

**THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING**

**NURS 4601 - COMMUNITY HEALTH NURSING
COURSE SYLLABUS**

Spring 2009

FACULTY

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The content of this syllabus/WEB site is subject to change at the discretion of the faculty leaders according to current learning needs.

Approved by FO: 10/02

II. Nurs 4601 FALL 2008 Class Schedule

| Date | Topic |
|------------|---|
| 1.12.09 | Module I Course & clinical overview, faculty introduction History of Public Health and Community Health Nursing. Chapter 2 NB |
| 1.14-15.09 | Clinical Orientation for 1st Rotation |
| 1.26.09 | Community Health Nursing Practice Chapter 5 NB Influences on Health Care Chapters 6- 8 |
| 2.02.09 | Population Focused Nursing Process Chapter 12 JW |
| 2.09.09 | Exam 1 Module II Epidemiology Chapter 9 DA |
| 2.16.09 | Disaster Management Chapter 14 DA |
| 2.23.09 | Evidence Based Practice Chapter 10 NB Health Education in the Community Chapter 11 JC |
| | Last Week of Clinical for 1st Rotation |
| 3.2.09 | Health Risks Across the Life Span Chapters 18-20 JC Case Management and Working with Groups Chapters 13 and 17 JW |
| | Clinical Orientation for 2nd Rotation |
| 3.16.09 | Exam II Module III MRSA Handouts and Lecture, no chapters JC |
| 3.23.09 | TB Chapter 27 and handouts, Lecture NB Sexually Transmitted Diseases Chapter 27 JW |
| 3.30.09 | HPV, HIV/AIDS Chapter 27 JW |
| 4.06.09 | Vulnerable Population Groups, Chap 22-25 JC |
| 4.13.09 | Exam III Module IV SANE Nursing Kerry Scruggs |
| 4.20.09 | Module IV Nurse and developmentally disabled adults – Patricia Matthews School Nursing JC |
| 4.27.09 | Study Hall |
| | Last Week of Clinical for second rotation |

| | |
|---------|---|
| 4.30.09 | Final Exam (Comprehensive) |
| Note | <p>Clinical sites for this course are generally open during daytime business hours. During your Community Health clinical rotation, plan to do clinical on Wednesday, Thursday and Friday, with potential assignments on Saturday and during the evening. You will not routinely be required to work on Saturday or evening, but may occasionally be assigned to do so. In the event of a regional or national emergency which requires UTT to open our emergency shelter, the shelter will need to be staffed 24 hours a day. In that instance, staffing the shelter will become the clinical priority for all of your clinical courses.</p> |

III. COURSE DESCRIPTION

- A. TITLE: NURS 4601-COMMUNITY HEALTH NURSING
- B. SEMESTER HOURS: 6 Hours (Lecture: 3 hours per week: Clinical: 9 hours per/week).
Nine clinical hours/week = 135 clinical hours or 112.5 clock hours of actual clinical time.
- C. PREREQUISITES: Full admission to the nursing program and completion of all prerequisite courses. Must have completed all level III courses or be an RN or LVN who has completed pharmacology or successfully passed the challenge exam.
- D. COURSE DESCRIPTION: Theories and concepts related to nursing and public health sciences are presented within the framework of critical thinking and caring. Emphasis is on health promotion, risk reduction, and disease management across the life-span in home and community settings. Students provide comprehensive nursing care for specific populations in selected structured and unstructured settings.

E. COURSE OBJECTIVES

Upon successful completion of the course the student will:

1. Utilize critical thinking to collaboratively provide comprehensive nursing care to culturally diverse patients to promote health, reduce risk, and manage disease.
2. Synthesize research from nursing, public health, and other scientific disciplines to analyze the epidemiology of disease and health care needs in the provision of community health nursing.
3. Collaborate with members of the interdisciplinary health care team to promote health, reduce risk, and manage disease through case management of selected populations.
4. Critically examine the diverse roles of the community health nurse in a variety of structured and unstructured settings.
5. Display interpersonal caring by assuming responsibility and accountability for professional interactions in the provision of community nursing practice.
6. Exemplify moral, ethical and legal principles for resolution of conflicting issues and priorities in diverse and vulnerable populations.
7. Incorporate understanding of socio-political thought and public health policy at local, national, and international levels.

IV. Required and recommended Texts

- A. Nursing 4601 Course Syllabus.

