COURSE TITLE: Community Nursing
COURSE NUMBER: NUR 4636

COURSE DESCRIPTION (with prerequisites):
This course focuses on the role of the professional nurse as he/she relates to community and public health nursing, disaster preparedness, and epidemiology. The course examines nursing care designed to prevent and/or reduce risk of disease and injury, and promote health and wellness to diverse populations across the age spectrum. Consideration is given to evidenced based research for the development of critical thinking using the nursing process. 3 semester hours credit. [A]

NAME(S) OF INSTRUCTORS:
Robbin Pumphrey, RN, MBA/MSN, CNML
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EFFECTIVE ACADEMIC YEAR:
2017-2018

REQUIRED TEXTBOOKS AND INSTRUCTIONAL MATERIALS:
ISBN: 978-1-4-5575048-1

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 75 – 79
D – 60 – 74
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

ATTENDANCE AND WITHDRAWAL POLICIES:
Chipola College expects regular attendance of all students, and all instructors record attendance daily. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in
the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**NOTICE OF EQUAL ACCESS/EQUAL OPPORTUNITY AND NONDISCRIMINATION:**
Chipola College does not discriminate against any persons, employees, students, applicants or others affiliated with the college with regard to race, color, religion, ethnicity, national origin, age, veteran’s status, disability, gender, genetic information, marital status, pregnancy or any other protected class under applicable federal and state laws, in any college program, activity or employment.

Karan Davis, Associate Vice President of Human Resources, Equity Officer and Title IX Coordinator, 3094 Indian Circle, Marianna, FL 32446, Building A, Room 183A, 850-718-2205, davisk@chipola.edu.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website.
See your Instructor First Day Handout for individual instructor recommendations and resources.

**TECHNOLOGY RESOURCES:**
The college’s learning management system is Canvas. Classes become available on Canvas on the first day of the semester. It is the student’s responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. The Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website.

**FREE TUTORING RESOURCES:**
The Academic Center for Excellence (ACE) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted Smarthinking, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

**ELECTRONIC DEVICE USAGE STATEMENT:**
Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

**DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:**

N1. Apply current leadership and management concepts, skills, and decision making in the provision of high quality nursing care in a variety of settings.

N2. Critically evaluate evidence-based findings from various sources, determine relevance and application to improve patient outcomes.

N3. Evaluate needs within various practice settings and formulate teaching plans based on any identified needs to improve health care delivery.

N4. Serve as a change agent and client advocate in the practice of professional nursing with individuals, families, groups, and communities.

N5. Utilize effective communication techniques in professional relationships, promote team building and effective client care.
N6. Identify, deliver culturally sensitive care to diverse populations served within various practice settings.

**Healthy People 2020**

**ACEN Standards**

| COURSE-LEVEL STUDENT LEARNING OUTCOMES FOR NUR 4636 | DISCIPLINE-SPECIFIC GENERAL EDUCATION COMPETENCIES | ASSESSMENT METHODS FOR COURSE LEVEL STUDENT LEARNING OUTCOMES | LEARNING ARTIFACTS FOR AA PROGRAM ASSESSMENT |
BSN PROGRAM

• Cite the impact of economic, political, cultural, legal, and ethical issues on community and public health nursing. (N1-N6, See Above)

• Evaluate epidemiologic research and apply findings to evidence based public health nursing practice (N1-N6, See Above)

• Analyze health care issues among diverse populations. (N1-N6, See Above)

• Identify environmental health issues related to specific populations in the community. (N1-N6, See Above)

• Develop a health promotion and wellness plan of care for specific populations utilizing the nursing process, Healthy People 2020 objectives and 2013-2014 National Patient Safety Goals (N1-N6, See Above)

• Demonstrate an understanding of the role of the nurse in emergency and disaster events and the special needs of the community. (N1-N6, See Above)

N1-N6 for all
DB, Reading Assignments, W, Proj. for all learning outcomes
N/A

**Assessment Codes**


MEANS OF ACCOMPLISHING STUDENT LEARNING OUTCOMES:

Reading Assignments from course text, online discussion board participation, writing assignments, and projects.

