 - C. Coordinator
- VII. Current and Future Perspectives in Mental Health Care
- VIII. National Objectives for Mental Health Services
 - A. Children and Adolescents
 - B. Adults
 - C. Adults with Serious Mental Illness
 - D. Older Adults
 - E. Cultural Diversity

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 36.

Discussion Board: Clinical Decision-Making Activities

Unit 38: Violence and Human Abuse

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss the scope of the problem of violence in American communities.
2. Examine at least three factors existing in most communities that influence violence and human abuse.
3. Define the four general types of child abuse: neglect, physical, emotional, and sexual.
4. Discuss elder abuse as a crucial community health problem.
5. Discuss principles of nursing intervention with violent families.
6. Describe specific nursing interventions with battered women.

Learning Content:

I. Social and Community Factors Influencing Violence

- A. Work
- B. Education
- C. Media
- D. Organized Religion
- E. Population
- F. Community Facilities

II. Violence against Individuals or Oneself

- A. Homicide
- B. Assault
- C. Rape
- D. Suicide

III. Family Violence and Abuse

- A. Development of Abusive Patterns
- B. Types of Intimate Partner and Family Violence

IV. Nursing Interventions

- A. Primary Prevention
- B. Secondary Prevention
- C. Tertiary Prevention: Therapeutic Intervention with Abusive Families

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 38.

Discussion Board: Clinical Decision-Making Activities

Unit 41: The Nurse in Home Health, Palliative Care, and Hospice

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Compare different practice models for home and community-based services.
2. Summarize the basic roles and responsibilities of home health, palliative, and hospice nurses.
3. Explain the professional standards and educational requirements for nurses in home health, palliative care, and hospice.
4. Describe the three components of the Omaha System.
5. Analyze how nurses in home health, palliative care, and hospice use best practices, evidence-based practice, and quality improvement strategies to improve the care they provide.
6. Cite examples of trends and opportunities in home health, palliative care, and hospice involving technology, informatics, and telehealth.

Learning Content:

- I. Evolution of Home Health, Palliative Care, and Hospice
- II. Description of Practice Models
 - A. Population-Focused Home Care
 - B. Transitional Care
 - C. Home-Based Primary Care
 - D. Home Health
 - E. Hospice and Palliative Care
- III. Scope and Standards of Practice
 - A. Omaha System
 - B. Description of the Omaha System
- IV. Practice Guidelines
 - A. Clinical Example from Community-Focused Practice
- V. Practice Linkages
 - A. Outcome and Assessment Information
 - B. Medication Management
 - C. Infection Prevention
- VI. Accountability and Quality Management
 - A. Evidence-Based Quality/Performance Improvement
 - B. Outcome-Based Quality Improvement
 - C. Accreditation
- VII. Professional Development and Collaboration
 - A. Education, Certification, and Roles
 - B. Interprofessional Collaboration
- VIII. Legal, Ethical, and Financial Issues
- IX. Trends and Opportunities
 - A. National Health Objectives
 - B. Organizational and Professional Resources

C. Technology, Informatics, and Telehealth
X. Summary

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 41.

Discussion Board: Clinical Decision-Making Activities

Unit 42: The Nurse in Schools

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Discuss professional standards expected of school nurses.
2. Differentiate between the many roles and functions of school nurses.
3. Describe the different variations of school health services and coordinated school health programs.
4. Discuss common health problems of children and adolescents seen in the school setting.
5. Analyze the nursing care given in schools in terms of the primary, secondary, and tertiary levels of preparation.
6. Anticipate future trends in school nursing.

Learning Content:

- I. History of School Nursing
 - A. The 1800s and Beyond
 - B. Federal Legislation in the 1970s, 1980s, 1990s, and 2000s
- II. Standards of Practice for School Nurses
- III. Educational Credentials of School Nurses
- IV. Roles and Functions of School Nurses
 - A. School Nurse Roles
- V. School Health Services
 - A. Federal School Health Programs
 - B. School Health Policies and Practices Study 2012
 - C. School-Based Health Programs
- VI. School Nurses and *Healthy People 2020*
 - A. The Levels of Prevention in Schools
 - B. Primary Prevention in Schools
 - C. Secondary Prevention in Schools
 - D. Tertiary Prevention in Schools
- VII. Controversies in School Nursing
- VIII. Ethics in School Nursing
- IX. Future Trends in School Nursing

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 42.

Discussion Board: Clinical Decision-Making Activities

Unit 43: The Nurse in Occupational Health

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Describe the nursing role in occupational health.
2. Discuss current trends in the U.S. workforce.
3. Use the epidemiologic model to explain work-health interactions and give examples of work-related illness, injuries, and hazards.
4. Complete an occupational health history.
5. Differentiate between the functions of OSHA and NIOSH.
6. Explain an effective disaster plan in occupational health.