- B. Stanhope, M. & Lancaster, J. (2006). *Foundations of Community Health Nursing* (2nd ed.). St. Louis, MO: Mosby.
- C. American Psychological Association (2001). *Publication Manual of the American Psychological Association*. American Psychological Association: Washington DC.

1. Use APA format for listing textbooks and articles. For assistance use:
<http://owl.english.purdue.edu/owl/printable/560/>

2. Reference List: Articles in Periodicals

APA style dictates that authors are named last name followed by initials; publication year goes between parentheses, followed by a period. The title of the article is in sentence-case, meaning only the first word and proper nouns in the title are capitalized. The periodical title is run in title case, and is followed by the volume number, which, with the title, is also italicized or underlined.

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

3. Reference List: Format for Books

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle*. Location: Publisher.

For "Location," you should always list the city, but you should also include the state if the city is unfamiliar or if the city could be confused with one in another state.

4. Reference List: Edition Other Than the First

Author, A. A., Author, B. B., & Author, C. C. (Year). *Title of work* (5th ed.). Chicago: University of Chicago Press.

5. Reference List: Article or Chapter in an Edited Book

Author, A. A., & Author, B. B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.), *Title of book* (pages of chapter). Location: Publisher.

6. Scantrons are required to be used for examinations. Look for the correct form which is marked F-17255-PAR-L (there are two of the same color so make sure to look at the form before you purchase.)

V. Disability Statement

"If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Support Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability support services/accommodations(s) must provide appropriate documentation of his/her disability to the Disability Support Services counselor. For more information, call or visit the Student Services Center located in the University

Center, Room 282. The telephone number is 903 566.7079 (TDD 903 565.5579)." Additional information may also be obtained at the following UT Tyler web address:
<http://www.uttyler.edu/disabilityservices>.

Please note, the Student Services Center will be relocated to make room for the University Center renovation.

VI. Examinations/Assignments and Grading Policies

Completion of Nurs 4601 is based on satisfactory attainment of didactic and clinical criteria. Any student who fails to meet the course objectives and expectations in either the classroom or clinical area must repeat the entire course and may not progress to the next level.

A. Grading Policy

The simple average of the exam grades, before weighted calculation is performed, must be 75% or above to pass the course. Grades will not be rounded when calculating the average (74.5 -74.9 is not rounded to 75). Students with an exam average of 75 or higher will have course grades calculated based on the weighted calculation of the exams and other required course work.

1. Course Grade Calculation:

| | |
|------------|-----------|
| Exam I | 23% |
| Exam II | 23% |
| Exam III | 24% |
| Final Exam | 30% |
| Clinical | pass/fail |

2. Letter grade will be assigned according to the following scale.

| | |
|---|--------------|
| A | 90-100 |
| B | 80-89 |
| C | 75-79 |
| D | 60-74 |
| F | 60 and below |

Approved FO Fall 1999

B. Grade Replacement Policy

If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to file an intent to use grade forgiveness will result in both the original and repeated grade being used to calculate your overall grade point average. A student will receive grade forgiveness (grade replacement) for only three (undergraduate student) or two (graduate student) course repeats during his/her career at UT Tyler. (2006-08 Catalog)

C. Paper/Assignment Re-grading Policy

Student assignments will not be re-graded. At the instructor's discretion, a draft may be written for review.

D. Examination and Examination Review Policy

1. Attendance for exam is mandatory
2. If absence for an exam is necessary, the student is responsible for notifying the faculty prior to the exam with an acceptable reason.
3. Students will be allowed entry to the classroom after an exam has been started ONLY with faculty discretion.

4. Exams will be distributed at the time class is scheduled to begin.
5. All hats/caps must be removed during exam time. All personal items such as purses, books, backpacks, notebooks, and briefcases will be left in the front of the room during testing. In order to minimize distractions during exams, leave your personal items in the classroom until after all of your classmates have completed their exam.
6. Silence will be enforced during the exam time. In order to avoid distraction during the exam, no one will be permitted to leave the room during the exam.
7. Make-up exams will only be given at the discretion of the faculty member and may be in a different format than the original exam.
8. Students will not share calculators during exams. Students will not bring their own calculators, cell phones, or any communicating devices into an examination
9. Exam reviews will be conducted at the discretion of the faculty. Test review may be scheduled with the faculty during office hours and within 10 school days from the return of the exam grades.
10. Any student achieving an examination grade less than 75%, must schedule an appointment with the faculty within 10 school days from the return of the exam grades.
11. Exams will be in class and any combination of these options: multiple choice, matching, true-false, fill-in-the-blank, short answer, essay or any combination of these options. Exams will focus on the ability to think critically, apply clinical reasoning and integrate theory into practice.

