

**AUGSBURG COLLEGE
DEPARTMENT OF NURSING
NURS 410 Community Health I**

FACULTY: Judy Voss BS, PHN, MS

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COURSE CREDITS: 1 Course or 4 Semester Credits

CLASS DATES and TIMES:

| Week | Date | Time |
|-------------|----------------------|-----------------|
| 1 | September 21, 2009 | *5:45 - 9:45 pm |
| 2 | October 5, 2009 | *5:45 - 9:45 pm |
| 3 | October 19,, 2009 | *5:45 – 9:45 pm |
| 4 | November 2, 2009 | *5:45 – 9:45 pm |
| 5 | November 16, 2009 | *5:45 – 9:45 pm |
| 6 | November 30, 2009 ** | *5:45 – 9:45 pm |
| 7 | December 7, 2009 | *5:45 – 9:45 pm |
| | | |

*time may be negotiated

** denotes one week between classes

PLEASE NOTE: Quantitative Reasoning graduation skill is met by this course. All students who are taking this course must have met the Math Placement Level 3 skill.

COURSE OVERVIEW

This course introduces the student to community health nursing. Community Health Nursing I prepares the student to identify, plan and care for individuals, communities, and systems across care settings with particular emphasis on health inequities locally and globally. Students explore the complex social and health care systems in communities that influence the health and well being of population groups.

Students will be introduced to the seventeen interventions of public health nursing in the model developed by Public Health Nursing Section of the Minnesota Department of Health and to the core functions and essential services of public health.

Students will demonstrate through written work, discussion, and oral presentation an understanding of: (1) quantitative reasoning methods to identify the incidence, distribution, and control of disease in a population, as well as the risk factors and environmental factors related to communities. (2) populations at high risk of illness, disability, premature death, or poor recovery (3) interventions used with high-risk populations (4) evaluation methods for measuring the effect of interventions on the health status of a population (5) and community services, institutional resources, and interprofessional collaboration as a means to affecting local, state, and global health issues.

Community Health Nursing I (NUR410) is considered the first course in a two-part community health nursing curriculum. NUR410 is an introduction to the theoretical concepts and framework of community health nursing. The second course, Community Health Nursing II: Practicum (NUR411) is designed for application of theoretical concepts through guided clinical practicum activities. Through common objectives, the two courses complement one another by guiding the student from new knowledge to synthesis and evaluation of community health nursing and the health of the community as client.

The TEACHING –LEARNING PARTNERSHIP facilitates achievement in the following EXPECTED STUDENT LEARNING OUTCOMES:

1. Demonstrate respect for the inherent uniqueness and personal rights of the individual, groups, and communities within the context of society by:

| Individual Student Learning Outcomes |
|---|
| a. Critically reflecting on personal and cultural values as a health care professional. |
| b. Identifying the culture and the effect of culture on clients living in a community. |
| c. Identifying populations at high risk of illness, disability, premature death or poor recovery. |
| d. Explaining the link between social justice, the commitment to the health of vulnerable populations and the elimination of health disparities. |
| e. Discussing the ethical and cultural implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. |
| f. Evaluating population-focused interventions with attention to effectiveness, efficiency, and equity within the context of global health needs and issues. |

2. Apply nursing theories to nursing practice decisions with individuals, families, groups, systems and community in selected situations by:

| Individual Student Learning Outcomes | |
|---|---|
| a. | Utilizing public health theory and other professional frameworks to discuss the environment, the family, and individuals across the lifespan. |
| b. | Defining the core functions and essential services of public health. |
| c. | Describing the seventeen interventions of public health nursing in the model developed by Public Health Nursing Section of the Minnesota Department of Health. |
| d. | Interpreting and analyzing quality data indicators to formulate diagnoses, plans, and interventions based on collected information for purposes of improved quality health care of communities. |

3. Synthesize knowledge from the liberal arts with the art and science of nursing by:

| Individual Student Learning Outcomes | |
|---|---|
| a. | Utilizing the epidemiological principles of incidence, distribution, and control of disease in a population, as well as the risk factors and environmental factors in community assessment. |
| b. | Demonstrating the use of quantitative reasoning for improving the health of the community and in the setting of health goals. |
| c. | Demonstrating an understanding of the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness |
| d. | Using evidence-based practices to guide health teaching, health counseling, screening, outreach, disease and outbreak investigation, referral and follow-up for patients from birth to death. |

4. Utilize a holistic nursing process to assist individuals, families, groups, systems and community to maximize their health potential by:

| Individual Student Learning Outcomes | |
|---|--|
| a. | Applying the nursing process in the community health setting. |
| b. | Using an assessment framework to analyze population-based needs for safety and quality improvement of health and community health care services. |

