



**School of Nursing
NSG 460
Nursing of Communities: Community Health Focus (3 units)
Fall 2018**

Meeting days: Mondays & Wednesdays	Instructor: Monique Sawyer, DNP, RN, PMHNP-BC Assistant Professor Office: 619.849.2657 Cell: 619.548.5649 msawyer@pointloma.edu
Meeting times: M 0725-0920, W 0725-0820 (followed by NSG 450)	
Meeting location: LSCC 201	
Placement: Senior year	Office location and hours: LSCC Office #113. I will usually be in my office on M/W from 1030-1145 and 1345-1600 unless I am in a meeting. On Fridays I am usually in my office from 0900-1600. Please feel free to contact me by text, call or email. I will answer all forms of communication within 24 hours, except on weekends.
Final Exam: Wednesday, 12/12 @ 0730-1000	

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

SON Vision Statement

The School of Nursing at Point Loma Nazarene University embraces, as a covenant, the commitment to excellence within a dynamic Christian environment in which each one will engage in the sacred work of nursing. This sacred work involves symbolically removing one's shoes in service of others.

Take off your sandals for the place you are standing is holy ground. Exodus 3:5 NIV

SON Mission Statement

The School of Nursing at Point Loma Nazarene University exists to support the university Wesleyan mission and to provide an interdisciplinary learning program of excellence. Graduates of the SON are distinctly identified by grace, truth and holiness, serving others after the example of Christ, as they are sent to fulfill their calling as professional nurses.

So He got up from the meal, took off His outer clothing, and wrapped a towel around His waist. After that, He poured water into a basin and began to wash His disciple's feet, drying them with a towel that was wrapped around Him. John 13: 4-5 NIV

Now that I, your Lord and Teacher, have washed your feet, you also should wash one another's feet. I have set you an example that you should do as I have done for you. John 13: 14-15 NIV

Faculty reserves the right to make necessary schedule changes to this syllabus as the semester progresses.

Every attempt will be made to minimize the inconvenience to the student in the event of a change to the syllabus. Students will be notified of changes via Canvas announcement section, with accompanying email notification, in a timely manner.

COURSE DESCRIPTION

NSG 460 Nursing of Communities: Community Health Focus (3 units)

The focus is on the health of populations with emphasis on epidemiology, health promotion, health protection, disease prevention, health policy, health care delivery systems, and cultural competency. A community assessment and community teaching project is required.

Prerequisites: Senior standing in Nursing program and completion of Sociology 360
Concurrent: Nursing 461.

Note: A minimum grade of "C" must be achieved in all co-requisite courses in order to progress in the program.

PROGRAM & COURSE LEARNING OUTCOMES (PLOs & CLOs)

Upon completion of this program, students will be able to achieve

- Program Learning Outcomes (blue)
- Theory Course Learning Outcomes (apricot)
- Clinical Course Learning Outcomes (white)
- 2008 American Association of Colleges of Nursing: The Essentials of Baccalaureate Education (BSN Essentials)
- Public Health California Code of Regulations: Qualifications and Requirements (PHCCR)

School of Nursing Program Values & PLOs	NSG 460: Nursing of Communities: Community Health Focus
<p>I. INQUIRING Faithfully: Student will demonstrate knowledge, skill and behavior of the evidence-based practice of nursing which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.</p> <ul style="list-style-type: none"> A. Initiate dialogue regarding current practice to improve healthcare BSN Essentials II, III, IV, VI, IX B. Demonstrate use of evidence-based practices as an advocate for self and others BSN Essentials III, IV, VI, IX C. Promotes positive client outcomes using evidence-based data BSN Essentials II, III, IV, VI, IX D. Provide holistic care by considering all of the client needs (e.g. physical, psychosocial, spiritual, environmental) including family in a multicultural community BSN Essentials I, III, IV, VI, VII, VIII, IX E. Engage in self-care practices that facilitates optimal care of clients BSN Essentials I, V, VI, IX 	
<p>1. Examine global, national and local concepts of the public health model and theories of nursing PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L</p>	
<p>2. Utilize knowledge from previous nursing courses and public health science in providing care for community clients PLOs I.B, II.B, III.A, IV.A, V.B, V.C PHCCR 1491-4: A-L</p>	
<p>3. Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups PLOs I.D, II.B, III.C, V.C PHCCR 1491-4: A-L</p>	
<p>4. Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs PLOs I.A, I.D, II.C, III.D, V.B, V.C PHCCR 1491-4: A-L</p>	
<p>5. Discuss the ethical issues inherent in resource allocation strategies for community health and well-being PLOs I.D, II.C, III.C, V.C PHCCR 1491-4: A-L</p>	

School of Nursing Program Values & PLOs	NSG 460: Nursing of Communities: Community Health Focus
<p>II. CARING Faithfully: The student will embrace a calling to the ministry of compassionate care for all people in response to God’s grace, which aims to foster optimal health and bring comfort in suffering and death.</p> <ul style="list-style-type: none"> A. Demonstrate compassionate care to all people while mirroring Christ’s love for all BSN Essentials IV, VI, VII, IX 	