E. Academic Integrity

1. Students are expected to assume full responsibility for the content and integrity of all academic work submitted as homework and examinations.
2. Students are advised to review the UT Tyler Academic Dishonesty Policy and Academic Integrity Policy in the Current College of Nursing Student Handbook and Academic Integrity Policy for UT Tyler students at www.uttyler.edu; click on current students, then Vice-President for Student Affairs, then Student Guide for Conduct and Discipline at UT Tyler. These policies are fully endorsed and enforced by all faculty members within the College of Nursing.
3. Plagiarism, cheating, and collusion are unacceptable and if found violating any of these standards the student will be disciplined accordingly (See BSN/MSN Nursing Student Guide for definitions).
4. The College of Nursing reserves the right to dismiss students from the program for any infraction of a legal, moral, social, or safety nature, pursuant to the procedures detailed in the *Regent's Rules*.

VII. Student Dress Code for the University of Texas, College of Nursing:

A. General: It is the philosophy of the College of Nursing that the student has responsibility to be neatly groomed and modestly dressed. Appearances should promote good health, safety and general well-being of the student. Clothing should avoid brevity and/or design that are offensive to the dignity and rights of others. School officials have the right and responsibility to counsel with the student or take any other corrective action. Types of clothing (other than those specified in this document) may be worn at the direction of the nursing instructor for special events.

B. Classroom: Casual or every day business wear is recommended. This includes but

is not limited to the following: Slacks or skirt; sweater, blouse, and shirt. Jeans as well as conservative shorts (mid-thigh or longer) may be worn, but avoid overly frayed or soiled. Shoes must be worn. See items to be avoided below.

C. Professional Presentations, Ceremonies/ Graduation: Business or dressy day social: suit, dress, dressy separates, jacket, ties, nice fabrics. Dress shoes. Avoid denim, jeans, t-shirt or other casual clothes. For workshops/seminars attended by students, business attire will be worn.

D. Items to be avoided in all School-related Functions (including but not limited to): Overly frayed, worn or soiled garments. Costume look, transparent blouses, bare midriff shirts, tank tops, spaghetti straps, muscle shirts, overtly sexual, gang colors or logos, facial or body piercing, obscene slogans or pictures, bedroom wear, short-shorts, short skirts, or clothing that may be offensive to others.

E. Laboratory: The school clinical laboratory setting is designed to simulate the health care clinical area. Students will wear clean white lab coats with name tag and UT Tyler school patch on the front left uniform jacket. Classroom attire will be worn under the lab coat.

F. Pre or Post-clinical Experiences in the Health Care Setting: Students may be required to attend conferences or visit the clinical areas as part of their course requirements. Students should wear lab coat with name tag and UTT school patch. The following items will be avoided in the clinical areas: jeans, shorts, sandals, jogging/athletic suits, t-shirts, ball-caps, etc.

G. Clinical Experience: When attending any clinical experience students are required to wear the standardized student uniform and white uniform jacket with name badge and school patch. Street clothes will be worn in appropriate clinical settings as directed by the clinical faculty with the white uniform jacket, name tag and school patch (see items above to be avoided in clinical areas). Students are to remember that whenever they are visiting a clinical agency or any clinical site, they represent UT Tyler and the College of Nursing and are expected to be professional in appearance and behavior at all times.

2. When student uniforms are required for clinical experiences, as specified by the course, the following guidelines must be adhered to:

- a) School patch on the front left of the uniform jacket and the top of the standardized uniform.
- b) The UTT name badge will be worn in all clinical setting. Name tag must be worn above the waist, so name and title are clearly visible.
- c) White or neutral nylon hose are worn with dress/skirt; nylon hose, knee-highs or white socks with pants. Socks must cover ankle.
- d) Clean, white clinical shoes or white leather athletic shoes should be worn (shoes may be mostly white and if stripes or logos are on shoes, these must be minimal and light colored). No canvas shoes or athletic shoes with colored stripes or large logos.
- e) Jewelry: wedding or engagement rings only; single stud earrings and only 1 in each lobe (no dangling or hoops); no rings or studs in the nose, tongue, lip or any other facial or body piercing (other body piercing must be covered or

removed); and, no necklaces or bracelets (only Medic Alert). Must have a watch with a second hand.

