

**Webster University Nursing Program
NURS 4250 Community Health Nursing
Term: Summer 2009**

Instructor:	Karen Lea, RN, MN	Phone:	816-932-2234
Class:	Mondays: 5:50pm – 9:30pm	Email:	klea@webster.edu
Credit:	5 Credits	Class Resources:	Connections

Course Description:

This course focuses on care of the community as client. Emphasis is on the role of the nurse in addressing the preventative health needs of populations at risk. Current public health problems, epidemiology, trends in health care delivery, and community resources are examined. Students analyze the sociocultural, political, economic, ethical, and environmental factors that influence community and global health.

Prerequisites: NURS 3400, 3410, and 3420.

Credit hours: 5

Theory.....3 credits

Clinical.....2 credits

Learning Outcomes:

1. Define the practice of community health nursing.
2. Utilize a holistic approach in applying the nursing process to the community.
3. Discuss the use of key health planning concepts in community health nursing practice.
4. Examine the impact of culture, socioeconomic status, lifestyle, environment, and violence on the health of the community.
5. Analyze the health of a community based on data from a community assessment.
6. Identify appropriate primary, secondary, and tertiary prevention strategies in working with populations at risk.
7. Describe basic epidemiological concepts.
8. Summarize the influence of health policy and legislation on community health.
9. Analyze ethical issues affecting global health.
10. Utilize research findings in the discussion of community health nursing.

Textbooks:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Anderson, E. T. & McFarland, J. (2008). *Community as partner: Theory and practice in nursing* (5th ed.). Philadelphia: Lippincott Williams & Wilkins.

Essential Course Content:

Community as Client

Community Health Nursing-Definition, Focus, Process, and Roles

Community Assessment, Diagnosis, Planning, and Intervention

Basic Epidemiological Concepts

Influences on Community Health:

 Culture, Socioeconomic Status, Environment, Lifestyle, and Violence

Health Care System

Health Policy, Politics, Legislation, and Public Health

Research in Community Health Nursing

Ethical Issues

Learning Activities:

Lecture/discussion, written assignments, audiovisuals, class participation, class presentation, reading assignments, small group activities, community assessment, and clinical activities.

Overview of Course Requirements:***Class***

Attendance and active participation

Personal Reaction Paper to assigned movie

 Participate in group discussion and presentation to class.

Paper and oral presentation about a Community Health Problem of a specific aggregate or group of people.

Clinical Experience

Work in community agencies - 16 hours

 Written clinical summaries for each agency and time log.

 Class discussion of experiences.

Community Assessment -16 hour group project

 Formal PowerPoint Presentation including assessment, diagnosis, goal(s), interventions, evaluation and references.

 Class discussion of community assessment.

 Self and Peer evaluation of participation in group process

Clinical Requirements: 32 hours

Students participate in a 32 hour community health nursing clinical experience. Sixteen clock hours are allotted for students to complete a community assessment. The students analyze a local community identifying strengths and weaknesses. Nursing interventions are developed based on the collected data. The remaining 16 clock hours is an observational experience in a community setting.

Requirements for each clinical option will be discussed in the first class meeting and/or in clinical orientation.

Students must have ALL required information for clinical (license, TB, immunizations, drug screen, background check, BCLS or ACLS, and confidentiality statement [signed annually each school year] on file in the nursing office before beginning any clinical..Additionally, competency on Clinical Orientation Exam, [if clinical is in a hospital in any capacity] is required. Failure to submit any of the documentation may result in withdrawal from the course or a grade of “F” for assignments.