<p>B. Partner with the community to establish a trusting relationship BSN Essentials II.VI, VII, IX</p> <p>C. Demonstrate ethics and values consistent with the practice of professional nursing BSN Essentials V, VI, VII, VIII, IX</p>
<p>1. Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients PLOs I.D, II.A, III.A, IV.B, V.B PHCCR 1491-4: A-L</p>
<p>2. Examine strategies to empower community clients in all aspects of the healthcare process PLOs I.C, I.D, II.B, III.A, III.C, IV.B, V.C PHCCR 1491-4: A-L</p>
<p>3. Integrate ethical/legal standards of nursing practice into the community settings PLOs I.D, II.C, III.C, V., PHCCR 1491-4: A-L</p>

School of Nursing Program Values & PLOs	NSG 460: Nursing of Communities: Community Health Focus
<p>III. COMMUNICATING Faithfully: The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.</p> <p>A. Engage in active listening to promote therapeutic relationships BSN Essentials II, III, IV, VI, VII, IX</p> <p>B. Demonstrate effective verbal and nonverbal communication skills to provide patient care BSN Essentials II, III, IV, VI, VII, IX</p> <p>C. Dialogues with members of the healthcare team, including the patient to facilitate positive patient outcomes BSN Essentials II, III, IV, VI, VII, IX</p> <p>D. Advocate for patients/families and self BSN Essentials V, VI, VII</p> <p>E. Implements patient care while revering the diversity of patients, families and Communities BSN Essentials II, III, V, VI, VII, IX</p>	
<p>1. Assess teaching strategies that are appropriate and effective for individual clients, aggregates and communities PLOs I.B, I.C, II.B, III.B, IV.C, V.C PHCCR 1491-4: A-L</p>	
<p>2. Foster open communication among the healthcare team to improve client, family and public health outcomes PLOs I.D, II.A, III.A, IV.B, V.B PHCCR 1491-4: A-L</p>	
<p>3. Assess the health literacy of individuals, families, and groups served</p>	

PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
4. Advocate for clients to exercise their right to select, participate in, and evaluate health care PLOs I.B, I.C, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L
5. Collaborate with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations PLOs I.A, I.D, II.B, III.A, IV.B, V.A PHCCR 1491-4: A-L

School of Nursing Program Values & PLOs	NSG 460: Nursing of Communities: Community Health Focus
<p>IV. FOLLOWING Faithfully: Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. ANA Code of Ethics, the California Board of Registered Nursing, Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.</p> <p>A. Engage in a professional practice environment that promotes nursing excellence BSN Essentials I, III, IV, V, VI, VII, VIII, IX</p> <p>B. Provides patient care within the boundaries designated by regulatory agencies, professional practices and ethical standards of a Christian nurse BSN Essentials II, VI, VI, VII, VIII, IX</p> <p>C. Avail self of learning opportunities to initiate the life-long learning process BSN Essentials III, IV, V, VI, VII, VIII, IX</p>	
1. Model principles of integrity, respect and concern for the well-being of self, clients and colleagues PLOs I.D, I.E, II.A, III.D, V.A PHCCR 1491-4: A-L	
2. Promote public health through partnership with clients and agencies as a model of respect for the needs of others PLOs I.B, I.D, II.B, III.E, IV.B, V.C PHCCR 1491-4: A-L	
3. Appraise major issues shaping current public health nursing practice PLOs I.B, I.C, III.D, IV.A PHCCR 1491-4: A-L	
4. Critique the role and influence of context, culture, gender and development on interpersonal interaction and teaching PLOs I.C, I.D, II.C, II.D, III.C, IV.B, V.C PHCCR 1491-4: A-L	

School of Nursing Program Values & PLOs	NSG 460: Nursing of Communities: Community Health Focus
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V. LEADING Faithfully: The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life circumstances (e.g., illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self, so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, discernment.

- A. Provide graceful service through compassionate response to others’ needs
BSN Essentials II, IV, VI, VII, VIII, IX
- B. Demonstrate the principles of a servant leader as a reflection of Christ’s love
BSN Essentials II, IV, V, VI, VII, VIII, IX
- C. Exhibits patient advocacy that reflects sensitivity to diversity in a holistic manner.
BSN Essentials II, IV, V, VI, VII, VIII, IX

1. Analyze the influence of own value system related to the impact community client care
PLOs I.D, II.A, III.D, V.B
PHCCR 1491-4: A-L

2. Discriminate community resources for children and families as a function of service
PLOs I.C, II.B, III.E, IV.B, V.C
PHCCR 1491-4: A-L

3. Justify the role that leading faithfully has in community/public health nursing
PLOs I.D, I.E, II.B, III.C, V.A
PHCCR 1491-4: A-L

4. Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health
PLOs I.C, I.D, II.C, II.D, III.C, III.E, IV.B, V.C
PHCCR 1491-4: A-L

COURSE CONTENT OUTLINE (Topic Outline)

Module	Content	PHCCR 1491
1	Foundations of Public Health Nursing Introduction to public health Introduction to public health nursing Community assessment Nursing in the community Levels of prevention Social determinants of health	4A, 4C, 4D, 4G, 4H
2	Public Health Science of Disease Communicable diseases Epidemiology Sexually transmitted infections HIV	4B, 4C, 4E, 4G
3	Vulnerable Populations Homelessness	4A, 4B, 4C, 4D, 4F, 4G,

	Refugee health Family violence Gender & sexuality Family nursing	4H, 4J, 4K
4	The System of Healthcare US healthcare system Healthcare around the world Health policy & ethics Health education	4B, 4C, 4D, 4F, 4G, 4H, 4I, 4K
5	The World Around Us Environmental health Disaster preparedness Global health Chronic diseases & health disparities	4A, 4B, 4C, 4D, 4E, 4F, 4G, 4H, 4K, 4L

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Class attendance and participation is directly correlated to academic achievement. Therefore, it is expected that students will attend class and engage fully in each class

session. However, life does happen, and the reality is that you might have to miss class for an emergency operation, death in the family, or some other calamity. Therefore, you are allowed **2 absences** without penalty. ***For each absence above 2 absences you will lose 5 points from your course grade.*** This may not seem like a large amount, but it almost always results in a significant lowering of your grade according to the grading policy.