- f) Make-up, hair, and grooming should be conservative. Hair shoulder length or longer must be pulled neatly back in a ponytail or bun. Hair clips, bands, etc. shall be functional, not decorative (no bows). Mustaches and beards will be neatly groomed, clean and trimmed.
- g) Tattoos must be covered and not visible.
- h) Nails are to be clean and neatly trimmed to no more than fingertip length, with clear or no polish. No artificial nails in OR or L& D.
- i) No perfume, after-shave or other strong scents since this causes nausea and /or difficulty in breathing for many patients.
- j) Gum chewing is not allowed
- k) Any question concerning adherence to the dress code should be directed toward the clinical instructor.

3. Failure to comply with the above requirements may result in an unexcused clinical absence and/or negative clinical evaluation

4. If the dress code rules are broken and a change of clothes is not available, the student may be removed from the school-related function for the remainder of the day. **Appropriate disciplinary action will be taken for repeated violations of this code.**

VIII. Course Information:

- 1. If lecture outlines are used, they will be posted on Blackboard a minimum of two (2) working days prior to class and will be removed at midnight prior to class,
- 2. The clinical portion of the course syllabus, handouts/outlines, any other required course materials will be placed on blackboard.
- 3. All submitted written material (papers, assignments, examinations, etc.) are the property of the College of Nursing. They will be maintained in an archived file in the College of Nursing.
- 4. The *BSN/MSN Nursing Student Guide* is available on the CON website. The student must sign the statement indicating they have accessed the Guide and return the signed affirmation form to the program secretary for placement in the student file. (Responsibility of Level 1 faculty)
- 5. Submitting NCLEX 3500 questions each week is required. Questions will be turned into your clinical faculty member while you are in your Community Health clinical rotation.
- 6. You are **required** to participate in ERI testing.
- 7. All nursing students are required to use their student email accounts for all correspondence (Approved FO: 2/03).

IX. Attached forms to be Read, Signed and Submitted the First Day of Class

A. Student Affirmation Form (attached)

- 1. Each line must be initialed, signed, and dated for each course every semester.
- 2. The form will be placed in the student's file.

B. Audio/Video-Recording Agreement (attached)

- 1. Any student wishing to record a class must sign this agreement no later than the second week of classes each semester. An agreement must be signed for each course every semester.
- 2. Due to the confidential nature of some course content, the student will provide written documentation of the erasure of any recordings made during the current

semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (incomplete).

X. Unsafe Clinical Practice

A. Any act of omission or commission, which may result in harm to the patient, is considered unsafe clinical practice, and may result in removal from the clinical setting, disciplinary action according to the discretion of the course faculty, a negative clinical evaluation, a course failure, and/or dismissal from the program.

B. During the clinical practicum, unsafe clinical practice is defined as any one of the following:

When the student:

1. Commits repetitive and/or a single, serious medication error.
2. Violates or threatens the physical, psychological, microbiological, chemical, or thermal safety of the patient.
3. Violates previously mastered principles/learning objectives in carrying out nursing care skills and/or delegated medical functions.
4. Assumes inappropriate independence in action or decisions.
5. Does not adhere to current CDC guidelines for infection control.
6. Fails to recognize own limitations, incompetence, and/or legal responsibilities.
7. Fails to accept moral and legal responsibility for his/her own actions thereby violating professional integrity as expressed in the Code of Ethics for Nurses.
8. Arrives at clinical settings in an impaired condition as determined by the clinical instructor.

Failure to comply with any of the above requirements may result in an unexcused clinical and/or negative clinical evaluation.

Policy Revision and approval: Spring 2006

C. CLINICAL OBJECTIVES: Upon completion of NURS 4601 clinical experience, the student will have demonstrated the ability to:

A. PROVIDER OF CARE

Using the principles of community assessment and health planning:

1. Assess **populations** in the community for health status and health needs.
2. Identify and prioritize actual and potential health problems for specified populations.
3. Formulate healthcare plans addressing the desired population outcomes and appropriate nursing interventions.
4. Implement theory based nursing interventions.
5. Evaluate the effectiveness of nursing interventions toward meeting the desired population outcomes.

