

Community Health Nursing

WEBSTER UNIVERSITY NURSING PROGRAM

February 28, 2008

To: Spring II Students

From: Margo Thompson

It seems hard to think about next term when you are still in the middle of classes, BUT . . . I wanted you to know . . .

IMPORTANT CLINICAL NOTICE:

One opportunity for some of your clinical time is with Operation Uplift – an organization that feeds the homeless. I have arranged some times that we can go during the term. **Make sure** you come by the office or call Maria (444-2200) to sign up for one of the following dates

Wed **April 2** (4 students)

Mon **April 21** (2 students)

Sat **April 5** (2 students)

Sat **May 3** (4 students)

On **Monday or Wednesdays** You need to be able to be there by **5:00 or 5:15pm** and it could last until **11**, but often is earlier.

On **Saturdays**, You need to be able to be there by **4:15 or 4:30pm** and it could last until **11**, but often is earlier

FOR CLASS:

You may want to check out the book required for Unit III from the BSN office and begin reading over the break before SpringII classes begin. If you want to finish this assignment, **Reaction Paper guidelines** on page 6 of the syllabus.

If you have any questions, feel free to contact me by e-mail (thompsma@webster.edu) or on my cell 913-226-6253.

Margo

WEBSTER UNIVERSITY NURSING PROGRAM
NURS 4250 COMMUNITY HEALTH NURSING

Term: Spring II, 2008
Instructor: Margo Thompson, RN, EdD, CNE
Office- 816.926.4270 **fax** — 816-444-1740
Cell 913.226.6253 **e-mail** — thompsma@webster.edu
Class: Tuesday: 5:30 — 9:30pm
Clinical: 32 hours TBA
Class WebSite: <http://www.webster.edu/~thompsma/community>

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.

OBJECTIVES: Upon completion of this course, the student will be able to:

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 health policy and legislation.
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.

Assigned Readings, on Electronic Reserve

ESSENTIAL COURSE CONTENT: This course is designed to include the following areas which have been designated by the faculty as essential course content:

- Community as Client
- Community Health Nursing - Definition, Focus, Process & Roles
- Community Assessment, Diagnosis, Planning and Intervention
- Basic Epidemiological Concepts
- Influences on Community Health— Culture, Socioeconomic status, Environment, Lifestyle, Violence
- Ethical Issues
- Health Care System
- Health Policy, Politics, Legislation, and Public Health
- Research in Community Health Nursing

TEACHING/LEARNING ACTIVITIES:

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

CLINICAL*:

Clinical in Community Health Nursing consists of 32 hours. The time in this clinical experience is divided between an assessment of a community of your choice and time spent in community agencies.

** 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]. Additionally, competency on Clinical Orientation Exam, if clinical is in a hospital in any capacity) on file in the nursing office before beginning any clinical. Failure to submit any of the documentation may result in withdrawal from the course or a grade of "F" for assignments.*

CELL PHONES/PAGERS

These devices are to be in the **OFF** or **Vibrate** mode during class.

CLASS ATTENDANCE

Attendance for **all** scheduled class periods is an expectation. The final course grade will be lowered proportionally for absences, late arrivals and early departures.

PLEASE NOTE: *This is a **five** semester hour course. The eight-week accelerated format presumes adult learning behaviors. A course studied in the 8-week format carries the same academic expectations as one taken in the 16-week semester format. Students are expected to spend a **minimum** of three hours per week for each hour spent in class (12 hours per week) in course related activities outside class. This time is in **addition** to the clinical hours for this course.*

OVERVIEW OF COURSE REQUIREMENTS

Class

Attendance and active participation
Personal Reaction Paper to assigned book
 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
 Notebook including assessment, diagnosis, goal(s),
 interventions, evaluation and references.
 Class discussion of community assessment.
 Self and Peer evaluation of participation in group process

EVALUATION: *

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

Class Attendance & Active Participation		10%
Personal Reactions to assigned book		10%
Community Health Problem/ Aggregate at Risk		
Paper		20%
Presentation		10%
Community Assessment		40%
Group Project Notebook	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 * *Plus and minus designations will be assigned*

A	95-100
A-	93-94
B+	91-92
B	87-90
B-	85-86
C+	83-84
C	79-82
C-	77-78
D	70-76 (Requires repeat of the course)

