



Community-Based Public Health Nursing

NURS408 [all sections]

Southwestern College Professional Studies

COURSE SYLLABUS

I. Course Catalog Description

Learners develop an understanding of the concept of partnering with the community as the basis for nursing practice in and on behalf of the community. Epidemiology, illness prevention, health promotion, disease prevention, and disaster preparedness approaches are explored and applied to community settings. Learners apply the practices of community assessment, disease prevention, and health promotion to planning, implementing, and evaluating community health interventions. *Prerequisite NURS309.*

II. Required and Supplementary Instructional Materials

Harkness, G. A., & DeMarco, R. F. (2012). *Community and public health nursing: Evidence for practice*. Philadelphia, PA: Wolters Kluwer Health, Lippincott Williams & Wilkins.

Other Resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC: Author.

American Association of Colleges of Nursing (AACN). (2008). [The essentials of Baccalaureate education for professional nursing practice](#). Washington, DC: Author.

III. Course Delivery

All courses in the Nursing Program are delivered Online and typically contain a blend of synchronous (real-time) and asynchronous (not real-time) material. Learners are also required to complete any practicum course requirements. Depending on the course, you may be required at times to interact “live,” which might mean attending a scheduled Collaborate session. You may also be required to view or listen to a lecture or other video on a specific date and time. Of course, if there are circumstances that prohibit you from logging in to a scheduled synchronous activity, an alternate assignment will be provided. Please refer to the [Course at a Glance](#) section which will note any synchronous activities.

IV. Learning Outcomes

Learning outcomes describe the knowledge, skills, values, and attitudes that learners gain as the result of a particular learning experience. Southwestern College Professional Studies has [learning outcomes specific to the Nursing Program](#), as well as [institution-wide outcomes](#) related to the mission and vision of the college. Outcomes can help learners and instructors focus on the big picture of the learning experience and can help inform potential employers about a graduate’s knowledge and skills.

Upon successfully completing this course, the learner will be able to:

Learning Outcome	Related Program Outcome(s)
1. Understand the community nurse role is that of leadership, quality improvement, and patient safety.	1, 2, 5, 6, 7, 9, 10
2. Recognize the importance and impact that health promotion and disease prevention can have on improving population health.	1, 2, 3, 9
3. Discuss the importance of national healthcare goals on improving population health.	2, 3, 4, 6, 8, 9
4. Understand how to utilize evidence-based practice in addressing community and public health issues	3, 6, 8, 9, 10

Learning Outcome	Related Program Outcome(s)
5. Describe how nurses can use their expertise to remedy the conditions that contribute to health disparities.	1, 2, 3, 4, 7, 9, 10
6. Explain the effects of political, social structure, economic factors that affect health.	3, 5, 8
7. Discuss methods to manage health disparities that are culturally sensitive, client centered and community oriented.	1, 2, 4, 5, 9

At the end of the course, learners may vary in their ability to achieve these outcomes. You are more likely to achieve these outcomes only if you attend class and/or online activities as required by the syllabus, complete the requirements for all assignments to the best of your ability, participate actively in class activities and group work as directed, and study diligently for exams.

V. Expectations

Learners can expect the instructor to:

- Respond to e-mail and phone contact attempts promptly (if you do not receive a response after 48 hours please follow-up as a technology glitch may have occurred)
- Substantially participate in weekly discussions/lecture
- Employ impartial and consistent grading practices
- Provide assignment grades and feedback in one week or less

Instructors can expect the learner to:

- Review the syllabus in its entirety requesting clarification prior to beginning week 1 coursework
- Obtain access to the required course materials prior to the class start date or notify the instructor of any delay no later than Tuesday of week 1 of the course
- Submit course assignment questions with enough notice to receive and incorporate feedback prior to the assignment due date (see [course late policy](#))
- Possess basic skills in Microsoft Office, and have the ability to access Blackboard
- Include the [course ID](#) (Ex: CORE101) on all e-mail correspondence
- Check Blackboard course announcements often during the course
- Communicate with instructors and classmates in a professional and respectful manner
- Substantially participate in weekly discussion/lecture (it is strongly suggested that Bb posts be prepared in a word processing software application then checked for grammar errors prior to submission)
- Submit assignments via the appropriate avenue (e.g. discussion board, Bb assignment link, etc.)
- Adhere to the Southwestern College [Student Code of Conduct](#) and [Standards of Academic Integrity](#)
- Create and submit original work

VI. Grading Scale and Criteria

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
A+	4.00	100%
A	4.00	94.0-99.9%
A-	3.67	90.0-93.9%
B+	3.33	87.0-89.9%
B	3.00	84.0-86.9%
B-	2.67	80.0-83.9%
C+	2.33	77.0-79.9%
C	2.00	74.0-76.9%
C-	1.67	70.0-73.9%
D+	1.33	67.0-69.9%
D	1.00	64.0-66.9%