B. COORDINATOR OF CARE

6. Collaborate with health and human service agencies to address population health concerns.
7. Apply theory and research knowledge to address identified population health concerns.
8. Articulate an ethical framework for making population health decisions.
9. Utilize knowledge of the social and political system to stimulate discussion, raise consciousness, and/or propose change related to the health of vulnerable populations.

10. Analyze professional nursing roles in the diverse practice of community health nursing.
11. Utilizes critical thinking to identify gaps in the health care of vulnerable populations and identifies potential resources to mitigate those gaps.

C. MEMBER OF THE PROFESSION

12. Demonstrate responsibility and accountability for own actions.
13. Abide by the laws and standards designated by the University of Texas at Tyler College of Nursing, Texas State Board of Nurse Examiners, and the ANA Code of Ethics.
14. Project a professional image by adhering to the dress code and meeting the attendance requirements.

D. COMMUNICATION

15. Document in a comprehensive, organized, and clearly stated manner.
16. Establish effective working relationships with clinical faculty, facility personnel, peers, patients, families, and community representatives.
17. Display responsibility and accountability for professional interactions to reflect interpersonal caring.

E. SAFETY

18. Provide safe care by accurate administration of medications.
19. Utilize the teaching/learning process to provide appropriate educational support to patients, care providers and the public.
20. Accurately identify safety risks and appropriately intervene to provide a safe environment for self, patients, families, care providers, and the public.

***The student will take a copy of these objectives with him or her to every clinical assignment and utilize them to guide his/her learning experience.**

D. Course Expectations

Attendance

1. Attendance during lecture, lab and clinical experiences is a professional expectation and will be monitored by course faculty. Attendance for clinical assignments is addressed at length in the syllabus. Refer to the university catalog for the policy regarding student attendance and possible student consequences.
2. Students are responsible for all materials discussed and all announcements made if they are absent.
3. Professional behaviors (verbal & nonverbal communication, dress & appearance, cultural sensitivity, etc.) is expected at all times during the CHN experience.

Class Conduct

All students will maintain respect and courtesy for their classmates and for the instructors. Do not use pagers, cell phones, communicators, or other disruptive communication devices during class. Turn off all such devices before class begins. Frequent violation of this rule will result in a low class participation grade and egregious violations may result in the instructor lowering the student's semester grade. No profanity, lewd, rude, or socially unacceptable behavior (and even some socially accepted behavior may be questionable). **If student**

conduct becomes unacceptable, the instructor will ask the student to leave lecture and not return.

Clinical Expectations

1. Clinical Guidelines

Failure to comply with any of the clinical guidelines may result in an unexcused clinical absence and/or a negative clinical evaluation.

2. Attendance

Attendance for all clinical experiences is mandatory. If an absence is unavoidable, the student must notify the clinical agency personnel and the clinical faculty before the scheduled clinical time. If the student will be late, the student must notify the agency. When an explanatory message is left with the receptionist, please leave a number where the student may be contacted.

Make up for missed clinical time will be arranged at the discretion of the instructor.

3. Professional Liability Insurance/CPR/Required Immunizations

Students are responsible for providing proof of liability insurance coverage, certification, and immunizations prior to clinical experience.

4. Clinical Injuries

Hospital, health agencies, and other health facilities do NOT cover any medical expenses as a result of accident or injury; thus, each student is responsible for any medical or hospitalization charges that occur.

5. Working Prior to Clinical

Students working the shift prior to the assigned clinical experience are at high risk for unsafe practice. Students who work should request to be off duty at least 8 hours before a clinical experience.

6. Clinical Evaluation

Students will complete a clinical self-evaluation. This evaluation tool & the criteria it is based on can be found under clinical documents on your course web site. Students may request evaluation by faculty at any point during the semester. Inappropriate student behavior will be addressed as needed. Faculty will complete a final clinical evaluation of the student at the end of the semester/rotation.

Clinical student evaluations will be placed in the student's file at the end of the semester for each clinical course.

Module 1 Community Health Concepts

Objectives:

Chapter 1 - Community Oriented Nursing

1. Compare and contrast the definitions, roles, and goals of Community-Oriented Nursing Practice, Community Health Nursing Practice, Public Health Nursing Practice, & Community Based Nursing Practice.
2. Examine the influence of the mission, core functions and essential PH services on the practice of PHN.

Chapter 2 - History of Public and Community Health

Explain the significance of major historical events and leaders that have influenced the development of CHN.

Chapter 3 - Public Health and Primary Health Care Systems

1. Critique the status of health and health care in the US.
2. Debate the impact of recent efforts to improve health care in the US.

Critical Public Health Issues

1. Discuss the nurse's role in the treatment and prevention of an Avian flu epidemic.

Required Assignments:

Chapter/pages 3-54

Major points:

See lecture outline.

Evaluation of learning:

Exam

Clinical application and discussion

Module I Community Health Concepts**Chapter 5 - Cultural Influences**

1. Summarize the relevance of cultural competence to client outcomes in CHN.
2. Describe major barriers to developing cultural competence.
3. Examine issues related to minority access to health care and use of cultural health practices.
4. Reflect on the nurse's role in a globalized environment.
5. Discuss the impact of globalization on health and health care.

Chapter 6 - Environmental Health

1. Explain the relationship between the environment and health.
2. Discuss the nurse's role in incorporating environmental principles into practice.

Chapter 7 - Government, the Law, and Political Activism

Compare and contrast the diverse and overlapping responsibilities of the federal, state, and local PH systems.

Chapter 8 - Economic Influences

1. Describe the relationship between economics and the evolution of the health care delivery system in America.
2. Discuss the impact of factors influencing health care economics and health care financing.
3. Analyze the relationship between poverty and health care financing.

Required Assignments:

Chapter/pages 73-152

Major points:

See Lecture Outline

Note: Chapter 4 will not be covered to avoid overlap with your Issues Course. However, we will be discussing Community Health case scenarios that will include application of the ethical principles you are learning in your Issues Course.

Evaluation of learning:

Exam
Clinical application and discussion

Module I Community Health Concepts**Chapter 12 - Community Assessment and Evaluation**

1. Compare the concepts basic to community oriented practice: community, community as client and partner, community health, community competence.
2. Describe the six phases of the population focused nursing process.
3. Name and describe specific tools and/or instruments utilized during the community assessment process.

Required Assignments:

Chapter/pages 12, pages 215 - 236

Major points:**Community concepts**

- a. Population focused nursing process. Application and utilization. Compare what should occur with what often happens in community agencies.
- b. Community assessment tools, instruments and strategies.
- c. Importance of partnering with population.

The Population Focused Nursing Process forms the foundation for all of the concepts we will study this semester in your Community Health Nursing Course.

See Lecture Outline

Evaluation of learning:

Exam
Other: Clinical application and discussion

Module II**Objectives:****Chapter 9 Epidemiologic Applications**

1. Delineate a current (modern) definition of epidemiology.
2. Apply the basic concepts of epidemiology in commonly encountered CHN situations.
3. Locate and incorporate major sources of information about a community's health into CH care planning.
4. Interpret basic epidemiological measures of morbidity and mortality.
5. Illustrate descriptive epidemiological parameters of person, place and time.

6. Describe key features of common epidemiological study designs.
7. Relate the impact of community studies on CHN practice.

Chapter 10 Evidence-Based Practice

1. Examine EBP measures which support the goals of Healthy People 2010 and apply these to select CH nursing issues.
2. Locate resources for EBP guidelines for individuals, groups, and populations.
3. Explore the relationship between EBP and community-oriented nursing.

Chapter 11 Using Health Education in the Community

1. Identify national health educational goals and use these to formulate an understanding of health education for individuals, groups, and populations in CH nursing.
2. Identify major concepts of selected learning theories and health behavior models used for health education and apply concepts to commonly encountered CH concerns
3. Discuss the community health nurse's responsibility for health education
4. Analyze the impact that health literacy and health communication have upon learning outcomes, behavioral change and teaching strategies for individuals and groups
5. Differentiate health education foci from each perspective of community health nursing.
6. Illustrate and apply the three domains of learning for adult learners in CH settings.
7. Employ the steps of the educational process to CHN teaching/learning situations

Required Assignments:

Chapter/pages 153-212

Major points:

See Lecture Outline

Evaluation of learning:

Exam
Clinical application and discussion

Module II

Objectives:

Chapter 12 Community Assessment and Evaluation: Advanced application of concepts in this chapter

1. Compare the concepts basic to community-oriented practice-community, community as client and partner, community health, community competence
2. Describe the six phases of community-focused nursing process from assessment to evaluation
3. Delineate specific tools and/or instruments utilized during the community assessment process

Chapter 13 Case Management

1. Describe the scope of practice, roles, and functions of a case manager.
2. Identify the relationship between advocacy and case management.