Discussion Board - 40%
Community Assessment Paper – 35% (Proctored Assignment)
Community Health Education Project – 25%
Discussion Board Assignments

There are 8 discussion board assignments. These require APA format and scholarly writing. However, remember these are not papers, just complete responses to the questions. The due date for each one is located in the first day handout.

Directions for ALL discussion post:

1. Identify the discussion questions/prompts

2. Identify the concepts, principles, theories, and other information in the course readings, lectures, and other resources that relate to the discussion questions/prompts.

3. Locate at least one scholarly research source which supports your initial response to each question/prompt. The reference may come from the topic reading.

4. Write an initial substantive response of 150-250 words in length. Begin your response with a restatement of the question/prompt, and include in-text citation(s) and a reference for each scholarly source used in according to the APA guidelines. The restatement of the question/prompt, the reference, and the citations are not included in your response word count.

5. Post your substantive initial response to the Main Forum for the topic. Your initial response to the question/prompt must be posted by due date posted.

6. Contribute to discussion by posting at least one substantive response to two other learner's post at least 2 days from the initial due date. The response is to include a reference and should be 150-250 words in length.

See rubric for discussion post

COMMUNITY ASSESSMENT PAPER GRADING CRITERIA
Utilizing the websites located on the home page of the Community Nursing Canvas course site, the BSN student will obtain data pertaining to the county in Florida where they reside. For students who do not live in Florida, they will obtain data about the county they live in, or Jackson County, Florida where Chipola College is located. Demographic information about the county can be obtained by clicking on the “United States Census Bureau” found under the Links tab of the Canvas course site. Students can find most of the health data pertaining to their county by clicking on the “Florida Health Statistics” Link where county specific profiles, health profiles, and morbidity and mortality rates can be located. Other county health-related data can be found by clicking on the “Florida Department of Health” Link then clicking on the “Healthcare Professionals” box and then searching reports/data, disease conditions,
injury and other tabs.

By exploring these and other websites, located under the Home Page of this course, students can research and obtain as much demographic and health related data as possible about the county they are evaluating. Once the data has been collected, the student will use the nursing process to analyze the facts and statistics and determine what their county’s health strengths, weaknesses, and needs are and formulate a proposed plan of care for that community.

Example: If you were researching the data from the Florida Health Statistics website about Gadsden County, you would find that the citizens there have higher obesity rates than the state average and engage in less exercise than the state average. Their citizens also have higher stroke related and diabetic related deaths than the state average. You would see that this county has a need for education, activities, screenings, etc. related to obesity and lack of exercise and risks for complications such as diabetes and CVD which leads to decreased quality of life and premature deaths. How would you as a community health nurse intervene and help empower members of this community to choose healthier lifestyle behaviors? Other examples of community health concerns, you could address for your county are teen pregnancy rates, infant mortality rates, sexually transmitted disease or communicable disease rates, cancer rates, drug use rates, accident rates, etc. Look at the data and see what the potential needs are for the county you are assessing.

Please refer to units four and five in your course text, The Minnesota Intervention Wheel and the Healthy People 2020 websites (both found under the links on the home page of the course site) for further information and assistance in completing the steps of the nursing process for this community assessment exercise. The student will present their community findings and proposed plan of care in a professional paper format. The community assessment paper should include at least three current evidenced-based, peer-reviewed nursing journal articles and must be typed using APA format. The paper must be at least 6-8 pages in length not including title page, reference page, tables, graphs, or other illustrations. An introductory video is required for this proctored assignment. A valid I.D. must be shown in the video with a brief introduction (3-5 minutes) of the paper.