<u>Grade</u>	<u>Quality Points</u>	<u>Course Scale</u>
D-	0.67	60.0-63.9%
F	0.00	< 60.0%

<u>Grade:</u>	<u>Criteria and Guidelines:</u>
A+	The grade of A+ is reserved for a perfect score (100%) of all work in a course.
A	Superior work: Superior performance that far exceeds the minimum expectations and demonstrates an excellent understanding of the concepts addressed in the course.
B	Above average work: Good performance that exceeds the minimum expectations and demonstrates a higher than average understanding of the concepts addressed in the course.
C	Average Work: Adequate performance that meets the minimal expectations and demonstrates a basic understanding of the concepts addressed in the course.
D	Minimally acceptable work for receiving credit: Below average performance that does not meet the minimum expectations and/or does not demonstrate a basic understanding of the concepts addressed in the course.
F	Failure: Unacceptable performance (in a professional context, this means “you’re fired.”)
WF	Withdraw/Fail: A final grade of WF will be recorded for learners who either never access/attend or submit any assignments for courses.
WD, AW, I, S, W, WM	Please refer to the Grading System section of the appropriate catalog.

VII. The Mission of Southwestern College

Southwestern College provides a values-based learning experience that emphasizes intellectual, personal, and spiritual growth. Founded in 1885 by Kansas Methodists and now related to the Kansas West Conference of the United Methodist Church, the college offers bachelor’s, master’s and doctoral degrees on-ground and online.

VIII. College Policies

Learners are expected to read and abide by the college policies as listed in the [Undergraduate Catalog](#) and the [Nursing Handbook](#).

[Non-Discrimination Policy](#)

[Student Code of Conduct](#)

[Academic Integrity Policy](#)

[Policies for Dealing with Violations of Academic Integrity](#)

[Incomplete Policy](#)

[Withdraw Policy](#)

IX. Nursing Program Policies

In order to pass a course **ALL** key assignments must be complete. Failure to complete and submit any key assignment may result in a failing grade for the course.

X. Course Policies

Students are expected to read and abide by the course policies listed in the instructor-specific syllabus in the Bb course.

XI. [Technology Requirements](#)

XII. APA Citation

Check the Academic Resources link in the course menu of your Blackboard course to find the specific requirements and resources for formatting manuscripts and documenting various kinds of sources when submitting written work.

XIII. SafeAssign®

This instructor may use SafeAssign®, which is a system that allows for checking the originality of writing and proper APA citing. Your assignments may be run through this software.

XIV. Course Requirements:

Requirements	Number of Assignments	Points Possible	Percent of Grade
Discussions	6	150	15
Quizzes	5	150	15
Worksheets	5	150	15
Windshield/ Walking Survey	1	175	17.5
Community Agency Clinical Experience	1	175	17.5
Population-Focus Paper	1	200	20
Total Points		1000	100%

XV. Course at a Glance:

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
1	<ul style="list-style-type: none"> Explore the concept of health from a community health perspective Recognize the difference between public health and community health Identify principles of public health nursing practice Become familiar with national healthcare initiatives Understand the components of a Community Assessment Explain the historical events impacting community and population health Recognize challenges for community and public health nurses in the future. Understand the differences between governmental and non-governmental structures in public health Describe key health indicators and measurements used in benchmarks 	<ul style="list-style-type: none"> Read Harkness & DeMarco chapters 1-3 Read Healthy People 2020 Leading Health Indicators Watch "Preparing for the Next Decade: A 2020 Vision for Healthy People" Watch A Day in the Life - Steve, APRN, MSN (Family Nurse Practitioner) Begin searching for a Community Health Department or Agency for the Community Agency Clinical Experience (Due in Unit 5) Begin the Population-Focus Paper Assignment 	1. Unit 1 Discussion 2. Unit 1 Quiz 3. Unit 1 Worksheet	1, 3, 6

