



**Community and Population Focused Nursing
RNBS 4601
Spring 2023**

Scheduled Class Days and Times: Web based

Instructor's Name: Angela Preston, MSN, RN, CNE

Office: Online and by appointment

Phone: 903.566.7320

Email: apreston@uttyler.edu

Office Hours: Tuesday 9AM – 12PM available via appointment to zoom or call (email to confirm prior)

*Best way to contact me is through email

Instructor's Name: Karen Walker, PhD, MBA, RN

Office: Online and by appointment

Phone: 903.566.7320

Email: kwalker@uttyler.edu

Office Hours: Tuesday 11AM - 2 PM available via appointment to zoom or call (email to confirm prior)

*Best way to contact me is through email

Course Description: This course introduces the RN to concepts of community health utilizing the population focused nursing process. Includes levels of disease prevention, principles of epidemiology, community assessment, environmental health, disaster preparedness, and professional nursing roles and interprofessional collaboration in various community settings. Emphasis is on health promotion, risk reduction, and disease management across the lifespan in selected community settings.

Prerequisites: Admission to the RN-BSN track. Successful completion of RNBS 3303 and RNBS 3312 and RNBS 3415 and RNBS 3333 and RNBS 4312 and RNBS 4631. Special permission required from the School of Nursing to take out of sequence.

Student Learning Outcomes:

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

1. **Professionalism:** Explore principles of public health science and population focused care as it relates to the role of the community health nurse.

2. **Patient-Centered Care:** Describe how to coordinate and plan evidence-based nursing interventions for communities based on the nursing process.
3. **Evidence-Based Practice (EBP):** Discuss research findings from evidence-based literature and research-based interventions to the practice of the community health nurse.
4. **Informatics & Technology:** Interpret data collected through technology and information systems to improve population health outcomes
5. **Quality Improvement:** Discuss basic knowledge of healthcare policy, finance, and regulatory environments that affect the health of diverse populations.
6. **Teamwork and Collaboration:** Explain the process of effective communication among healthcare professionals that reflects human caring for diverse populations through multidisciplinary collaborations.
7. **Wellness and Prevention:** Discuss the impact of the social determinants of health on diverse populations. Discuss prevention initiatives to improve health outcomes in the community.
8. **Leadership:** Examine community-based activities to promote advocacy, collaboration, and social justice.
9. **Safety:** Explain the importance of promoting quality and safe environments and their impact on communities and populations.
10. **Strengths:** Determine how Strengths (signature talent themes) influence the role of the nurse and clinical decision-making.

Required Textbooks and Readings:

RNBS 4601 Course Syllabus.

Stanhope, M., & Lancaster, J. (2022). *Foundations for Population Health in Community/Public Health Nursing* (6th Edition). St. Louis: Mosby. ISBN: 9780323776882

American Psychological Association. (2019). *Publication manual of the American Psychological Association*. (7th ed.). Washington, D.C.: Author. ISBN 978-1-4338-3216-1

Computer Requirements: Access to a current, working computer or laptop with internet access using Firefox or Chrome browser is required for this internet-based course. The Canvas learning system works best using Firefox or Chrome browsers. It is essential to have access to a reliable PC/laptop and internet access for this course.

Internet Instructions: Course modules are online in Canvas (see course calendar). UT Tyler online canvas courses use Java, JavaScript, browser plug-ins, helper application and cookies. Canvas works best using Chrome or Firefox browser. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course content. Lecture videos are optimally viewed in high definition.

- Adobe Reader allows you to view, save, and print Portable Document Format (PDF) files.

<http://get.adobe.com/reader/>

- Java Runtime Environment (JRE) allows you to use interactive tools on the web.
<http://www.java.com/en/download/>
- QuickTime allows users to play back audio and video files.
<http://www.apple.com/quicktime/download/>

Assignments and Weights/Percentage/Point Values

1. Syllabus Quiz	5%
2. APA Quiz	5%
3. Clinical Expectations Quiz	5%
4. Interactive Learning Activities	10%
5. Exams (3)	45%
6. Clinical Activities	30%

Grading Scale: Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

- A - 90-100
- B - 80-89
- C - 75-79
- D - 60-74
- F - Below 60

Final course grades less than 75 are not rounded up.

The combined weighted calculation of all course assignments, quizzes, exams, and clinical activities must be at least 75% in order to pass the course.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (<https://www.uttyler.edu/mopp/>), will not be tolerated. Consequences may include:

- reprimand
- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.
- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:
 - a reduced or failing grade on an assignment
 - a reduced or failing grade for the course
 - removal from the Nursing program
 - removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and missed clinical time is at the instructor's discretion.

Grade Replacement: Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

Graded Course Requirements Information:

Syllabus Quiz: Students will take a brief quiz over the syllabus which will be open during the first week of the course. No extensions are given without prior faculty approval for the quiz.

APA Quiz: Students will take a brief quiz over APA which will be open during the start of the course. The quiz will cover content from the APA resources included in the Start Here Module

and the APA Manual which is a required text for this course. No extensions are given without prior faculty approval for the quiz.

Clinical Expectations Quiz: Students will take a brief quiz over the clinical expectations for the course which will be open during the first week of the course. No extensions are given without prior faculty approval for the quiz.