The only excused absence occurs when you miss class due to a college-sponsored activity (approved in writing by the Academic Dean). Excused absences for serious illness (hospitalization) and other calamities are up to the discretion of the professor. According to university policy, if the student is absent from more than 10 percent of class meetings (**3 classes**), the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent (**6 classes**), the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Undergraduate Academic Catalog.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map using the below link to view which states allow online (distance education) outside of California.

<https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures>

SCHOOL OF NURSING PROFESSIONAL STANDARDS

Students are required to adhere to professional standards while students at PLNU. The nursing department had developed these standards to provide clarification of expected professional behaviors.

1. Presenting yourself professionally in interactions with all persons
2. Behaving with honesty and ethics
3. Respectful communication techniques
4. Being proactive versus reactive
5. Accepting accountability for one's own actions
6. Being prepared and punctual

Additional Guidelines

Social networking sites are a great way to connect with many others. These sites can be used to your disadvantage and all persons are advised to employ professional standards on these sites. A general rule would be if what you have posted does not enhance your professional image then it probably needs to be reviewed.

Speaking negatively, relating stories or presenting a biased viewpoint about any class, instructor or other student that is not supportive of the individual involved and can be perceived as incivility. Disagreements are a part of life- but should be worked through in a private manner. Questioning the integrity of a persons' character is disrespectful. Each person is responsible and accountable for their words and actions.

Plagiarism or cheating in any class (nursing or non-nursing) will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor and/or Dean of the School of Nursing and may include assignment/class failure and possible dismissal from the program.

ELECTRONIC DEVICES POLICY

A student's classroom contribution is vital to the academic environment at Point Loma. Classroom contribution is more than just asking thoughtful questions, it also involves respectful attention to what others are saying. This is not only good because what is being said might be on a test, but it is also just a common courtesy. Although it does not need to be said to most college students, texting or playing on one's phone detracts from the classroom environment. ***In this class students are not permitted to use their laptop computers, cell phones, or ipods during class, unless instructed to do so by the professor.***

GRADING POLICIES

- **Grading Scale** to be used for all exams and final course grades:

93-100%	=	A
90 - 92%	=	A-
87 - 89%	=	B+
84 - 86%	=	B
81 - 83%	=	B-
78 - 80%	=	C+
*75 - 77%	=	C

73 - 74%	=	C-
71 - 72%	=	D+
68 - 70%	=	D
Below 68%	=	F

- All assigned course work must be completed to receive a final course grade and progress in the program.
- All assignments are to be submitted as specified by faculty, including assignments posted in *Canvas* or completed in practicum.
- In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on all tests. Grades/points will not be rounded. For example: 80.5% does not round to 81% resulting in a grade of C+ instead of a B-. A grade of less than a "C" (Below 75%) prohibits the student from continuing in the nursing program until the course is repeated with a satisfactory grade of \geq C.

- A grade of at least a “C” in each nursing theory, prerequisite, and/or co requisite course is required in order to progress to the next course or level. The nursing theory and related clinical courses must be taken concurrently and the student must receive a passing grade of “Credit” in the clinical course in order to progress to the next course or level.
- Throughout the curriculum (whether nursing or non-nursing) students may repeat one course. With the need for a second repeat of any nursing course the student will be dismissed from the nursing program.

COURSE-SPECIFIC POLICIES

- **Personal note:** *I am humbled and honored to be your instructor this semester. Please know that I am committed not only to your learning experience, but also to your personal wellbeing. I am here for you!*
- Class attendance and participation is vital to the learning process and success of the course; therefore, it is an expectation that all students will be present and participate in class discussion on a consistent basis. These discussions will be based on the assigned reading with integration of clinical examples from the student’s practice.
- All assignments are expected to be submitted by the due date posted in Canvas. However, life happens. If you need an extension, you must contact me before the assignment deadline and we will discuss an extension of the due date. Otherwise, late submissions are deducted 10% per day that they are late.

LEARNING STRATEGIES

Elements of team-based learning (TBL), lecture, reviewing materials online and in texts, class discussions, written reflections, case studies, student presentations, interactive group activities, exams, individual papers.

Team-Based Learning:

- This instructional strategy aims to help develop your workplace learning skills and will be done in a way that will hold teams accountable for using course content to make decisions that will be reported publically and subject to cross-team discussion/critique. You will be assigned to a team with approximately 5-7 members. Teams will be announced during the first 2 weeks of the term. The Team Learning Instructional Activity Sequence is repeated for each major instructional module topic.
- **Phase 1 – Preparation:** You will complete specified readings/activities for each module (see Canvas site for details).
- **Phase 2 – Readiness Assurance Test:** On the specified date of each module, you will be given a Readiness Assurance Test (RAT). The RAT test (10 multiple-choice questions) measures your comprehension of the assigned readings, and helps you learn the material needed to begin problem solving in phase 3. Once the test period is over, the instructor gives a short mini-lecture to clarify concepts that are not well understood as evidenced by the individual test scores. The purpose of phase 2 is to ensure that you and your teammates have sufficient foundational knowledge to

begin learning how to apply and use the course concepts in phase 3. RATs are closed book and based on the assigned readings/activities.