5. Utilize research findings to guide and enhance nursing practice by:

| Individual Student Learning Outcomes |
|---|
| a. Using information technology and patient data for ethical, effective clinical decision-making in providing compassionate patient care. |
| b. Describing movement of health information across health care settings and information management for the purposes of making population-based health decisions regarding disease surveillance, outbreak, and disaster preparedness. |
| c. Systematically evaluating the availability, accessibility, acceptability, quality, and effectiveness of nursing practice for the population. |

6. Evaluate emerging roles of professional nurses as interprofessional team members in relationship to the health care needs of individuals, communities, and systems by:

| Individual Student Learning Outcomes |
|--|
| a. Valuing the knowledge and methods of a variety of disciplines to inform problem solving. |
| b. Demonstrating interdisciplinary collaboration with other health care providers, professionals, and community representatives in assessing, planning, implementing, and evaluating programs for community health. |
| c. Recognizing and respect the contributions of professional colleagues and community representatives, consults with colleagues as needed, articulates nursing and public health knowledge and skills to others, and collaborates with other disciplines in teaching, supervision, and research. |
| d. Articulating professional roles and responsibilities in organizational disaster preparedness planning. |

REQUIRED TEXTS

1. Anderson, Elizabeth T., McFarlane, J. (2008). *Community As Partner: Theory and Practice in Nursing*. (5th Edition). Philadelphia, PA: Wolters Kluwer/Lippincott Williams & Wilkins.

2. Public Health Nursing Section. (2001). *Public health interventions: Applications for public health nursing practice*. Minnesota Department of Health: St. Paul.

**This document can be retrieved at:*

http://www.health.state.mn.us/divs/cfh/ophp/resources/docs/phinterventions_manual2001.pdf

*This is a large document and you may want to print only the pages assigned. For example in week 1, we will look at pages 1 to 11, but there are several pages prior to getting to page #1. Please pay attention to the numbers at the bottom of the page. This is a PDF document. The assignments in the grid will refer to the document as **Public Health Interventions***

3. Office of Public Health Practice. (2007). *Community Health Assessment and Action Planning Handbook (CHAAP) 2005-2009*. Minnesota Department of Health: St. Paul.

**This document can be retrieved at:*

<http://www.health.state.mn.us/divs/cfh/ophp/system/planning/chaap/docs/handbook-072307.pdf>

4. American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington, DC.

Purchase online or via Augsburg College Bookstore – you should have this in your library.

5. **Website Resources:** University of Minnesota

IMPORTANT NOTICE -TEACHING METHODS and USE OF MOODLE

Lecture, discussion, audio-visual presentations, pre-class reading, writing assignments, small group activities, computer discussion groups, and class participation will be utilized.

This course information and course activities will be on Moodle at the Augsburg College site: www.augsburg.edu. The directions on how to access Moodle are on the web. You will have to click into Augnet and click into Moodle – it is currently towards the middle of the page underneath the login command. Moodle will be used for posting assignments, the syllabus, and the weekly grid.

In accordance with Augsburg policy, all e-mail communication with students will be initiated through the student's official Augsburg e-mail address. Forwarding of e-mail to personal accounts is the responsibility of the student.

TEACHING-LEARNING RESPONSIBILITIES:

Teaching and learning is a mutual commitment on the part of students and faculty. Students are responsible for their own learning and are responsible for meeting the requirements of the class. These expectations include, but are not limited to, appropriate preparation, attendance and participation in class, on-time submission of written work, on-going self-assessment of learning needs and professional growth.

The instructors are responsible for teaching by creating an environment conducive to student learning, acting as a learning resource and support, guiding the students to appropriate sources of information, identifying relevant learning activities and being available as needed to help the student achieve the stated course objectives. Thus, it is intended that, throughout this course, a continuous and mutual process of teaching/learning will occur resulting in the personal and professional growth of all concerned.

Students with special learning or physical differences (formally diagnosed) have legal rights to course modifications. Please identify yourself to the professor so that the professor may assist you with your course progress. All students have the right to use the Augsburg College Class Office and the Augsburg College Counseling Office, as well as to receive tutoring assistance from the Writing Lab program. Writing lab hours will be presented on the first night of class.

Appropriate grammar and spelling are a basic expectation of all work submitted. APA style format is required for all papers, unless otherwise specified.

Unless there are exigent circumstances, *no extensions* will be granted in this course. Incomplete grades are given only in accordance with Augsburg College policy and are intended to be used when a student has an event such as an

illness or special family need. Incomplete grades cannot be used to complete work or to rewrite work that was not satisfactory.