Learning Content:

- I. Definition and Scope of Occupational Health Nursing
- II. History and Evolution of Occupational Health Nursing
- III. Roles and Professionalism in Occupational Health Nursing
- IV. Workers as a Population Aggregate
 - A. Characteristics of the Workforce
 - B. Characteristics of Work
- V. Work–Health Interactions
- VI. Application of the Epidemiologic Model
 - A. Host
 - B. Agent
 - C. Environment
- VII. Organizational and Public Efforts to Promote Worker Health and Safety
 - A. On-Site Occupational Health and Safety Programs
- VIII. Nursing Care of Working Populations
 - A. Worker Assessment
 - B. Workplace Assessment
- IX. *Healthy People 2020* Document Related to Occupational Health
- X. Legislation Related to Occupational Health

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 43.

Discussion Board: Clinical Decision-Making Activities

- I. Perspectives on Forensics and Forensic Nursing
- II. Injury Prevention
- III. *Healthy People 2020* Goals, Prevention, and Forensic Nursing
- IV. Forensic Nursing As a Specialty Area That Provides Care in the Community
 - A. History of Forensic Nursing
 - B. Educational Preparation
 - C. Theoretical Foundations of Forensic Nursing
 - D. Key Concepts in Forensic Nursing
 - E. Scope and Standards of Practice
- V. Current Perspectives
 - A. Evidence-based Practice and Research
 - B. Certification
- VI. Ethical Issues
- VII. Future Perspectives

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2016). Chapter 44.

Discussion Board: Clinical Decision-Making Activities

Unit 46: Public Health Nursing at Local, State, and National Levels

Unit Student Learning Outcomes:

Upon completion of this unit, the student will be expected to:

1. Define public health, public health system, public health nursing, and local, state, and national roles.
2. Identify trends in public health nursing.
3. Provide examples of public health nursing roles.
4. Differentiate the emerging public health issues that specifically affect public health nursing.
5. Describe the principles of partnerships.
6. Identify educational preparation of public health nurses and competencies necessary to practice.

Learning Content:

- I. Roles of Local, State, and Federal Public Health Agencies
- II. History and Trends in Public Health
- III. Scope, Standards, and Roles of Public Health Nursing
- IV. Issues and Trends in Public Health Nursing
- V. Models of Public Health Nursing Practice
- VI. Education and Knowledge Requirements for Public Health Nurses
- VII. National Health Objectives
- VIII. Functions of Public Health Nurses

Learning Activities:

Read: Stanhope, M., & Lancaster, J. (2020). Chapter 46.

Discussion Board: Clinical Decision-Making Activities

Course Calendar







Week	Reading	Assignment due
Week 1	Ch 1,3,4 & 7	<p>Discussion Board primary due by Wednesday two replies to peers due Sunday by 2359</p> <p>Quiz 1 Ch 3 due by Saturday 2359</p>
Week 2	Ch 8, 14, 15 & 18	<p>Discussion Board primary due by Wednesday two replies to peers due Sunday by 2359 by 2359</p> <p>Case study 1 due Saturday by 2359</p> <p>Quiz 2 Ch 8 due by Saturday 2359</p>
Week 3	Ch 20, 21 & 22	<p>Discussion Board primary due by Wednesday two replies to peers due Sunday by 2359</p> <p>Quiz 3 Ch 20 due by Saturday 2359</p>
Week 4	Ch 23, 26, 27 & 28	<p>Discussion Board primary due by Wednesday two replies to peers due Sunday by 2359</p> <p>Case study 2 due by Saturday 2359</p> <p>Quiz 4 Ch 27 due by Saturday 2359</p>
Week 5	Ch 29, 30, & 33	<p>Discussion Board primary due by Wednesday two replies to peers due Sunday by 2359</p> <p>Quiz 5 Ch 29 due by Saturday 2359</p>
Week 6	Ch 34, 35 & 36	<p>Discussion Board primary due by Wednesday two replies to peers due Sunday by 2359</p> <p>Quiz 6 Ch 35 due by Saturday 2359</p>
Week 7	Ch 38, 41 & 42	Discussion Board primary

		due by Wednesday two replies to peers due Sunday by 2359 Community Plan of Care/Summary* Clinical Performance Evaluation **
Week 8	Ch 43 & 46	Discussion Board primary due by Tuesday two replies to peers due Thursday by 2359

Appendix A Discussion Board Rubric

Rubric Detail

Levels of Achievement

Criteria	Novice	Competent	Proficient
APA format  Weight 16.00%	0.00 % More than 6 errors in APA format.	50.00 % 3-5 errors in APA format.	100.00 % Zero to two errors in APA format in post and replies to peers.
Evidenced based  Weight 16.00%	0.00 % The post is most students opinion and is not supported from weekly reading or other evidenced based material.	50.00 % Uses at least two cited evidence from weekly readings or other evidenced based material to support post.	100.00 % Uses 3-4 cited evidence from weekly reading or other evidenced based material to support post.
Addresses concepts from weekly reading  Weight 17.00%	0.00 % Does not use any concepts from the weekly reading to support post.	50.00 % The concepts are stated but it is not clear how the concepts are related to the weekly discussion question/topic	100.00 % The concepts from the weekly reading is clearly stated and supports the weekly post.
Participation  Weight 17.00%	0.00 % Student does not post primary by Wednesday and does not reply to their peers by the end of the week.	50.00 % Student submits one primary post by Wednesday but only replies to one peer by the end of the week.	100.00 % Student submits primary post by Wednesday of each week and replies to two peers by end of the week on Sunday
BSN Essential  Weight 17.00%	0.00 % BSN essential is not stated or supported by cited reference	50.00 % BSN essential is stated but not supported by citation	100.00 % BSN essential is stated with cited reference to support topic.
QSEN competency  Weight 17.00%	0.00 % QSEN competency is not stated or supported by cited reference	50.00 % QSEN competency is stated but not supported by citation	100.00 % QSEN competency is stated with cited reference to support topic.