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
2	<ul style="list-style-type: none"> • Describe the three levels of prevention • Understand health behavior change models • Define the basic components of Epidemiology • Apply basic principles of epidemiology to the practices of community & public health nursing • Explain the effects of political, social structure, economic factors that affect health • Understand how to calculate and when to use epidemiology rates • Recognize the various epidemiological research types and uses 	<ul style="list-style-type: none"> • Read Harkness & DeMarco chapters 4-7 • Read MAP-IT: A Guide To Using Healthy People 2020 in Your Community Watch What is epidemiology? • Watch Incidence/ Prevalence: Epidemiology Biostatistics Tutorial Explanation • Watch Odds Ratio, Relative Risk: Epidemiology Statistics Tutorial: Student • Continue working on the Population-Focus Paper Assignment 	<ol style="list-style-type: none"> 1. Unit 2 Discussion 2. Unit 2 Quiz 3. Unit 2 Worksheet 	2, 4, 5, 7
3	<ul style="list-style-type: none"> • Explain concepts of health promotion and prevention • Explore the elements involved in planning change • Identify measurements of health • Explain what is meant by being culturally competent • Acknowledge how culture can affect health • Describe the different types of communities • Recognize the components of a community assessment • Identify the types of home care agencies, services and the reimbursement issues • Understand the elements of home care visits and the nurse's role • Describe the family dynamics related to health and situations causing the family to be vulnerable 	<ul style="list-style-type: none"> • Read Harkness & DeMarco chapters 8-12 • Read The National Prevention and Health Promotion Strategy. The National Prevention Strategy: America's Plan for Better Health and Wellness, June 2011. • Read Family Intervention in Community Health Nursing • Read Secretary's Advisory Committee on Health Promotion and Disease Prevention Objectives for 2020. Healthy People 2020: An Opportunity to Address the Societal Determinants of Health in the United States. July 26, 2010. • Read Building Healthier Communities by Investing in Prevention • Continue working on the Population-Focus Paper Assignment 	<ol style="list-style-type: none"> 1. Unit 3 Discussion 2. Unit 3 Quiz 3. Unit 3 Worksheet 4. Unit 3 Windshield/ Walking Survey 	2, 4, 5, 6, 7

Unit	Unit Learning Objectives	Reading & Preparation Activities	Graded Work Due	Related Learning Outcomes
4	<ul style="list-style-type: none"> Recognize the agent, host and environmental characteristics of common community-acquired conditions Describe methods of transmission of communicable Diseases Define the outbreak investigation process Recognize factors in the emergence and re-emergence of infectious diseases Describe the incidence of intimate partner violence (IPV) and the effect on the family Acknowledge the healthcare providers role in screening for and the reporting of IPV Define substance use, substance abuse and addiction Recognize how evidence-based resources can help in working with substance abuse clients 	<ul style="list-style-type: none"> Read Harkness & DeMarco chapters 13-16 Read Evidence-based Resources Search site Read WHO - Closing the Gap in a Generation: Health equity through action on the social determinants of health Continue working on the Population-Focus Paper Assignment 	<ol style="list-style-type: none"> Unit 4 Discussion Unit 4 Quiz Unit 4 Worksheet 	1, 2, 3, 4, 7
5	<ul style="list-style-type: none"> Discuss communicable diseases Explain public health surveillance Define characteristic health concerns of underserved populations Identify situations that cause populations to be underserved Discuss population-based healthcare needs among various population groups Describe various environmental conditions that should be addressed during the assessment of a community Recognize major global environmental health issues Explain the disaster planning process and the nurses' role 	<ul style="list-style-type: none"> Read Harkness & DeMarco chapters 17-19 Read IOM - Disparities in Health Care: Methods for Studying the Effects of Race, Ethnicity, and SES on Access, Use, and Quality of health care, 2002 Read Key Features of the Affordable care Act Watch Creating a Culture of Health Continue working on the Population Focus Paper Assignment 	<ol style="list-style-type: none"> Unit 5 Discussion Unit 5 Quiz Unit 5 Worksheet Unit 5 Community Agency Clinical Experience 	2, 3, 6, 7
6	<ul style="list-style-type: none"> Recognize the issues affecting mental health and the impact on the community Explain the role of the school nurse Understand the scope and standards of faith-based nursing Describe the role of the community nurse in dealing with end-of-life issues with the patient, family and various cultures Discuss the role of the occupational health nurse Explain workplace exposure and hazard issues 	<ul style="list-style-type: none"> Read Harkness & DeMarco chapters 20-24 Watch Sioux Falls School District School Nurses Watch <i>Beyond Four Walls About Parish Nursing</i> Watch <i>BC OCCUPATIONAL HEALTH NURSE</i> Complete the the Population-Focus Paper Assignment 	<ol style="list-style-type: none"> Unit 6 Discussion Population-Focus Paper 	1, 2, 3, 4, 5, 6, 7

XVI. College Resources

[Advising](#)

[Self-Service](#)

[Withdraw Form](#)

[Blackboard Learn](#)

[SCPS Bookstore](#)

[Deets Library](#)

[Online Writing Center](#): View this brief [video tutorial](#) that explains how to enroll

IT Support: Marilyn.clements@sckans.edu or 888-684-5335 x.121

XVII. ADA Compliance Statement

Southwestern College Professional Studies is committed to making reasonable accommodations for qualified learners with documented disabilities. If you have a disability that may impact your learning and for which you may need accommodations, please notify the Director of Learner Support and Academic Success, at 888.684.5335.