Community Assessment Papers will be graded using the following criteria:

I. Identifies and describes population (10%)
   A. General characteristics of the community: what are the age groups of the population? What is the rate of males to females? What is the ethnicity of the community? What is the poverty level?
   B. What are supportive agencies and resources in the community?
   C. Describe a Health Promotion Theory used as a model for your assessment and intervention.

II. Discusses county specific data about the community (25%)
   A. Leading causes of morbidity, prevalent diseases/conditions, causes of death, compare morbidity and mortality rates and disease rates with state and nation, immunization status, extent of disabilities, identified stressors, adequacy of
protective services, rates of crime, homicide and suicide, mental illness rates, food preferences, nutritional level, obesity rates, underweight rates, alcohol, tobacco or other drug use rates, available exercise opportunities and extent they are used, opportunities for leisure activities, contraceptive use rates, prevalence of unsafe sex practices, sexually transmitted and communicable disease rates, safety practices used (i.e. seat belt use)

B. Where is the community located? how large/dense is the population?, topographical features that influence health of the community, types and conditions of housing, source and safety of water, sewage and waste disposal handling, nuisance factors (animals, noise, mosquitoes), pollution, potential for disasters (hurricanes, tornadoes), disaster plans in place, how are decisions in the community made and who makes them?, cultural/spiritual groups in the community, language(s) spoken, religious affiliations, rate of unemployment, educational level, mode of transportation and accessibility, typical family structure, availability and accessibility of primary, secondary and tertiary preventive services, barriers to these services, how these services are financed, community attitudes toward health care services/providers.

III. Analyzes data obtained from data collection (15%)
A. Identifies health strengths of the community with supportive data
B. Identifies health weaknesses/problems of the community with supportive data.
C. Criteria used to determine priorities discussed
D. List of community priorities for health status in order of priority

IV. Formulates potential and actual community-focused nursing goals for the community based on Healthy People 2020 goals and objectives and 2016-2017 National Patient Safety Goals (5%)

V. Proposed plan of care for intervening for identified problems utilizing the Minnesota Public Health Interventions Wheel (20%)
A. Interventions
   1. Primary
   2. Secondary
   3. Tertiary
B. Evaluation
   1. Discusses how interventions could be evaluated
   2. Discusses how goals could be evaluated

VI. Incorporates at least 3 current peer-reviewed, evidenced-based journal articles (20%)

VII. References, APA, grammar (5%)
The community assessment paper must be submitted to Turnit In and have a similarity score <20%. Papers with scores higher than 20% will not be accepted.
If the community assessment paper is turned in after the due date, the grade will be deducted 5 points for every day that it is late.

COMMUNITY HEALTH EDUCATION PROJECT

The focus of community health education is on health promotion and disease prevention. The role of the community health nurse is to empower people/communities, through education, to avoid disease and improve the targeted population’s health through lifestyle changes.

The BSN student will prepare a proposed community health education plan. This will be a proposed learning activity for your targeted community as it pertains to actions aimed at prevention of disease and/or decreasing complications of a disease process.

The population you choose for your community health assessment paper is the proposed group of learners. Based on your community’s identified needs, problems and concerns, you must choose a health promoting topic to develop into a proposed community health education plan. Using nursing process and teaching-learning process, students will design recommended interventions for community health promotion in their chosen specific population.

Refer to Unit five of the course text for more information about the teaching-learning process. The student will submit a 12-15 slide power point and includes a title slide and reference slide. The power point will present the proposed teaching project and how the teaching will occur, including samples of handouts or other audiovisual material that would be used. The speaker notes should be completed and submitted with the power point, at least 3 references should be included with in text citations. (Remember power point slide are not meant to be read by the speaker, should not be more than 5-6 bullets, should be brief and not cluttered. The speaker notes, will be what you are saying in the presentation).

1. Identifies the learning needs of the community (20%)

A. Learner Readiness- determined from the data obtained for the CAP:
   1. Social: What are the general concerns of the population (i.e. poverty)?
   2. Epidemiologic: What are the specific health problems (i.e. CVD, DM, etc.)?
   3. Behavioral: What are health-related behaviors (i.e., no exercise, smoke, etc.)?
   4. Educational: What are predisposing, enabling, and reinforcing factors (i.e. average education level, etc.)?
B. Discuss factors which may influence or hinder learner readiness of your population:

1. Emotional: What are the attitudes and beliefs about health-related behaviors? What are potential internal motivating behaviors? What are potential external motivating behaviors?

2. Experiential Readiness: What learning skills are there (manual dexterity, how much practice)? What is the ability (level of education, memory, sense of hearing, sight, speech, surroundings of educational environment, concentration) to learn? What is the developmental stage of the learner?

3. Barriers: What cultural barriers? What language barriers? What physical barriers (of proposed learning site) are there?

2. Formulate learning objectives (Refer to Unit 5 of the course text, Healthy People 2020 and 2016-2017 National Patient Safety Goals when formulating goals).

   (20%)

   A. Cognitive or intellectual objectives
   B. Psychomotor or motor skill objectives
   C. Affective or attitudes and emotional objectives

3. Construct Health Education Lesson Plan based on learning objectives. (20%)

   1. Describe the nature/scope of the identified health problem
   2. Provide epidemiological statistics
3. Describe which groups are at greater risk and why (Are there any health disparities? How would you address cultural diversity?)

4. Discuss specific Healthy People 2020 goals and/or 2016/2017 National Patient Safety goals (pertaining to ambulatory/home health setting)

5. Discuss proposed interventions

6. Describe a health promotion theory used as a model for your proposed plan

7. Discuss how you would market your proposed program of care

4. Uses various teaching methods and materials. (20%)
   
   A. Includes health-related learning material (pamphlets, etc.) when possible.

   B. Takes into consideration literacy level, language barriers, cultural differences.

   C. Takes into consideration the physical and educational learning environment.

5. Discusses Outcome evaluation. (10%)
   
   A. How would you assess the learner outcomes?
      
      1. Short-term evaluation
      2. Long-term evaluation

   B. How would you assess teacher performance?

6. References, APA, grammar (10%)
   
   * If the Community Health Education project power point is turned in after the due date, the grade will be deducted 5 points for every day that it is late. The speaker notes will be submitted to TurnitIn. The similarity report will be not more than 20%.

ASSIGNMENT AND/OR COURSE OUTLINE

I. Role and Context on Community/Public Health Nursing Practice
   
   A. Responsibilities for care in community/public health nursing
   B. Origins and future of community/public health setting
   C. The United States health care system
   D. Financing of health care: context for community/public health nursing
   E. Global health
   F. Legal context for community/public health nursing practice

II. Core Concepts for the Practice of Community/Public Health Nursing
A. Epidemiology: unraveling the mysteries of disease and health
B. Communicable diseases
C. Environmental health risks: at home, work, and in the community
D. Relevance of culture and values for community/public health nursing

III. Family as Client
A. Home visit: opening the doors for family health
B. A family perspective in community/public health nursing
C. Family case management
D. Mutiproblem families

IV. Community as Client
A. Community assessment
B. Community diagnosis, planning, and intervention
C. Evaluation of nursing care with communities

V. Tools for Practice
A. Health promotion and risk reduction in the community
B. Screening and referral
C. Health teaching

VI. Contemporary Problems in Community/Public Health Nursing
A. Vulnerable populations
B. Disaster Management: caring for communities in an emergency
C. Violence: A social and family problem
D. Adolescent sexual activity and teenage pregnancy
E. Substance use disorders
F. Genomics

VII. Support for Special Populations
A. Rehabilitation clients in the community
B. Children in the community
C. Older adults in the community

VIII. Settings for Community/Public Health Nursing Practices
A. State and local health departments
B. School health
C. Home health care
D. Rural health
E. Community Mental Health

See your Instructor First Day Handout for individual instructor assignment schedule.