

**AUGSBURG COLLEGE
DEPARTMENT OF NURSING
NUR 411 R1 COMMUNITY HEALTH NURSING II
AUGSBURG FOR ADULTS
Fall 2009**

Faculty: Marty Alemán, MA, PHN

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Equivalent Credits: 1 course or 4 semester credits

Dates of Class: **September 21, 2009** 5:45pm-9:45pm
September 26, 2009 9am-3:30pm
September 28-October 2, 2009(Immersion dates) 8am-5pm
October 5, 2009 5:45-9:30pm
October 19, 2009 5:45pm-9:45pm

Location: Bethel Lutheran Church -Rm **TBD**

COURSE OVERVIEW:

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.

Students in this course will participate in the practicum in selected community sites from **September 26, 28-October 2, 2009** in addition to scheduled class meetings.

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.

OBJECTIVES OF THE COURSE

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:**
 - 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:**
 - a. Utilizing public health theory and other professional frameworks to discuss the environment, the family, and individuals across the life span.
 - b. Defining the public health nursing interventions as outlined in the MDH Public Health Interventions document giving examples from the clinical observations.
 - 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 arts and science of nursing by:**
 - a. Utilize epidemiological principles: 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:**
 - a. Apply 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:

- 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:

- 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. 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.

RECOMMENDED READING:

Ehrenreich, Barbara *Nickel and Dimed On (Not) Getting by in America* 2008
ISBN-13: 9780805088380

Website Resources:

- Centers for Disease Control: <http://www.cdc.gov/>
- World Health Organization: <http://www.who.int/en>

TEACHING METHODS:

The teaching methods will include: discussion in large and small groups, experiences in community settings with mentorship by other professionals. Students will be required to complete a total of **72** hours of work for this course. These include classroom/discussion as well as small and large group meetings. **48 hours are clinical hours** and will be done in the community setting during the week of **September 26, 28-October 2, 2009**. Augsburg College must have an education contract with the agency. The community health agencies have asked the college to have the faculty member make the initial contacts. All activities must be approved by faculty from Augsburg and must reflect an opportunity for students to explore the role(s) of the community health nurse and to explore a community health issue in depth.

Expectations of Learners in the Course

- A. Observation or joint visits with public health and other health professionals, cultural guides, and community health workers.
- B. Participation in group discussions about community based experiences.
- C. Appropriate review of the research relevant to the topic of the client(s) needs.
- D. Schedule appropriate communication with faculty.
- E. Attendance at appropriate meetings for community activities.
- F. Class and practicum attendance.

Professional Expectations

1. Demonstrates the professional behavior of a nurse in a work setting including adherence to the nursing code of ethics.
2. Utilizes professional communication skills in interactions with clients and other professionals.
3. Completes assignments as outlined in the syllabus.
4. Meets with faculty as needed in person or in e-mail discussions to discuss activities and planning for learning activities.
5. Incorporate appropriate research related to client needs.

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.