Chapter 14 Disaster Management

1. Analyze the role of the nurse in disaster preparedness, response and recovery
2. Describe the role of the nurse in individual/family, community and professional disaster preparedness.

Chapter 17 Working with Groups in the Community

1. Describe the role of the Community Health nurse when working with groups
2. Explain the role of groups in promoting individual and community health
3. Identify behaviors and characteristics of well functioning groups

Required Assignments:

Chapter/pages 213 - 272, 301 - 318

Note: We will not be covering chapters 15 and 16 because these concepts are a major focus of your Synthesis course.

Major points:

See Lecture Outline

Evaluation of learning:

Exam

Clinical application and discussion

Module II**Chapter 20 Health Risks Across the Life Span**

1. Discuss the leading causes of morbidity and mortality for infants, children, and adolescents.
2. Suggest health promotion and prevention activities that might decrease the morbidity and mortality of children.
3. Differentiate between the traditional and expanded scope of women's health.
4. Discuss major causes of morbidity and mortality for women.
5. Suggest appropriate health promotion and prevention activities that could reduce morbidity and mortality for women.
6. Discuss the impact of physical and psychosocial growth and development on the unique definition of health for men.
7. Identify the major causes of morbidity and mortality for men.
8. Suggest appropriate health promotion and prevention activities that could reduce morbidity and mortality for men.

9. Delineate appropriate health promotion and prevention activities that could reduce morbidity associated with aging.
10. Apply the Population Focused Nursing Process for each of these life span populations.

Required Assignments:
Chapter/pages 342-400

Major points:

See Lecture Outline

Note: We will not be covering chapters 18 and 19 because these concepts were taught in your Family course.

Evaluation of learning:

Exam

Clinical application and discussion

Module III

Chapter 21 Vulnerability and Vulnerable Populations

1. Define vulnerability and discuss the implications of vulnerability relative to the health of individuals and the community.
2. Examine ways public policies affect vulnerable populations and can reduce or increase health disparities in vulnerable population groups.
3. Examine individual and community factors that increase or reduce risk of health disparities
4. Describe strategies Community Health nurses can use to improve the health status and eliminate disparities of vulnerable populations.

Chapter 22 Rural Health and Migrant Health

1. Compare and contrast definitions of rural and urban applying each to residency as a continuum
2. Compare the health status of rural and urban populations
3. Analyze barriers and issues related to rural underserved populations and shortage areas
4. Define the term migrant farmworker.
5. Discuss common health problems and barriers to health care experienced by migrant farm workers and their families.

Chapter 23 Homelessness, Poverty, Mental Illness, and Teen Pregnancy

1. Describe the incidence, health impact and health improvement strategies for homeless populations.
2. Discuss the effects of poverty on the quality of life and health status of individuals, families, and communities.
3. Describe the current status of mental health care in the U.S., including availability of community based programs.
4. Explain the scope of teen pregnancy and the effect of teen pregnancy on the

baby, parents and their extended families.

Chapter 24 Alcohol, Tobacco, and other Drug Problems in the Community

1. Explain the role of the community health nurse in primary, secondary, and tertiary prevention of alcohol, tobacco, and drug abuse.
2. Discuss the relationship between mental health illness and alcohol, tobacco and other drugs

Chapter 25 Violence and Human Abuse

1. Discuss the scope of the problem of violence in American communities.
2. Discuss violence and human abuse as a global health issue
3. Analyze the role of the community health nurse in primary and secondary intervention and prevention of violence and abuse.

Chapter 26 Infectious Disease Prevention and Control

Chapter 27 HIV, Hepatitis, Tuberculosis, and Sexually Transmitted Diseases

1. Discuss the significance of communicable disease in human history and their current impact on society
2. Define and discuss emerging infectious disease and their current significance
3. Discuss the epidemiological triad and its relevance as a model to explain the development and transmission of communicable disease.
4. Discuss the prevention and control of communicable disease.
5. Discuss the significance of STD's in human population historically and culturally: as a biological entity and as a problem involving deep rooted attitudes and values
6. Describe the nurse's role in identification, treatment, and primary and secondary prevention of STD's.
7. Describe the clinical signs & symptoms of major STD's
8. Discuss the nurse's role in the treatment and prevention of an Avian flu epidemic
9. Examine the agents of modern day bioterrorism and the nurse's role in the event of a bioterrorist attack
10. Discuss the nurse's role in the treatment and prevention of tuberculosis in individuals and communities.
11. Discuss the nurse's role in prevention of Viral Hepatitis in individuals and communities
12. Discuss the nurse's role in the treatment and prevention of HIV in individuals and communities.

Required Assignments:

Chapter/pages 401-558

Major points:

See Lecture Outline

Evaluation of learning:

Exam

Clinical application and discussion

Module IV

Objectives:

Chapter 28

1. Define public health, public health nursing, and local roles
2. Describe examples of public health nursing roles and the educational preparation of nurses to fulfill the roles
3. Describe the educational requirements for community and public health advanced practice nurses and their potential practice arenas.
4. Distinguish among nursing leadership, management, and consultation.
5. Describe advanced practice nursing roles in the community setting

Chapter 29

1. Describe the role and practice setting of the Parish Nurse
2. List the educational preparation and qualifications of a Parish Nurse

Chapter 30

1. Describe the role, education, and practice of the Home Health nurse
2. Describe the role, educational requirements and practice of the Hospice nurse

Chapter 31

1. Describe the role, education, and practice of the School Nurse
2. Describe innovative approaches to the planning, organizing, and delivering of school health programs

Chapter 32

1. Describe the nursing role in occupational health
2. Use the epidemiologic model to explain work-health interactions
3. Examine workplace hazards and the use of the occupational health history to evaluate the effects of those hazards on the American workforce

Required Assignments:

Chapter/pages 559-631

Major points:

See Lecture Outline

Evaluation of learning:

Exam

Clinical application and discussion

Student Affirmation Form

_____ I agree to protect the privacy of faculty, peers, patients, and family members of patients by not inappropriately disclosing confidential information about faculty, peers, patients or their family members that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. In addition, I agree not to inappropriately disclose confidential information about any agency or institution that is disclosed to me in my capacity as a University of Texas at Tyler nursing student. I will adhere to HIPAA guidelines.

_____ I have/will read the syllabus of this nursing course I am taking this semester, and I understand the criteria established for grading my course work. I understand that my average on exams must be 75 or higher in order to attain a passing grade for the course.

_____ I agree that I will conduct myself in a manner that exhibits professional values and in accordance with the American Nurses Association (ANA) Code of Ethics for Nurses, the Texas Nurse Practice Act and UTT's Student Academic Dishonesty Policy.

_____ I will maintain and uphold the academic integrity policy of the College of Nursing and will not condone or participate in any activities of academic dishonesty including, but not limited to, plagiarism, cheating, stealing, or copying another's assigned work.

_____ I will not recreate any items or portions of any exam for my own use, or for use by others during my enrollment in the College of Nursing

_____ I will not accept or access any unauthorized information related to any exam administered during my enrollment in the College of Nursing.

_____ I will sign only my own papers and other documents and will not sign any other student's name to anything, including class rolls.

_____ I will not allow any other student access to any of my paperwork for the purpose of copying.

Student's Signature

Date

Student's Printed Name

NURS 4601 Community Health Nursing
Course

Approved: University of Texas System-Spring 1996
 Faculty Organization-Spring 1996
 Academic Affairs Committee: December 4, 2000
 Faculty Organization: December 8, 2000
 Revised: Fall 2000; May 2004, Summer 2005

AUDIO/VIDEO-RECORDING AGREEMENT

I have been given permission to record the following class, NURS 4601, Community Health Nursing.

I understand that, the recordings are for my personal studies only. I realize that lectures recorded may not be shared with other people without the written consent of the faculty member. I also understand that recorded lectures may not be used in any way against the faculty member, other lecturer, or students whose classroom comments are recorded as part of the class activity.

I am aware that the information contained in the recorded lectures is protected under federal copyright laws and may not be published or quoted without the expressed consent of the lecturer and without giving proper identity and credit to the lecturer. I agree to abide by these guidelines with regard to any lectures I record while enrolled as a student at The University of Texas at Tyler.

Due to the confidential nature of some course content, I agree to provide written documentation of the erasure of any recordings made during the current semester. Failure to return this written documentation to the faculty by the date of the final examination will result in a grade of "I" (Incomplete).

Print Name

Date

Signature of Student

Nurs 4601 Community Health Nursing
Course Number

I have erased all recordings made during this current semester in Nurs 4601

Signature of Student

Date