- **Individual RAT (iRAT):** You individually complete a multiple-choice test based on the readings. These tests use Scantron™ forms, so pencils are required. For those who require academic accommodations, please contact DRC and Course Instructor.
- **Team RAT (tRAT):** Following the iRAT, the same multiple-choice test is re-taken with your team. These tests use a “scratch and win” type answer cards known as an IF-AT. You negotiate with your teammates, and then scratch off the opaque coating hoping to reveal a star that indicates a correct answer. Your team is awarded full points for the question if you uncover the correct answer on the first scratch. Since this is group work, time will be allotted in class for the entire team to complete the tRAT. Please note that tRAT work and credit will be done in class with the team.
- **Appeals Process:** Once your team has completed the team test, your team has the opportunity to fill out an appeals form. The purpose of the appeals process is to allow your team to identify questions where you disagree with the question key or question wording or ambiguous information in the readings. Instructors will review the appeals outside of class time and report the outcome of your team appeal at the next class meeting. Only teams are allowed to appeal questions (no individual appeals). Only teams who appeal will gain extra points if granted.
- **Feedback and Mini-lecture:** Following the RATs and Appeal Process, the professor provides a short clarifying lecture on any difficult or troublesome concepts.
- **Phase 3 - In-Class Activities:** You and your team use the foundational knowledge, acquired in the first two phases to make decisions that will be reported publically and subject to cross-team discussion/critique. A variety of methods will be used to report your team’s decision at the end of each activity.

METHODS OF ASSESSMENT & EVALUATION

	Assignment	Number x Points	Total
TESTING	Exams	3 x 90	270
	ATI tests & remediation: pharmacology	See ATI policy below	50
	Team-based learning quizzes & peer evaluations	6 x 20	120
	ATI tests: community health	2 x 10	20
	Total Testing Points = 460		
NO N-	Health promotion project (group)	1 x 100	100
	Public health now! paper & presentation	1 x 70	70

	Glass Castle reflections	4 x 10	40
	LiveText portfolio	1 x 10	10
			Total Non-Testing Points = 220
Total Course Points = 680			

ASSESSMENT OF LEARNING OUTCOMES & STUDENT PORTFOLIO

The School of Nursing (SON) uses LIVETEXT to conduct ongoing program assessment. All required courses in the SON use LIVETEXT to assess and grade the Signature Assignment(s). For this course, the following document(s) MUST BE submitted to LIVETEXT™ for assessment and grading:

- Signature Assignments: *Public Health Now! Paper, Health Promotion Project*

Prior to the conclusion of each course, the student is required to update their LIVETEXT Portfolio. The portfolio demonstrates achievement of required program outcomes and supports professional development. For this course, the following document(s) MUST BE attached to the student's Professional Portfolio in the "Body of Work" section in LIVETEXT in order to pass the course.

Note: Simply submitting an assignment into LIVETEXT for assessment/grading is NOT sufficient. The documents listed below must be attached to the LIVETEXT Professional Portfolio in the designated course area in the "Body of Work":

- Signature Assignments: *Public Health Now! Paper, Health Promotion Project*

The student may also create a separate section either within the "Body of Work" or within the general Professional Portfolio to document additional activities that contribute to their professional development (jobs, clubs, awards, volunteer experience, required leadership attendance, etc.). However, these items are not required.

IMPORTANT: Failure to update your LIVETEXT Professional Portfolio with the required signature assignments for the course will result in withholding of the final course grade and will affect progression in the program until the LIVETEXT Professional Portfolio is updated appropriately.

REQUIRED TEXTS

Allender, J. A., Rector, C., & Warner, K. D. (2014). *Community and public health nursing: Promoting the public's health* (8th ed.). Philadelphia: Wolters Kluwer, Lippincott Williams & Wilkins.

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN: 978-1-4338-0561-5

Walls, J. (2005). *The glass castle*. New York: Scribner. ISBN: 978-0-7432-4753

PLNU SON ATI ASSESSMENT AND REVIEW POLICY

What does ATI offer?

- Assessment Technologies Institute (ATI) offers an assessment driven comprehensive review program designed to enhance student NCLEX® success.
- The comprehensive ATI review program offers multiple assessment and remediation activities. These include assessment indicators for academic success, critical thinking, and learning styles. Additionally, online tutorials, online practice tests, and proctored tests are provided and span major content areas in nursing. These ATI tools, in combination with the nursing program content, assist students to prepare effectively, helping to increase their confidence and familiarity with nursing content.
- ATI Orientation resources such as the ATI Plan can be accessed from “My ATI” tab. It is highly recommended that you spend time navigating through these orientation materials.

Review Modules/eBooks:

ATI provides Review Modules in eBook formats that include written and video materials in key content areas. Students are encouraged to use these modules to supplement course work and reading. Instructors may assign chapter reading either during a given course and/or as part of active learning/remediation following assessments.