Evaluation: *

The final grade for the course will be determined as follows:

Class Attendance & Active Participation		10%
Personal Reactions to assigned movie		10%
Community Health Problem/ Aggregate at Risk		
Paper		20%
Presentation		10%
Community Assessment		40%
Group Presentation	35%	
Peer Evaluation	5%	
Clinical summaries/Time Log		10%

** Due dates for written work are identified on the Course Calendar and presentation dates will be assigned. Unless arranged prior to the due date, late work will not be accepted and will result in a grade of zero for that assignment. Approved extensions will have points deducted based on the number of days past the due date.*

Grading Scale:

A	95-100	A-	93-94	
B+	91-92	B	87-90	
B-	85-86	C+	83-84	
C	77-82	D	70-76	(Requires repeat of the course)
F	69 and below			(Requires repeat of the course)

University Policies:

Academic Honesty

The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university's academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it. These policies can be found online at: <http://www.webster.edu/graduatecatalog/policies.shtml>

Drops and Withdrawals

Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund. These policies can be found online at: <http://www.webster.edu/graduatecatalog/policies.shtml>

Special Services

If you are registered as a student with a documented disability and are entitled to classroom or testing accommodations, it is your responsibility to **inform the instructor at the beginning of the course of the accommodations you will require** in this class so that these can be provided. If you have a disability that may have some impact on your work in this class and for which you may require accommodations please contact the Academic Resource Center.

Disturbances

Every student is entitled to full participation in class without interruption, all students are expected participate in all online course activities. Disruption of the learning process or inconsiderate online behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.

Weekly Calendar

Week	Topic	Learner Activities
1 June 8	Orientation to course Introduction to Community Health Nursing Nursing process in the community Community assessment and Anderson & McFarlane Chapters 1, 10, 11, 12	Lecture, discussion Film Group Formation
2 June 15	Continue Community Assessment Homelessness Disaster preparedness Anderson & McFarlane Chapters 5, 9	Lecture, discussion Guest Speaker Practice Assessment
3 June 22	The health care system Policy and legislation in Community Health Nursing Ethical issues Epidemiology Anderson & McFarlane Chapters 2, 4, 7, 8	Lecture, discussion Movie And Completion of Worksheet
4 June 29	Discussion of Movies High risk populations Anderson & McFarlane Chapters 13, 14, 15	<u>MOVIE REACTION PAPER DUE</u> Discussion
5 July 6	Work on Community Assessments	Group Meetings, Data analysis, Compilation and PowerPoint
6 July 13	Global health Environmental Health Anderson & McFarlane Chapters 3	Film, discussion <u>COMMUNITY ASSESSMENT PROJECT DUE</u>
7 July 20	Student presentations (on assessments) Discuss Clinical Experiences	Presentations and discussion <u>PEER & SELF EVALUATIONS DUE ISSUES PAPER DUE</u>
8 July 27	Community health problems and aggregates at risk Student presentations (on papers) Course summary and evaluation	Presentations <u>CLINICAL SUMMARIES AND TIME LOG DUE</u>

Syllabus is subject to change or adjustment.

Uplift Dates:

Wednesday, June 17th - 4
 Wednesday, July 1st - 6
 Wednesday, July 8th - 2
 Wednesday, July 15th – 5

COURSE REQUIREMENTS:

CLASS

Influences on Community Health

The influences of culture, poverty, lifestyle, violence, and the environment on community health will be explored by viewing a movie dealing with these topics. Each student will watch a movie distributed by the instructor, write personal reactions in a paper due Week 4: **June 29** (guidelines follow), and participate that night in a discussion with others who have viewed the movie and the class as a whole.

Movie Reaction Guidelines

Your Reaction Paper should have a correctly formatted Title Page and include the title of the movie you viewed. The body should contain **five numbered** sections in which you address the following:

1. Pick a concept, fact, or idea you think is interesting or important; explain it in your own words; and describe why you think it is interesting or important and how it relates to community health.
2. Pick another concept, fact, or idea you think is interesting or important; explain it in your own words; and describe why you think it is interesting or important and how it relates to community health.
3. Pick a third concept, fact, or idea you think is interesting or important; explain it in your own words; and describe why you think it is interesting or important and how it relates to community health.
4. Pick a concept, fact, or idea you disagree with or don't understand, describe it and explain why.
5. Explain if, how, and to what extent this movie will impact either your personal or professional life.

Community Health Paper and Presentation

Identify a community health problem or issue, which affects a specific aggregate of people, which you would like to study in depth. Examples of topics include:

- trends in health care delivery (e.g., HMO's, uninsured populations)
- sociological factors that influence CHN (e.g., religion)
- political factors that influence CHN (e.g., legislation, funding of health care)
- economic factors that influence CHN (e.g., poverty)
- ethical factors that influence CHN (e.g., health care as a right)
- environmental factors that influence CHN (e.g., global warming, toxic waste)
- cultural factors that influence CHN (health of a cultural group)
- conditions with high morbidity or high mortality (cancers, heart disease, STDs, tuberculosis)

Review the **scholarly** literature on your selected topic. Use a **minimum** of seven articles published within last five years. Interviews and general Internet sources are appropriate as **ADDITIONAL** references. Internet sites are NOT appropriate references. This research will serve as the basis for your paper and presentation.

Paper Guidelines

Write a formal, typed, APA format paper with the text or body 8-10 pages in length; due on the date designated in the Course Schedule. References must be cited in the body of your paper. Keep quotations to a minimum, and if used, cite correctly. No abstract or running head is required.

Incorporating information from your literature review and other sources, the following points are to be addressed in your paper:

- **a description of the problem or issue** (to include the issue, etiology, effect of your problem or issue on public health)
- **a description of the aggregate at risk and the extent and effect of the problem within the aggregate:** (to include who and how many people affected and the cost both individually and to society)
- a description of **specific** community programs/resources (to include local, state and national programs)
- for each program's main focus, **identify the level of prevention** toward which its services are directed
- an **assessment** of whether existing **programs/resources are adequate** to meet the need? (What else might be needed, appropriate?)

Oral Presentation Guidelines

Present selected **key** information from your study of this community health problem to the class on the designated date. You should include:

- a description of the problem or issue.
- identification the aggregate at risk or affected by the issue/problem
- the extent of the problem within the aggregate
- the **specific** existing community programs/resources

Presentations may not exceed 10-15 minutes and time for questions should be planned within this time frame.

Type and distribute to instructor and all class members prior to presentation: 1) title page, 2) listing of community programs and resources, and 3) reference list.

CLINICAL

This course requires **32** hours of clinical experience, which is divided between health education/advocacy for clients of a community agency and completing a community assessment. The written requirements for each clinical option will be discussed in the first class meeting and are outlined below.

COMMUNITY AGENCIES (16 hours)

Clinical Summaries and Time Log

A summary of each clinical site experience is required. Your summary should include:

- a description of the agency,
- its work and how that contributes to the health of the community,
- the characteristics of the clients served,
- the role or potential role for nurses within the agency, and
- your experiences*.

*If this was a valuable experience, please so indicate so that other students may be made aware of the opportunity. These may be handed in as completed and all are due no later than the last class session. You will share your clinical experiences in informal class discussions.

A summary time log should also be maintained, signed by an agency representative, and submitted. (Form will be distributed) The instructor will retain your summaries and log.

The Homeless Clinical (Uplift) is counted as part of these clinical hours

COMMUNITY ASSESSMENT (16 hours)

Community Assessment Project

Following the specific guidelines presented and distributed in class, conduct a community assessment. Multiple data collection sources and methods, including windshield survey and interviews, must be used and **documented**.

Based on your assessment, identify a community diagnosis, goal(s) and interventions. Evaluate by relating this information to a goal and sub objective identified in "Healthy People 2010".

This information is to be collected, organized and compiled in a PowerPoint presentation with divisions for each segment of the assessment:

- an introduction, with identification of subsystems assessed by each group member
- the community core

- the eight subsystems (a section for each subsystem) – Include key data that shaped your assessment and diagnoses
- diagnoses and goals
- plan and interventions
- evaluation (include trends/strengths and weaknesses)
- references/resources

The instructor will keep a copy of the community assessment presentation.
Be sure to get consent for all photos used.