Interactive Learning Activities: This grade will be comprised of the interactive activities included within each module.

Exams: There are three exams to be taken using Canvas throughout the semester. All exams in this course are online and are scheduled to be completed by a designated date and time. You are to take the exam alone but may use your books and/or notes. Exams will be available from 8:00 AM on Tuesday until 11:59 PM of the following Tuesday as posted in the course calendar. No extensions are given without prior faculty approval, or under extenuating circumstances per faculty discretion.

Clinical Activities: There are three major clinical activities that will be due throughout the course, including: The Windshield Survey, The Virtual Community Assessment, and The Disaster & Infectious Disease Preparedness Clinical Activity.

Windshield Survey: For Community Health Nurses to be able to knowledgeably plan services for a community, it is essential to know a specific community, identify health-related resources that may be helpful to members, and learn about gaps in services. A windshield survey is conducted from a car and provides a visual overview of a community. Conditions and trends in the community that could affect the health of the population are noted. This data provides background and context for working in the community or for conducting a community assessment. More thorough instructions will be available in *Canvas*.

Virtual Community Assessment: The purpose of this clinical activity is to conduct a virtual community assessment by using secondary assessment data to identify a priority health promotion intervention. As part of this activity, you will prepare a PowerPoint presentation to be submitted through the assignment link. More thorough instructions will be made available in *Canvas*.

Disaster & Infectious Disease Preparedness Clinical Activity: This clinical activity helps meet the clinical objective to utilize the teaching/learning process to provide appropriate educational support to patients, care providers, and the public and to help you understand the importance of being individually disaster prepared and aware of emerging infectious disease. This activity consists of viewing disaster and emerging infectious disease- related material and starting an individual disaster plan/kit. You will also write a journal over this experience. More instructions will be made available in *Canvas*.

Calendar of Topics, Readings, and Due Dates:

Course Schedule				
<i>Week #</i>	<i>Date</i>	<i>Class Topic</i>	<i>Readings</i>	<i>Assignments Due</i>
Week 1	M 1/9	Module 1: Factors Influencing Nursing in Community and Population Health	Stanhope & Lancaster textbook: Chapter 1, Chapter 3 (pg. 38-48, 51), Chapter 13 (pg. 245-248)	
	W 1/11	Welcome to the Course	Syllabus	Course Orientation Zoom Meeting
	R 1/12			Student Forms, Student Information
	F 1/13	<i>Course Census Deadline</i>		
Week 2	M 1/16	Module 2: Forces Affecting Nurses in Community and Population Healthcare Delivery	Stanhope & Lancaster textbook: Chapter 5, Chapter 7 (pg. 121-125), Chapter 8	
	T 1/17			Syllabus Quiz, Clinical Expectations Quiz, <i>Exam 1 Opens</i>
	S 1/22			Windshield Survey
Week 3	M 1/23	Module 3: Conceptual Frameworks Applied to Nursing Practice in the Community	Stanhope & Lancaster textbook: Chapter 10 (pg. 169-182), Chapter 14 (pg. 251-264 and Box 14.6 on pg. 268)	Labor Day Holiday
	T 1/24			APA Quiz, Exam 1 Closes
Week 4	M 1/30	Module 4: Issues and Approaches in Health Care Populations	Stanhope & Lancaster textbook: Chapter 13, Chapter 16, & Chapter 17	<i>Midterm Evaluation Opens</i>
	T 1/31	Midterm Check-in		Midterm Check-in Zoom Meeting, <i>Exam 2 Opens</i>

	S 2/5			Virtual Community Assessment
Week 5	M 2/6	Module 5: Issues and Approaches in Family and Individual Health Care	Stanhope & Lancaster textbook: Chapter 21 (pg. 359-370), Chapter 22	
	T 2/7			Exam 2 Closes, Midterm Evaluation Closes
Week 6	M 2/13	Module 6: Vulnerability: Predisposing Factors	Stanhope & Lancaster textbook: Chapter 23, Chapter 11	
	T 2/14			<i>Exam 3 Opens</i>
	F 2/17	<i>Course Withdrawal Deadline</i>		
	S 2/19			Disaster & Infectious Disease Preparedness
Week 7	M 2/20	Module 7: Nursing Practice in the Community: Roles and Functions	Stanhope & Lancaster textbook: Chapter 28	
	T 2/21			Interactive Learning Activities M1-M7, Exam 3 Closes , Clinical Activity Log
	F 2/25	End of 7-week Course		

UT Tyler School of Nursing Justice, Equity, Diversity and Inclusion Statement

The University of Texas at Tyler School of Nursing aspires to create, foster, and sustain a culture of justice, equity, diversity, and inclusion irrespective of one's identity. We value and embrace all backgrounds, experiences, and identities, realizing that no one group, person or perspective has all the answers. We are richer when our individual skills, knowledge, experiences, cultures, backgrounds, and identities are combined in an accepting community. We strive to ensure that every individual gets a fair and equal chance to participate and thrive in a nurturing environment where all feel a sense of belonging. We are committed to intentionally and deliberately creating a diverse community that instills a sense of equitable justice and belonging for everyone affiliated with our school.

School of Nursing Policies and Additional Information:

https://www.utt Tyler.edu/nursing/college/student_guide_and_policies.php

Student Resources and University Policies are provided in Canvas.