Tutorials:

ATI offers unique Tutorials that are designed to teach nursing students how to think like a nurse, how to take a nursing assessment, and how to make sound clinical decisions. Nurse Logic is an excellent way to learn the basics of how nurses think and make decisions. Learning System offers practice tests in specific nursing content areas that allow student to apply the valuable learning tools from Nurse Logic. Features such as a Hint Button, a Talking Glossary, and a Critical Thinking Guide are embedded throughout the Learning System tests to help students gain an understanding of the content.

Assessments:

There are practice assessments available for students as well as standardized proctored assessments that may be scheduled during courses. These assessments will help the student to identify what they know as well as areas requiring remediation called Topics to Review.

Focused Reviews/Active Learning/Remediation:

Active Learning/Remediation is a process of reviewing content in an area that was not learned or not fully understood (as determined on an ATI assessment). Remediation tools are intended to help the student review important information to be successful in courses and on the NCLEX®. The student’s individual assessment report will contain a listing of the Topics to Review. It’s highly recommended to remediate using the Focused Review after completion of any practice/proctored tests, which contains links to ATI eBooks, media clips, and active learning templates.

The instructor has online access to detailed information about the timing and duration of time spent in assessments, focused reviews, and tutorials by each student. Students can provide documentation that required ATI work was completed using the “My Transcript”

feature under “My Results” of the ATI Student Home Page or by submitting written Remediation Templates as required.

Content Mastery Series: Pharmacology | Grading Rubric

(Using a combination of the practice and proctored assessments to achieve approximately 10% of the course grade)

Practice Assessment	
20 points (10 per practice test)	
<p>Practice assessment A = 5 points Remediation = 5 points</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Practice assessment B = 5 points Remediation = 5 points</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template



Standardized Proctored Assessment			
Level 3 = 20 points	Level 2 = 15 points	Level 1 = 5 points	Level 0 = 0 points
<p>Remediation = 10 points</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 10 points</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 10 points</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template 	<p>Remediation = 10 points</p> <ul style="list-style-type: none"> • For each topic missed, complete a handwritten active learning template
50/50 points	45/50 points	35/50 points	30/50 points
Proctored Assessment Retake*			
No Retake Required	No Retake Required	Retake Recommended 5 points given if Level 2 achieved	Retake Recommended 5 points given if Level 2 achieved

Student Acknowledgement: NSG 460

Initial all and sign below:

_____ I have received a copy of and have read and understand the SON ATI Assessment and Review Policy

_____ I understand that it is my responsibility to utilize all of the books, tutorials and online resources available from ATI, as designated by the SON.

Student printed name

Date

Student signature

REQUIRED LEARNING ACTIVITIES: Grading Rubrics

Grading Rubric: Public Health Now Paper & Presentation

TOTAL Points Possible = 70

Student Learning Outcome	Initial 0 points	Emerging 10 points	Developed 15 points	Highly Developed 20 points	Score
1. Appraise major issues shaping current public health nursing practice CLO IV.3		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Describes public health topic including (n=3): -Summary of topic from chosen article -Identification of the problem and its significance -Description of the population most affected or at-risk for this problem	
2. Examine strategies to empower community clients in all aspects of the healthcare process CLO II.2		Includes 1 of 3 criteria listed in "highly developed" column	Includes 2 of 3 criteria listed in "highly developed" column	Discusses public health implications of topic including (n=3): -Identification of specific public health essential service(s) to be applied to problem -Recommendation of interventions at 3 levels of prevention with examples for each level -Discussion of current strategies addressing topic/problem (i.e. new technologies, community based programs, federal programs, surveillance studies, education campaigns)	
Student Learning Outcome	Initial 4 points	Emerging 6 points	Developed 8 points	Highly Developed 10 points	Score
3. Demonstrate effective verbal and nonverbal communication skills to provide patient care PLO III.B	Includes <5 criteria listed in "highly developed" column	Includes 5 of 8 criteria listed in "highly developed" column	Includes 6-7 of 8 criteria listed in "highly developed" column	Written in a scholarly tone that includes (n=8): -No more than 3 pages in length (exclusive of title and reference pages) - Organized with an introduction, body, conclusion and necessary transitions -Contains less than 6	

				<p>grammar errors for the entire paper</p> <ul style="list-style-type: none"> -Contains less than 6 spelling and/or punctuation errors for the entire paper -Sentences written without fragments or run-ons -Paragraphs are neither short or long -Text written without bias (e.g. gender) or informality (e.g. first person) -At least 3 professional sources cited 	
<p>4. Demonstrate effective verbal and nonverbal communication skills to provide patient care PLO III.B</p>	Includes <7 criteria listed in “highly developed” column	Includes 7-8 of 12 criteria listed in “highly developed” column	Includes 9-10 of 12 criteria listed in “highly developed” column	<p>Formatting follows APA 6th edition including at least 11 of the 12 following:</p> <ul style="list-style-type: none"> -Title page -Font size & typeface -Running head -Page numbers -Margins -Spacing -Headings -Abbreviations -Professional language (no contractions, colloquialisms, clichés, slang, etc.) -Citations -Quotes (max = 1) -Reference page 	
<p>5. Foster open communication among the healthcare team to improve client, family and public health outcomes CLO III.2</p>	Includes <3 of 5 criteria listed in “highly developed” column	Includes 3 of 5 criteria listed in “highly developed” column	Includes 4 of 5 criteria listed in “highly developed” column	<p>Presents PH topic in a professional manner including (n=5):</p> <ul style="list-style-type: none"> -Discussion of problem/topic and its significance -3 recommendations for PH nursing practice that include PH essential service(s) -Professional attire -Eloquent & professional demeanor & language -Meets time limit 	

*See syllabus for course-specific policy related to late submission of assignments (i.e. 10% per day).