Appendix B

Community Health Care Plan and Summary Assignment

The community health project includes the community care plan and a project summary. The student will collaborate with the Galveston County Health District (GCHD) to select a specific social determinant. The student will devote 16 practice hours and utilize the Future of Nursing: Campaign for Action Equity Toolkit (Campaign for Action, 2020) to create a plan of care including assessment, diagnosis, plan, implementation, and will provide an evaluation the specified social determinant in the community. Additionally, the student will summarize their clinical experience at the GCHD and the summary will include a minimum of three evidence-based references regarding care given for the social determinant by multiple disciplines. Also, the student will summarize three levels of prevention regarding the social determinant.

Community Health Project and Summary

Criteria	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Summary: The student summarizes the rotation.			
The summary includes a minimum of three evidence-based references regarding care given for the social determinant by multiple disciplines.			
The summary includes include three levels of prevention regarding the social determinant.			
Plan of Care Utilizing the Campaign for Action Equity Toolkit			
The student assesses Knowledge and Preparedness: Complete the Health Equity Survey to identify knowledge gaps. (Provider of Patient-Centered Care)			
The student performs Community Assessment utilizing the CDC Community Health Assessment and Group Evaluation (CHANGE) Tool and one tool under			

<p>“Environmental Scan”. (Provider of Patient-Centered Care)</p>			
<p>The student determines and prioritizes Social Determinants of Health (SDOH). (Provider of Patient-Centered Care)</p>			
<p>The student Plans: Identify potential partners in the community who you would request to form a coalition. Provide a rationale why they would be a key stakeholder. Create three SMART goals utilizing evidence-based data that will support the coalition’s efforts to reduce the risk of the social determinant. (Provider of Patient-Centered Care; Patient Safety Advocate)</p>			
<p>The student implements: What actions would your coalition implement to achieve your SMART goals and why? (Provider of Patient-Centered Care)</p>			
<p>The student evaluates: Evaluate Impact: What changes would you expect to see as a result of meeting your SMART goals? What policy changes may be a result? What health outcomes and behaviors have changed as a result of the work? (Provider of Patient-Centered Care)</p>			

Appendix C

Community Health Nursing Clinical Performance Evaluation

The clinical performance evaluation includes competencies from the Texas DEC's including Member of the Profession, Provider of Patient-Centered Care, Patient Safety Advocate, and Member of the Healthcare Team. The student must meet expectations on all competencies on the final summative clinical performance evaluation to pass the course.

Criteria	Meets Expectations	Needs Improvement	Does Not Meet Expectations
Clinical Performance Evaluation:			
The student completes 16 practice hours at the Health Department implementing care plan.			
The student will demonstrate synthesis of knowledge, skills, values, humanities, professionalism, and will demonstrate being an advocate of social justice.			
The student functions within the nurse's legal scope of practice and in accordance with the policies and procedures of the employing health care institution or practice setting. (Member of the Profession)			
The student assumes responsibility and accountability for the quality of nursing care provided in the community clinical. (Member of the Profession)			
The student utilizes effective communication with the staff at the health department. (Member of the Healthcare Team).			
The student demonstrates knowledge of the Texas			

<p>Nursing Practice Act and the Texas Board of Nursing Rules that emphasize safety, as well as all federal, state, and local government and accreditation organization safety requirements and standards. (Patient Safety Advocate)</p>			
<p>The student coordinates, collaborates, and communicates with healthcare team and faculty in a timely manner to provide patient-centered care utilizing an organized framework for an individual; an individual in the community; and an individual in the population; and evidence-based practice to plan, deliver, and evaluate the plan of care. (Provider of Patient-Centered Care; Member of the Healthcare Team)</p>			
<p>The student implements measures to promote a quality and a safe environment at the assigned clinical rotation. (Patient Safety Advocate)</p>			
<p>The student obtains instruction, supervision, or training as needed when implementing nursing procedures or practices. (Patient Safety Advocate)</p>			
<p>The student complies with mandatory reporting requirements of the Texas NPA. (Patient Safety Advocate)</p>			
<p>The student accepts and make assignments that take into consideration</p>			

patient safety and organizational policy. (Patient Safety Advocate)			
The student coordinates human, information, and material resources when providing care for patients, families, community, and world. (Provider of Patient-Centered Care)			

