



## Community-Based Public Health Nursing

NURS408

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. (2015). *Community and public health nursing: Evidence for practice*. 2<sup>nd</sup> edition. 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. 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 <a href="#">Program Outcome(s)</a> |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| 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                             |
| 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.

#### IV. Course Policies

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

#### V. 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               |
| <b>Total Points</b>                  |                       | <b>1000</b>     | <b>100%</b>      |

#### VI. Course at a Glance:

| Unit | Unit Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reading & Preparation Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Graded Work Due                                                                                                    | Related Learning Outcomes |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------|
| 1    | <ul style="list-style-type: none"> <li>Explore the concept of health from a community health perspective</li> <li>Recognize the difference between public health and community health</li> <li>Identify principles of public health nursing practice</li> <li>Become familiar with national healthcare initiatives</li> <li>Understand the components of a Community Assessment</li> <li>Explain the historical events impacting community and population health</li> <li>Recognize challenges for community and public health nurses in the future.</li> <li>Understand the differences between governmental and non-governmental structures in public health</li> <li>Describe key health indicators and measurements used in benchmarks</li> </ul> | <ul style="list-style-type: none"> <li>Read Harkness &amp; DeMarco chapters 1-4</li> <li>Read Healthy People 2020 Leading Health Indicators Watch "Preparing for the Next Decade: A 2020 Vision for Healthy People"</li> <li>Watch A Day in the Life - Steve, APRN, MSN (Family Nurse Practitioner)</li> <li>Begin searching for a Community Health Department or Agency for the Community Agency Clinical Experience (Due in Unit 5)</li> <li>Begin the Population-Focus Paper Assignment</li> </ul> | <ol style="list-style-type: none"> <li>Unit 1 Discussion</li> <li>Unit 1 Quiz</li> <li>Unit 1 Worksheet</li> </ol> | 1, 3, 6                   |