*Outcomes not addressed in the paper will not earn points.

TOTAL POINTS EARNED: /70

Grading Rubric: Health Promotion Project (Group)

TOTAL Points Possible = 100

Student Learning Outcome	Initial 5 points	Emerging 8 points	Developed 12 points	Highly Developed 15 points	Score
1. Collaborate with community partners to promote the health of individuals and families with the population	Includes 1 of 4 criteria listed in "highly developed" column	Includes 2 of 4 criteria listed in "highly developed" column	Includes 3 of 4 criteria listed in "highly developed" column	Thoroughly details the partnership with the community agency (n=4): -Rationale for selection of client group -Process to make contact with client group -Discussion of agency involvement -Clear description of topic/intervention	
2. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations	Includes <6 of 10 criteria listed in "highly developed" column	Includes 6-7 of 10 criteria listed in "highly developed" column	Includes 8-9 of 10 criteria listed in "highly developed" column	Describes detailed demographic & community information using the community assessment tool including (n=10): -Age/gender/ethnicity -Socioeconomic status -Educational background -Health knowledge -Environment -Social & family support -Other spiritual support systems -Healthcare access/barriers -Food quality/availability -Transportation	
3. Use epidemiological	Includes 1 of 3 criteria listed in "highly developed" column		Includes 2 of 3 criteria listed in "highly developed" column	Thoroughly details the literature review using	

data and the ecological perspective to identify health risks for a population	developed” column		developed” column	(n=3): -Local, state, & national data to support identified community problem (topic) -Professional sources (3-5) to support chosen approach to problem -Public health essential services (2) that are being used in implementation	
4. Assess teaching strategies that are appropriate and effective for individual clients, aggregates and communities	Includes 1 of 4 criteria listed in “highly developed” column	Includes 2 of 4 criteria listed in “highly developed” column	Includes 3 of 4 criteria listed in “highly developed” column	Describes intervention/education to promote health to specified client group including (n=4): -Clear description of plan -Connections to literature review -Connections to community assessment -Measurable outcome(s) to assess success of intervention	
Student Learning Outcome	Initial 4 points	Emerging 6 points	Developed 8 points	Highly Developed 10 points	Score
5. Demonstrate effective verbal and nonverbal communication skills to provide patient care	Includes <3 of 5 criteria listed in “highly developed” column	Includes 3 of 5 criteria listed in “highly developed” column	Includes 4 of 5 criteria listed in “highly developed” column	Poster represents accurate & scholarly work including (n=5): -Less than 3 grammatical errors -Less than 3 spelling errors -Visually appealing with judicious use of text & graphics -Citations in APA format, none missing -Reference section in APA format, none missing	
6. Foster open communication among the healthcare team to improve client, family and public health outcomes	Includes <2 of 4 criteria listed in “highly developed” column	Includes 2 of 4 criteria listed in “highly developed” column	Includes 3 of 4 criteria listed in “highly developed” column	Presents topic in a professional manner including (n=4): -Answers all questions accurately -Professional attire -Eloquent & professional demeanor & language -Meets time limit	
Student Learning Outcome	Initial 8 points	Emerging 12 points	Developed 16 points	Highly Developed 20 points	Score
7. Collaborate with other disciplines in	Includes <3 of 5 criteria listed in “highly	Includes 3 of 5 criteria listed in “highly	Includes 4 of 5 criteria listed in “highly	Health promotion product represents scholarly &	

<p>public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations</p>	<p>developed" column</p>	<p>developed" column</p>	<p>developed" column</p>	<p>meaningful work including (n=5):</p> <ul style="list-style-type: none"> -Less than 3 grammatical errors -Less than 3 spelling errors -Visually appealing with judicious use of text & graphics -Creative application of community assessment & literature review -Clearly fills health gap with chosen client group 	
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*See syllabus for course-specific policy related to late submission of assignments (i.e. 10% per day).
 *Outcomes not addressed in the paper will not earn points.

TOTAL POINTS EARNED: /100

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

August 28, 2018

TOPIC: Introduction to Public Health

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Understand the requirements for successful completion of the course
- Identify all due dates for projects and assignments
- Accept responsibility for own learning
- Describe the roles and responsibilities of public health
- Describe the 3 core functions and 10 essential services of public health

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- None

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

August 29, 2018

TOPIC: Introduction to Public Health Nursing

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Understand the trajectory from early PH nursing to current practice
- Name at least 4 different roles that PH nurses can fulfill in the community

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 2 pp. 31-43
- Fee & Bu, 2010

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

September 4, 2018

Clinical Orientation

TOPIC: Community Assessment & Nursing in the Community

Course Learning Outcomes:

- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Appraise major issues shaping current public health nursing practice
- Assess the health literacy of individuals, families, and groups served

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Assess his/her own community using the nursing process as it relates to community assessment
- Understand connections between teaching project assignment and community assessment/nursing process
- Be prepared for first clinical experience