COURSE GRADING

This course is a full credit course and the total number of points is 400
Grading Scale

| <u>Points</u> | <u>Grade</u> | <u>Percent</u> |
|---------------|--------------|----------------|
| 372-400 | 4.0 | 93% + |
| 352-371 | 3.5 | 88% + |
| 332-351 | 3.0 | 83% + |
| 312-331 | 2.5 | 78% + |
| 292-311 | 2.0 | 73% + |

Assignments for Course

| Title of Assignment | Points | Date Due |
|---|---------------|-----------------|
| Individual-Focused Population-Based Assessment and Intervention** | 60 | Week 3 |
| Epidemiology Assignment | 60 | Week 6 |
| Community Assessment Project | | |
| • Windshield survey and description of the selected community * | 50 | Week 4 |
| • Two key informant interviews * | 50 | Week 5 |
| • Identify statistical data appropriate to the selected community * | 60 | Week 6 |
| • Interpretation of statistical data for the specific community with comparisons to regional data * | 60 | Week 7 |
| • Prepare a PowerPoint presentation of the findings for the final class * | 60 | Week 7 |
| | | |
| TOTAL POINTS POSSIBLE | 400 | |

No extensions can be granted for NUR 410 as this is a prerequisite course for NUR 411

***Group work is optional for this assignment.**

****Individual work is required for this assignment.**

GENERAL INFORMATION

ATTENDANCE POLICY: This class is conducted in accordance with the attendance policies of the Weekend College. If the student is unable to attend class due to illness, the student must notify her/his instructor. If the student is absent twice for any reason the instructor reserves the right to ask the student to drop the class and retake the class at a later date. Students are expected to participate in the learning activities of each course and attend classes regularly. Students who miss regularly scheduled classes will need to notify the faculty member, if possible, prior to class.

DEPARTMENT OF NURSING POLICY ON CITATIONS

It is the policy of the Department of Nursing that papers or tests containing plagiarized material will be given a grade of **zero** and there will be **no** opportunity for **re-writes**. ***Omitted citations are considered plagiarism.*** Please review the student handbook and the Nursing Department Handbook to review the consequences of engaging in plagiarism. APA style is required.

DISABILITY ACCESS

To request academic accommodations due to a disability, please contact the CLASS Office (612-330-1053) or the Access Center (612-330-1749). Guidelines are presented on the Access Center Home Page found at: <http://www.augsburg.edu/accesscenter>. If you have a letter from one of these offices indicating you have a disability that requires academic accommodations, please present the letter to your instructor to assist in their providing the accommodations that you will need in this class.

LATE POLICY FOR N 410

- Evaluation will be based on the on-time, satisfactory completion of all course requirements.
- Unexcused/unexplained late papers will result in a loss of half a grade point for each day they are late (including weekends).
- Papers can be submitted by mail in negotiation with faculty. Students may reach faculty via e-mail or telephone to arrange a drop off of papers.
- If you will be unable to attend class on a given due date, due to previously scheduled commitments, papers are expected to be handed in prior to your absence unless negotiated in advance with your faculty member. Students will notify faculty at least 24 hours in advance.
- In case of unexpected crisis, students may negotiate with faculty for a late paper exception. This will result in no loss of points. It is required that students notify faculty of these situations and keep the faculty informed.

NUR411

Course Description

This is a clinical course in which the student examines the major curriculum concepts of community health nursing, within the context of a culturally diverse community through guided clinical practicum activities. Community Health Nursing II: Practicum (NUR411) is considered the second course in a two-part community health nursing curriculum. This course is designed for application of theoretical community health concepts introduced in the first course, Community Health Nursing I (NUR410). Through common objectives, the two courses complement one another by guiding the student from new knowledge to synthesis and evaluation of community health nursing and the health of the community as client.

The community health nurse has a role on three levels of practice: individual, community, and systems. The community health nurse assists individuals as members of families to interact with systems in their communities. The community health nurse functions as a family health nurse utilizing principles of holism, education, advocacy, negotiation, and collaboration with families. The community health nurse also serves the community through the implementation of a set of seventeen interventions.

During this course, the student will identify either a particular community or a community health issue which they will study at greater depth during the trimester. The student applies knowledge related to health care and communities from the previous course work in the nursing major. Building on a base of knowledge about value systems and cultural diversity, the student utilizes the holistic nursing process with selected clients, aggregate groups and populations. The student uses communication skills with clients and professional colleagues in a variety of health care settings.

The TEACHING –LEARNING PARTNERSHIP facilitates achievement in the following EXPECTED STUDENT LEARNING OUTCOMES:

Objectives are the same as 410 above.