COURSE SCHEDULE*

Date	Topic	Assignments/Activities
<u>Week 1</u> 3-18	Orientation Unit I ** Unit II	Simulation Group formation Week One reading on E-Reserves Anderson & McFarland, Chs. 1, 10, 11
<u>Week 2</u> 3-25	Unit I continued Unit II continued	Video Guest Speaker Week Two readings on E-Reserves Anderson & McFarland, Chs. 8, 12
<u>Week 3</u> 4- 1	Unit II continued	Anderson & McFarland, Chs. 2, 4, 9 View the movie "And the Band Played On" In class complete Movie viewing worksheet and submit
4-2, 4-5, 4-21, 5-3 Clinical		Uplift Organization
<u>Week 4</u> 4- 8	Unit III **	Anderson & McFarland, Ch. 3, Week Four readings on E-Reserves <u>BOOK REACTION PAPER DUE</u> Discussion of books Video
<u>Week 5</u> 4-15	Work on Community Assessments	Group Meetings, Data analysis and compile notebook
<u>Week 6</u> 4-22	Unit IV **	Anderson & McFarland, Ch. 5, 6, 7, 13, 14, 15 Discuss Clinical Experiences <u>COMMUNITY ASSESSMENT PROJECT DUE</u>
<u>Week 7</u> 4-29	Unit II, IV continued	Week Seven readings on E-Reserves Discussion of Community Assessments Discuss Clinical Experiences <u>PEER & SELF EVALUATIONS DUE</u> <u>C.H. PROBLEM/ISSUE PAPER DUE</u>
<u>Week 8</u> 5- 6	Unit V Course Summary and Evaluation	Student Presentations Discuss Clinical Experiences <u>CLINICAL SUMMARIES AND TIME LOG DUE</u>

* Schedule subject to change

** See Unit Objectives, which follow

UNIT OBJECTIVES:

Upon completion of the unit, the student will be able to:

UNIT I. INTRODUCTION TO COMMUNITY HEALTH NURSING

1. Define key concepts of community health nursing.
2. Describe various roles and settings of community health nursing practice.
3. Discuss historical events that have influenced the development of community health nursing.
4. Describe characteristics, models, and tenets applicable to community health nursing.
5. Describe the community health nurse's role in research.

UNIT II. NURSING PROCESS IN THE COMMUNITY

1. Apply the nursing process to an aggregate client.
2. Use epidemiological methods to describe the state of health of a community.
3. Describe the steps in the health-planning model.
4. Describe the purpose and process for conducting a home visit.

UNIT III. INFLUENCES ON COMMUNITY HEALTH

1. Examine cultural differences in the community.
2. Examine the influence of poverty on health.
3. Describe abusive/violent situations within families/society and analyze contributing factors.
4. Discuss environmental conditions/hazards affecting health.
5. Explore reactions to how influences are portrayed in current literature

UNIT IV. HEALTH CARE SYSTEM, HEALTH POLICY, POLITICS AND LEGISLATION

1. Describe the current health care system.
2. Discuss current issues in health care reform.
3. Discuss the role of nurses in influencing health policy.
4. Analyze ethical issues in community health.

UNIT V. COMMUNITY HEALTH PROBLEMS & AGGREGATES AT RISK

1. Examine selected community health issues/problems and aggregates at risk in the community.
2. Apply the nursing process and health-planning model to the selected problems and aggregates.
3. Explore current plans and resources for selected populations.

COURSE REQUIREMENTS:

CLASS

Influences on Community Health (Unit III)

The influences of culture, poverty, lifestyle, violence, and the environment on community health will be explored by reading literature dealing with these topics. Each student will read a book distributed by the instructor, write personal reactions in a paper due Week 4: **April 8** (guidelines follow), and participate that night in a discussion with others who have read the book and the class as a whole.

Book Reaction Guidelines

Your Reaction Paper* should have a correctly formatted Title Page and include a Bibliography with the full APA citation of the book you have read. 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.
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.
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.
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 will this book impact either your personal or professional life.

*While it is not necessary or even desirable to quote, if you do so, APA style in doing citation is expected.

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. 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. 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.

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.

Using APA style, type and distribute to instructor and all class members prior to presentation:

1. title page,
2. listing of the community programs and resources, and
3. bibliography.

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 notebook with divisions for each segment of the assessment:

- a title page, with identification of subsystems assessed by each group member
- the community core
- the eight subsystems (a section for each subsystem)
- the diagnosis and goal(s)
- interventions
- evaluation
- references/resources

The instructor will keep the community assessment notebooks, so make copies before submission if you so desire.