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 15: pp. 479-492

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

September 5, 2018

TOPIC: Levels of Prevention

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Examine strategies to empower community clients in all aspects of the healthcare process
- Collaborate with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Differentiate among the three levels of prevention
- Discuss the two main components of community health practice: health promotion & disease prevention
- Identify 3 of the leading health indicators
- Develop a community action plan for an identified community problem, incorporating all three levels of prevention

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 1: pp. 13, 17-26

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

September 10, 2018

TOPIC: Social Determinants of Health

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health
- Analyze the influence of own value system related to the impact community client care

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Thoughtfully engage in reflective activity to assess values and personal background as it relates to social determinants of health
- Discuss various social determinants of health and identify ways that nurses can impact these determinants in the community
- Describe the “upstream approach” in healthcare
- Apply public health nursing concepts to case study

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- [Healthy People 2020: Social Determinants of Health](#)
- “A Dying Town” (Brown & Fischer, 2017)

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

September 17, 2018

TOPIC: Communicable Diseases

Course Learning Outcomes:

- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others
- Discriminate community resources for children and families as a function of service

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Analyze behaviors that place people at risk of contracting selected communicable diseases
- Describe the immune process and vaccines
- Discuss the PHN role in epidemics and outbreaks
- Describe reporting requirements for vaccine preventable diseases

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 14

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

September 19, 2018

TOPIC: Epidemiology

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Utilize knowledge from previous nursing courses and public health science in providing care for community clients
- Collaborate with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Discuss the science of epidemiology and its application to public health nursing
- Integrate the use of the epidemiologic triangle, population health ecologic model, and the natural history of disease in the promotion of population health
- Interpret the use of descriptive epidemiologic parameters and basic epidemiologic measures in global, national, and local community settings
- Describe issues and agents associated with foodborne illness and appropriate prevention measures

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 12

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

September 24, 2018

TOPIC: Sexually Transmitted Infections & HIV

Course Learning Outcomes:

- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others
- Collaborate with other disciplines in public health to develop, implement and evaluate models of interdisciplinary education to care for diverse populations
- Discriminate community resources for children and families as a function of service
- Examine strategies to empower community clients in all aspects of the healthcare process

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Analyze behaviors that place people at risk of contracting selected communicable diseases
- Incorporate understanding of STI and HIV transmission, signs and symptoms, surveillance and prevention into client education and health promotion
- Be prepared to utilize proper protocol for reporting STIs to the County
- Utilize County statistics to monitor trends of HIV, hepatitis and STIs in the County

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 14

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 1, 2018

TOPIC: Homelessness

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
- Foster open communication among the healthcare team to improve client, family and public health outcomes
- Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others

Student Learning Outcomes:

- Integrate knowledge about risk factors for schizophrenia in homeless clients into community practice and assessment
- Consider the Housing First Initiative as one of many approaches to homelessness
- Describe the social, political, cultural, and environmental factors that influence poverty
- Discuss the effects of poverty on the health and well-being of individuals, families, and communities
- Describe the social, political, cultural, and environmental factors that influence homelessness

Related Pre-Class Student Activities:

- Textbook chapters 32 & 33

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 3, 2018

TOPIC: Family Violence

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Appraise major issues shaping current public health nursing practice
- Examine strategies to empower community clients in all aspects of the healthcare process
- Foster open communication among the healthcare team to improve client, family and public health outcomes
- Discriminate community resources for children and families as a function of service

Student Learning Outcomes:

- Analyze primary preventive nursing interventions for community violence
- Examine at least three factors existing in most communities that influence violence and human abuse
- Identify indicators of potential child abuse
- Define the four general types of child abuse: neglect, physical, emotional, and sexual

Related Pre-Class Student Activities:

- Textbook chapter 38

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 8, 2018

TOPIC: Global & Refugee Health

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes:

- Describe 3 different health crises affecting other parts of the world currently
- Identify interventions to combat a global health problem within the 3 levels of prevention
- Identify potential health needs that asylum seekers (or refugees) are more likely to experience
- Distinguish between asylum seekers and refugees regarding pathway to citizenship and services offered

Related Pre-Class Student Activities:

- Textbook chapter 4
- World Health Organization website

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 10, 2018

TOPIC: Family Nursing

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Advocate for clients to exercise their right to select, participate in, and evaluate health care
- Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Appraise major issues shaping current public health nursing practice
- Critique the role and influence of context, culture, gender and development on interpersonal interaction and teaching
- Analyze the influence of own value system related to the impact community client care
- Examine strategies to empower community clients in all aspects of the healthcare process

Student Learning Outcomes:

- Evaluate how the functions & demographics of families in today's society impact health
- Identify characteristics of healthy families
- Assess personal beliefs and values that affect caring for individuals in atypical families
- Develop a nursing care plan for families living with dysfunction that incorporates concepts from family theories and nursing assessment tools

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 27
- "Jeez His Liver" case study

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 15, 2018

TOPIC: Gender & Sexuality

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Advocate for clients to exercise their right to select, participate in, and evaluate health care
- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Appraise major issues shaping current public health nursing practice
- Critique the role and influence of context, culture, gender and development on interpersonal interaction and teaching
- Analyze the influence of own value system related to the impact community client care
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Identify the differences between gender, sex, and sexual orientation
- Evaluate the health impacts of living with atypical gender, sex, or sexual orientation
- Assess personal beliefs and values that affect caring for individuals in this population

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Video & reading in Homework on “To Treat Me...”