| Unit | Unit Learning Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Reading & Preparation Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Graded Work Due                                                                                                                                                           | Related Learning Outcomes |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| 2    | <ul style="list-style-type: none"> <li>• Describe the three levels of prevention</li> <li>• Understand health behavior change models</li> <li>• Define the basic components of Epidemiology</li> <li>• Apply basic principles of epidemiology to the practices of community &amp; public health nursing</li> <li>• Explain the effects of political, social structure, economic factors that affect health</li> <li>• Understand how to calculate and when to use epidemiology rates</li> <li>• Recognize the various epidemiological research types and uses</li> </ul>                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Read Harkness &amp; DeMarco chapters 5-8</li> <li>• Read MAP-IT: A Guide To Using Healthy People 2020 in Your Community<br/>Watch What is epidemiology?</li> <li>• Watch Incidence/ Prevalence: Epidemiology Biostatistics Tutorial Explanation</li> <li>• Watch Odds Ratio, Relative Risk: Epidemiology Statistics Tutorial: Student</li> <li>• Continue working on the Population-Focus Paper Assignment</li> </ul>                                                                                                                                 | <ol style="list-style-type: none"> <li>1. Unit 2 Discussion</li> <li>2. Unit 2 Quiz</li> <li>3. Unit 2 Worksheet</li> </ol>                                               | 2, 4, 5, 7                |
| 3    | <ul style="list-style-type: none"> <li>• Explain concepts of health promotion and prevention</li> <li>• Explore the elements involved in planning change</li> <li>• Identify measurements of health</li> <li>• Explain what is meant by being culturally competent</li> <li>• Acknowledge how culture can affect health</li> <li>• Describe the different types of communities</li> <li>• Recognize the components of a community assessment</li> <li>• Identify the types of home care agencies, services and the reimbursement issues</li> <li>• Understand the elements of home care visits and the nurse's role</li> <li>• Describe the family dynamics related to health and situations causing the family to be vulnerable</li> </ul> | <ul style="list-style-type: none"> <li>• Read Harkness &amp; DeMarco chapters 9-13</li> <li>• Read The National Prevention and Health Promotion Strategy. The National Prevention Strategy: America's Plan for Better Health and Wellness, June 2011.</li> <li>• Read Family Intervention in Community Health Nursing</li> <li>• Read Secretary's Advisory Committee on Health Promotion and Disease Prevention Objectives for 2020.</li> <li>• Read Building Healthier Communities by Investing in Prevention</li> <li>• Continue working on the Population-Focus Paper Assignment</li> </ul> | <ol style="list-style-type: none"> <li>1. Unit 3 Discussion</li> <li>2. Unit 3 Quiz</li> <li>3. Unit 3 Worksheet</li> <li>4. Unit 3 Windshield/ Walking Survey</li> </ol> | 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"> <li>Recognize the agent, host and environmental characteristics of common community-acquired conditions</li> <li>Describe methods of transmission of communicable Diseases</li> <li>Define the outbreak investigation process</li> <li>Recognize factors in the emergence and re-emergence of infectious diseases</li> <li>Describe the incidence of intimate partner violence (IPV) and the effect on the family</li> <li>Acknowledge the healthcare providers role in screening for and the reporting of IPV</li> <li>Define substance use, substance abuse and addiction</li> <li>Recognize how evidence-based resources can help in working with substance abuse clients</li> </ul> | <ul style="list-style-type: none"> <li>Read Harkness &amp; DeMarco chapters 14-17</li> <li>Read Evidence-based Resources Search site</li> <li>Read WHO - Closing the Gap in a Generation: Health equity through action on the social determinants of health</li> <li>Continue working on the Population-Focus Paper Assignment</li> </ul>   | <ol style="list-style-type: none"> <li>Unit 4 Discussion</li> <li>Unit 4 Quiz</li> <li>Unit 4 Worksheet</li> </ol>                                                      | 1, 2, 3, 4, 7             |
| 5    | <ul style="list-style-type: none"> <li>Discuss communicable diseases</li> <li>Explain public health surveillance</li> <li>Define characteristic health concerns of underserved populations</li> <li>Identify situations that cause populations to be underserved</li> <li>Discuss population-based healthcare needs among various population groups</li> <li>Describe various environmental conditions that should be addressed during the assessment of a community</li> <li>Recognize major global environmental health issues</li> <li>Explain the disaster planning process and the nurses' role</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Read Harkness &amp; DeMarco chapters 18-20</li> <li>Read the 2014 National Healthcare Quality and Disparities Report</li> <li>Read Key Features of the Affordable care Act</li> <li>Watch Creating a Culture of Health</li> <li>Continue working on the Population Focus Paper Assignment</li> </ul> | <ol style="list-style-type: none"> <li>Unit 5 Discussion</li> <li>Unit 5 Quiz</li> <li>Unit 5 Worksheet</li> <li>Unit 5 Community Agency Clinical Experience</li> </ol> | 2, 3, 6, 7                |
| 6    | <ul style="list-style-type: none"> <li>Recognize the issues affecting mental health and the impact on the community</li> <li>Explain the role of the school nurse</li> <li>Understand the scope and standards of faith-based nursing</li> <li>Describe the role of the community nurse in dealing with end-of-life issues with the patient, family and various cultures</li> <li>Discuss the role of the occupational health nurse</li> <li>Explain workplace exposure and hazard issues</li> </ul>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Read Harkness &amp; DeMarco chapters 21-25</li> <li>Watch Sioux Falls School District School Nurses</li> <li>Watch <i>Beyond Four Walls / About Parish Nursing</i></li> <li>Watch <i>BC OCCUPATIONAL HEALTH NURSE</i></li> <li>Complete the the Population-Focus Paper Assignment</li> </ul>         | <ol style="list-style-type: none"> <li>Unit 6 Discussion</li> <li>Population-Focus Paper</li> </ol>                                                                     | 1, 2, 3, 4, 5, 6, 7       |

## VII. Other Policies and Requirements

Follow this link to the Southwestern College Professional Studies [Standard Syllabus](#) in Blackboard. You may be required to log in.