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 17, 2018

TOPIC: US Healthcare System I

Course Learning Outcomes:

- Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Analyze the influence of own value system related to the impact community client care
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes:

- Evaluate the effectiveness of the current public health system in the United States
- Compare and contrast the economic and health-related implications of various healthcare systems around the world
- Assess one's own values as they relate to the national healthcare system

Related Pre-Class Student Activities:

- Textbook chapters 3 & 5

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 22, 2018

TOPIC: US Healthcare System II

Course Learning Outcomes:

- Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Analyze the influence of own value system related to the impact community client care
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes:

- Evaluate the effectiveness of the current public health system in the United States
- Compare and contrast the responsibilities of the federal, state, and local public health systems
- Synthesize the major aspects of the Affordable Care Act as it impacts nursing practice

Related Pre-Class Student Activities:

- Textbook chapters 3 & 5

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 24, 2018

TOPIC: Health Policy & Ethics

Course Learning Outcomes:

- Discuss the ethical issues inherent in resource allocation strategies for community health and well-being
- Appraise major issues shaping current public health nursing practice
- Integrate ethical/legal standards of nursing practice into the community settings
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes:

- Apply the four bioethical principles to case studies in public health
- Discuss ways that PHNs can advocate for equitable health care through policy development

Related Pre-Class Student Activities:

- Textbook chapters 3 & 5

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

October 29, 2018

TOPIC: Health Education

Course Learning Outcomes:

- Examine global, national and local concepts of the public health model and theories of nursing
- Examine strategies to empower community clients in all aspects of the healthcare process
- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Assess teaching strategies that are appropriate and effective for individual clients, aggregates and communities
- Assess the health literacy of individuals, families, and groups served
- Critique the role and influence of context, culture, gender and development on interpersonal interaction and teaching
- Analyze the influence of own value system related to the impact community client care

Student Learning Outcomes: Upon completion of the class session, the student will be able to:

- Reflect on personal beliefs and values as they relate to diverse and vulnerable populations
- Identify effective educator strategies
- Apply models of behavior change to case study
- Discuss strategies to manage learning barriers

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 16

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

November 5, 2018

TOPIC: Environmental Health

Course Learning Outcomes:

- Utilize the social and ecological determinants of health to work effectively with diverse individuals, families and groups
- Prioritize physiological and psychosocial (including spiritual) assessment data that impact disease process of community clients
- Integrate ethical/legal standards of nursing practice into the community settings
- Discriminate community resources for children and families as a function of service

Student Learning Outcomes:

- Explain the relationship between the environment and human health and disease
- Understand the key disciplines that inform nurses' work in environmental health
- Apply the nursing process to the practice of environmental health
- Describe 1-2 legislative and regulatory policies that have influenced the impact of the environment on health and disease patterns in communities
- Incorporate environmental principles into practice

Related Pre-Class Student Activities (i.e. readings, videos, etc.):

- Textbook chapter 10
- CDC: Fact sheet on blood lead levels in children
- IPREPARE card

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

November 7, 2018

TOPIC: Disaster Management

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Discriminate community resources for children and families as a function of service
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health

Student Learning Outcomes:

- Discuss the nurse's role in the prevention, preparedness, response, and recovery phases of disaster management
- Describe the National Response Plan and its relationship to the National Incident Management System
- Identify how the community and its partners work together to prevent, prepare for, respond to, and recover from disasters

Related Pre-Class Student Activities:

- Textbook chapter 23

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

November 12, 2018

TOPIC: Sharing Your Public Health Passion

Course Learning Outcomes:

- Examine strategies to empower community clients in all aspects of the healthcare process
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Foster open communication among the healthcare team to improve client, family and public health outcomes

Student Learning Outcomes:

- Describe the chosen public health topic, including the population most at-risk and the significance of the problem
- Discuss the public health implications of the topic, including the relevant public health essential services, 3 levels of prevention, and current strategies
- Present topic orally in a scholarly and professional manner

Related Pre-Class Student Activities:

- Individual study on chosen public health topic

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

November 14, 2018

TOPIC: Global Health

Course Learning Outcomes:

- Analyze diverse, cultural, ethnic and social backgrounds as sources of patient, family and community needs
- Demonstrate the concepts of equity and social justice in the context of health, health disparities, and the social determinants of health Model principles of integrity, respect and concern for the well-being of self, clients and colleagues
- Promote public health through partnership with clients and agencies as a model of respect for the needs of others
- Appraise major issues shaping current public health nursing practice

Student Learning Outcomes:

- Describe 3 different health crises affecting other parts of the world currently
- Identify interventions to combat a global health problem within the 3 levels of prevention

Related Pre-Class Student Activities:

- Textbook chapter 4
- World Health Organization website

NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS
NSG 460 – FALL 2018

November 28, 2018

TOPIC: Chronic Diseases & Health Disparities

Course Learning Outcomes:

- Examine strategies to empower community clients in all aspects of the healthcare process
- Appraise major issues shaping current public health nursing practice
- Examine global, national and local concepts of the public health model and theories of nursing
- Foster open communication among the healthcare team to improve client, family and public health outcomes

Student Learning Outcomes:

- Identify three health disparities present among diverse populations
- Connect social determinants of health to health disparities and chronic diseases
- Discuss ways that PHNs can advocate for health equity

Related Pre-Class Student Activities: