



Point Loma Nazarene University

School of Nursing

NSG 460: Nursing of Communities: Community Health Focus

3 semester units

Fall, 2015

<b>Meeting days:</b> M,W	<b>Instructor:</b> Judy Scott, PhD(c), RN, CRRN
<b>Meeting times:</b> M 7:30-9:20 W 7:30-8:20 followed by NSG 450	<b>Phone:</b> Office: 619-849-2422 Cell:619-884-7174
<b>Meeting location:</b> Liberty Station 203	<b>E-mail:</b> Judyscott@pointloma.edu
<b>Placement:</b> Senior year	<b>Office location and hours:</b> Liberty Station 102 Posted on M-W-F* *or by appointment, I respond to email appointment requests, but you may text my cell when you have an urgent issue
<b>Final Exam:</b> Wednesday, December 16, Room 203 Liberty Station	

### Welcome to Community Nursing

Community-oriented nursing practice involves you, the nurse, as either a generalist or a community health specialist, providing care through the process of community assessment and diagnosis to promote a healthy people, prevent and investigate diseases that occur, and provide care for all age groups in their home settings. Your practice setting may be in the acute care unit where you are employed, or in a far corner of the world where God plants you to improve the health of His people.

If you come away from this semester with a more holistic approach for caring for the health your patients in the context of their lives, you will have been successful. This course offers you a view into the lives of those who are from varied backgrounds, whether secure or on the street, healthy or managing multiple chronic diseases, families in crisis, refugees and immigrants, children in school and adults who are foreign to the U.S. health care system. This course will ask you to look at your values and beliefs when experiencing the lives of community members, as you reflect upon your clients' ways of living. Hopefully you will grow in care of self, and model this care for your peers, your colleagues and community clients.

### 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*

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### **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*

*Special Note* :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 eclass announcement section, with accompanying email notification, in a timely manner.

#### **NSG 460 (3) NURSING OF COMMUNITIES: COMMUNITY HEALTH FOCUS**

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 VALUES and COURSE LEARNING OUTOMES:** Upon completion of NSG 460 the student will meet the following outcomes:

**Inquiring Faithfully** –The 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.

**Course Learning Outcomes:**

- Utilize knowledge from previous nursing courses and public health science in providing care for community clients (PLO 1.1,1.2)
- Analyze diverse cultural, ethnic and social backgrounds as sources of patient, family and community needs (PLO 1.4)
- Incorporates population-centered nursing practice, education and research into care of clients throughout the lifespan (PLO 1.3)

**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.

**Course Learning Outcomes:**

- Models principles of integrity, respect and concern for the well-being of self, clients and colleagues (PLO 5.1, 5.2)
- Promotes public health through partnership with clients and agencies as a model of respect for the needs of others (PLO 5.1, 5.2)

**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.

**Course Learning Outcomes:**

- Foster open communication among the healthcare team to improve client family and public health outcomes (PLO 3.3, BSN essential VI4; QSEN teamwork and collaboration)
- Adapt teaching strategies that are appropriate and effective for individual clients, aggregates, and communities (PLO3:1,2)
- Advocates for clients to exercise their rights to select, participate and evaluate health care (PLO 3:4,5)

**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.

**Course Learning Outcomes-**

- Analyze influence of own value system related to the impact on patient care (PLO 5.1, 5.2)
- Discriminate community resources for adult patients as a function of service (PLO 5.3)

**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.

**Course Learning Outcomes:**

- Prioritizes physiological, and psychosocial (including spiritual) assessment data that impacts disease process of community clients (PLO 5.1)
- Examine strategies to empower community clients in all aspects of the healthcare process (PLO 5.2, 5.3)

Integrate ethical/legal standards of nursing practice into the community settings (PLO 5.3)

**COURSE CREDIT HOUR INFORMATION**

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 14 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

**COURSE TOPIC OUTLINE**

Introduction to Community Nursing	Legal and Ethical context in Public Health
Public Health Concepts-Core Values /Essential services	Health Education, Promotion, Risk Reduction and Harm Reduction
History of Public health Nursing	Transitional care
Community Resources	Epidemiology in Health and Illness
Community Assessment	Sexually Transmitted infections
Public Health Nursing and Home visiting	Child Health/Child Abuse/Child Welfare
U.S. Health System/Medicare/Medicaid/Cal	Older Adult health/Elder Abuse/Chronic Disease
Tuberculosis control	Health Policy
Global Health	Poverty, Homelessness and Vulnerable Populations
Genomics and Community Health	Family, adolescent and child health
	Disaster Management

## **LEARNING STRATEGIES**

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In this course, I will ask experts in the field of public health to present on their area of expertise as well as lecture on the topics above. This will require reading and preparation as well as the ability to adjust to speakers who practice in the field. I expect that you will listen attentively, ask questions, and integrate the assigned readings for my presentations as well as invited guests. The guest speakers will be speaking at an application level of the reading content, and may not explain concepts in the reading directly. Test questions from the presenters are included in homework, quizzes and exams. Asking questions for clarification from the guest presenters is a good method for integrating reading and presented materials.

I have designed the course to reach students with multiple learning styles including using active learning strategies: *Glass Castle* discussion, collaborative learning, debate, simulation, written scenarios, and media applications.

## **ATTENDANCE AND PARTICIPATION**

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Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the undergrad student catalog. Attendance for this class is counted for 25 points. Up to 5 points will be deducted per unexcused absence and >3 late arrivals. Late arrivals >5 will result in a loss of 10 points. Please notify me if you are absent by email.

## **INCOMPLETE AND LATE ASSIGNMENTS**

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All assignments are to be submitted per this syllabus and calendar, including eClass assignments. I expect that your assignments will be turned in on time (a minimum of 10% will be deducted for each day an assignment is late, unless prior arrangements have been made with me).

## **ACADEMIC DISHONESTY**

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Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

## **ACADEMIC ACCOMMODATIONS**

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While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the undergrad student catalog.

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### FERPA POLICY

In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (Note: each faculty member should choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

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### EXAMINATION POLICY

Examinations may be deferred due only to illness or because of other equally valid conditions over which the student has no control. Extenuating circumstances will be determined by the faculty of record.

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.

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### USE OF TECHNOLOGY

Point Loma Nazarene University encourages the use of technology for learning, communication, and collaboration. The use of technology during class will be determined at the discretion of the faculty.

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## SCHOOL OF NURSING

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### 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.

The use of Laptops, cell phones and other electronic devices is at the discretion of the course instructor. Generally it is considered inappropriate to use any device for alternate uses not related to the class being taught. Cell phones should be kept on vibrate or silent during class times unless arrangements have previously been made.

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 as a pre-nursing or nursing major will have consequences within the School of Nursing. Disciplinary action will be at the discretion of the instructor, the guidance of the Dean of the School of Nursing, and SON handbook and may include assignment/class failure and possible dismissal from the program.

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**SCHOOL OF NURSING – GRADING POLICIES**

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**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%	=	<u>C - Must have minimum of 75% to progress in the program</u>
73 – 74%	=	C-
71 – 72%	=	D+
68 – 70%	=	D
Below 68%	=	F

- ❖ The Professor of Record has the authority to determine the schedule and re-scheduling of examinations
- ❖ All assigned course work must be completed to receive a final course grade
- ❖ In order to receive a passing grade in the course, the student must achieve a cumulative average of 75% on tests and quizzes. 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 pre-nursing or nursing) students may repeat one pre-requisite or nursing course. With the need for a second repeat of any pre-requisite or nursing course the student will be dismissed from the nursing program.

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## REQUIRED TEXTS & RECOMMENDED STUDY RESOURCES

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### REQUIRED TEXTS:

- American Psychological Association (2009). *Publication manual of the American Psychological Association (6th ed.)*. Washington, D.C.: American Psychological Association. (ISBN # 1-55798-790-4)
- Stanhope, M. & Lancaster, J. (2012). *Public health nursing: Population-centered health care in the community (8th ed)*. Mosby Elsevier, Canada. (ISBN# 978-0-323-08001-9).
- Walls, J. (2005). *The Glass Castle*. New York: Scribner. ISBN: 978-0-7432-4753

### RECOMMENDED TEXTS:

- Heymann, D. L. (Ed.) (2008). *Control of communicable diseases manual, (19th ed.)*. Washington D.C.: American Public Health Association. (updates can be found at <https://secure.apha.org/source/orders/index.cfm>) ISBN # 978-08755-31892.
- Kaakinen, J., Gedaly-Duff, V., Coehlo, D., and Hanson, S. (2010). *Family health care nursing, (5<sup>th</sup> edition)*. F. A. Davis Company, Philadelphia. ISBN# (978-0-8036-2166-4).
- Kidder, T. (2003). *Mountains beyond mountains*. Random House Trade Paperbacks, New York. (ISBN# 0-8129-7301-1).
- Steingraber, S. (2010). *Living downstream: An ecologist's personal investigation of cancer and the environment (2<sup>nd</sup> edition)*. Da Capo Press, Philadelphia. ISBN# (978-0-306-81869-1).

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## TOPIC: REQUIRED LEARNING ACTIVITIES & DUE DATES

### **Examinations and ATI secured testing:**

#### **Examinations:**

- ❖ There will be midterm and a final. Group exam reviews follow the midterm only. Group review is required. Missing the group review will cause a grade loss, ex. A becomes A-
- ❖ There will be 5 online Canvas quizzes
- ❖ There will be 10 homeworks that are to be handed in on the day of class at 7:30
- ❖ Non-proctored ATI testing will provide baseline evaluation: (12.5 +12.5) 2 practice test
- ❖ Exams will cover material in the readings as well as lectures, power points, guest speaker content, films, group work and class activities.
- ❖ The midterm exam will consist of 50 multiple choice plus alternative NCLEX type questions, fill in the blank and essay questions.
- ❖ The final examination will consist of 50 multiple choice plus alternative NCLEX type questions, fill in the blank and essay questions.



- Midterm Exam: Monday, October 26, 2015
- Final Exam: TBA week of December 14, 2015
- ❖ ATI proctored testing: December 7, Hughes and Main Labs 0730-0920, both 450&460
  - The ATI Test for community health will be 2 times for practice as non-proctored tests, (to serve as a baseline), and a proctored exam at the end of the semester to assess your learning progress and understanding of community health
  - The ATI resource manual should be used to improve your proctored score
  - Students will take the unsecured tests by the due dates, and hand in the scores in class. The score ( $12.5 + 12.5 = 25$ ) on the non-proctored test will be counted in the course grade
- ❖ Points will be assigned to the proctored ATI exam and will be based on the cut point score
  - Results Level 3: 50 points
  - Results Level 2: 45 points
  - Results Level 1: 40 points
  - Results below level 1: 20 points

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**Quizzes:**

- ❖ Students will submit the 5 online quizzes to Canvas by the calendar dates posted. The purpose of the quizzes is to cement your learning in class plus review pharmacology concepts for common community chronic diseases and health problems.
- ❖ Quizzes cannot be made up if the student misses the required due date. Any problems with the Canvas format while taking the quiz should be addressed immediately.

**Reading assignments**

- ❖ Students are expected to prepare class materials and read assignments prior to class each day, spending 60-90 minutes reading assigned materials in preparation for class discussion and group activities
- ❖ Reading assignments include the Stanhope text and any other journal articles, readings, or media assignments that are posted.
- ❖ Assignments are included in the syllabus and in Canvas with each description of the student learning outcomes for each class

### Assignment Due Dates

*All assignments will be submitted to the appropriate Canvas Folder. The student is responsible to see that the documents are in Word format: Save your document as Smith, John Windshield survey. Students will attach the appropriate grading rubric to all written assignments.*

Due Date	
Homework/Quizzes	Mondays, hand in @beginning of class, see calendar for dates total #10
Sept.14 /Oct. 12	Non-proctored ATI (Homework #1, Homework #5)
Sept 30	Special topic paper choice is due in Canvas
Oct 19	Community Assessment class meeting results posted in Canvas (1member posting for group)
October 26	Midterm exam
November 16	Community teaching presentations due in Canvas
November 16/18	Community teaching presentations in class
November 30	Special topics paper Due
TBA	IDEA evaluation Due

### METHODS OF EVALUATION:

All evaluation is based on achievement of stated course student outcomes. Evaluation tools include test/quizzes, assigned written work, and presentations. Student evaluation of the course and of faculty is scheduled toward the end of the semester. The course grade is based upon work in the following areas:

Exam requirement	Points
Homework/Discussions/Quizzes:10points each	100
Midterm exam	100
Final exam	100
Non-proctored ATI (12.5x2=25)	25
Proctored ATI	50 (see scale for point levels- p8)
	<b>Total possible 375</b>

\*Per SON standard: 75% (cumulative) or 282 points required in this category to pass this course

Group and individual assignments	Points
Community assessment tool, proposal & Literature review	100
Community teaching project/group Part 2: Class presentation: Paper and teaching materials (see rubric)	50
Special Topics Paper	85
Total	235
Course total possible	610

**Note: !!!!! 5 points** will be deducted from papers that are not submitted properly: (Grumpy, Happy, Doc, Sleepy students Community paper)

**COMMUNITY PROJECT INSTRUCTIONS:** APPLYING THE NURSING PROCESS TO POPULATION GROUPS - a group Project

*Each student will apply the principles of group process to work in a group of 3-4 members applying the nursing process to a selected community and target population to address a population's health need.*

**METHOD:**

***PART I: COMMUNITY PROPOSAL PAPER:***

Complete and post in Canvas: Develop a **Community Proposal Paper** to include:

- ❖ Targeted community selected by group with faculty input and approval
- ❖ Probable at risk population selected by group with faculty input and approval
- ❖ Probable choice of health need or problem related to community assessment
- ❖ Uses appropriate resource to complete the community assessment tool in writing the literature review about the selected population. The community assessment tool supports the rationale for choosing the population .
- ❖ Include a review of the literature in less than 6 pages, which incorporates the community assessment tool and summarizes 4 relevant, current (less than 3 years) journal articles from the literature that discusses aspects of the health problem, the chosen population, and why the group should address the problem. (APA formatted)
- ❖ Teaching strategies should be part of the review of the literature, answering the question, “what will work, what is out there now, and why are we choosing this approach?”

***PART 2: COMMUNITY TEACHING PRESENTATION/ TEACHING PLAN***

Collaborate with peers to develop the teaching project developed in part I, and present in class. The teaching project should be completed before Thanksgiving, preferably prior to class presentation, depending on opportunity in the community agency, type of project chosen, and resources available. However, the class presentation will be a thorough plan for the teaching plan, including appropriate teaching materials. All resources for the project must be developed, and attached as appendices to the teaching project. The teaching presentation & plan may be presented as a PP, a PREZI, a video, or as an live classroom event.

- ❖ Present the relevant summary analysis of the community assessment
- ❖ Provide a clear summary of the health problem supported by the literature, and the plan to address, including expected and future outcomes
- ❖ Describe the appropriate teaching environment: what, where, when and how?
- ❖ Discuss collaboration with community agencies to implement the teaching project
- ❖ Explain proposed teaching strategies and teaching aids. Effective creativity encouraged (media, teaching strategies) to supplement or replace traditional power point. It is important to look up and use evidenced-based teaching materials if they are available.
- ❖ Describes measurable learner outcomes, and predict future learner needs
- ❖ Posts copies of teaching materials in Canvas and an updated list of literature review sources

[Date]

# Teaching Project Meeting Notes

[Scribe Name]

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Attending:

- 1.
- 2.
- 3.
- 4.
- 5.

Agenda: Teaching Project:

Suggested Teaching projects: name of person suggesting and the topic	Summary
Agency contacts	
Steps to implementation	
Timeline	
Division of labor	

## Summary:

## Next Steps:

Action	Who	Due

At **any** meeting where decisions are made—official or ad hoc—please complete a Meeting Minutes template. The main purpose of the Meeting Minutes template is to ensure consistent and efficient communication among group members.

Here's how the Meeting Minutes template works:

- Assign a Scribe for the meeting. The Scribe's job is to twofold:
  - Document key points from the meeting in the "Summary" section. What policies or practices did the group agree to? What topics were discussed and what was said? The Scribe does not need to give a complete blow-by-blow summary of the meeting. The goal is for the Scribe to distill the meeting down to a few main points.
  - List under "Next Steps" what actions needs to be taken as a result of the meeting, who will perform the actions, and by when will the person(s) responsible follow that action.
- The bracketed portions on the template are where the Scribe should customize the main header.
  - Replace [Meeting Name] with the particular topic under discussion.
  - Replace [Scribe] with the Scribe's name.
  - Replace [Date] with the date of the meeting.
- The Scribe posts a completed Meeting Minutes template to the group's wiki or emails it to members **within 24 hours** of the meeting. It is important to post the notes with the next steps as quickly as possible so that group members can verify their responsibilities as needed.

**PART I: GRADING RUBRIC: COMMUNITY PROPOSAL** (submitted in Canvas by **one** group member)

(Total Points Possible = 100) Complete and post: Develop a group written paper: **Community Proposal, including a summary of the community assessment, and a literature review**, based on your findings and with advisement of faculty:

**!!!! Please note that 5 points will be deducted from papers that are not submitted with all namey: (Grumpy Dog, Happy Cat, Doc Dwarf, Sleepy Student Community Proposal)**

<b>Outcomes</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
Probable at risk population selected by group with faculty input and approval on the due date	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>
Proposes an ‘at risk’ population. Uses data from the community assessment data tool to support this decision.	Introduces topic using community without connection to assessment data, observations. Unsupported by references.  <b>(8 pts)</b>	Introduces topic using community assessment data, observations without input from community members in one paragraph clearly identifying at least 1 or more points describing choice and relevance of this teaching need, supported by references  <b>(12 pts)</b>	Introduces topic succinctly, using community assessment data, observations and input from community members in one paragraph clearly identifying at least 2 or more points describing choice and relevance of this teaching need, supported by references  <b>(18 pts)</b>	Introduces topic succinctly, using community assessment data, observations and input from community members in one paragraph clearly identifying at least 3 or more points describing choice and relevance of this teaching need, supported by references  <b>(20 pts)</b>
Uses the completed community assessment tool, and summarizes in a narrative form. Uses local, state and national data to support decisions	Does not connect the topic to the assessment data, or does not use narrative form	Provided superficial or minimal description of elements, or does not use narrative form	Connects the community assessment to the target population with moderately detailed description of elements in narrative form	Connects the community assessment to the target population with rich, detailed description of elements in narrative form

	<b>(8 pts)</b>	<b>(12 pts)</b>	<b>(18 pts)</b>	<b>(20 pts)</b>
Identifies a local agency or agencies to partner with based on this data.	Agency is not appropriate for the teaching project, or there is nothing written suggesting a partnership <b>(8 pts)</b>	Partnership is proposed but steps are not clear at this time, partnership may not be appropriate for the teaching project <b>(12 pts)</b>	Details initial steps of the partnership with the community agency, including steps taken, or proposed steps <b>(18 pts)</b>	Thoroughly details the partnership with the community agency, including steps taken, or proposed steps <b>(20 pts)</b>
Teaching plan ideas: Proposes strategies for the teaching presentation based on the chosen population characteristics and the literature	identifying at least 3 or more points describing choice and relevance of this teaching need, supported by references <b>(7 pts)</b>	identifying at least 3 or more points describing choice and relevance of this teaching need, supported by references <b>(8 pts)</b>	identifying at least 3 or more points describing choice and relevance of this teaching need, supported by references <b>(9 pts)</b>	Suggests three identifying at least 3 or more points describing choice and relevance of this teaching need, supported by references <b>(10 pts)</b>
Literature review. At least 5 peer reviewed <u>professional nursing and/or health discipline related journal</u> articles outside of the textbook, documenting or discussing some aspect of the health need or problem and the ‘at risk’ population, or the teaching approach in APA 6 <sup>th</sup> edition format.	Selected three current ( $\leq 3$ years) articles/books from professional library stacks and/or professional electronic library databases. Sources may not clearly support the teaching need. APA format 6 <sup>th</sup> edition is followed with >2 errors	Selected three current ( $\leq 3$ years) articles/books from professional library stacks and/or professional electronic library databases. Sources may not clearly support the teaching need. APA format 6 <sup>th</sup> edition is followed with 2 errors	Selected a minimum of 4 current ( $\leq 3$ years) articles/books from professional library stacks and/or professional electronic library databases APA format 6 <sup>th</sup> edition is followed with 1 error	Selected a minimum of 5 current ( $\leq 3$ years) articles/books from professional library stacks and/or professional electronic library databases APA format 6 <sup>th</sup> edition is followed correctly



	<b>(8 pts)</b>	<b>(12 pts)</b>	<b>(18 pts)</b>	<b>20 pts)</b>
<i>Total Points Earned</i>				<b>/100</b>

**PART I: COMMUNITY ASSESSMENT TOOL**

**Community Assessment- NSG 460**

Describe findings briefly <b>PLACE</b>	Describe findings briefly <b>PEOPLE</b>	Describe findings briefly <b>FUNCTIONS/STRUCTURE</b>
<ul style="list-style-type: none"> <li>A. Community Boundaries</li> <li>B. Climate</li> <li>C. Flora and Fauna</li> <li>D. Terrain</li> <li>E. Water Supply</li> <li>F. Food Supply</li> <li>G. Air Quality</li> <li>H. Toxic Waste</li> <li>I. Animal/Pest Control</li> <li>J. Housing (describe)</li> <li>K. Modes of Transportation</li> </ul>	<ul style="list-style-type: none"> <li>A. Population Density</li> <li>B. Sex Ratio</li> <li>C. Age Distribution</li> <li>D. Race &amp;/or Ethnic Distribution</li> <li>E. Fertility Rate</li> <li>F. Unemployment Rate</li> <li>G. Mobility of Residents (How often people move)</li> <li>H. Socioeconomic Status                             <ul style="list-style-type: none"> <li>1. Educational Level                                     <ul style="list-style-type: none"> <li>a. college</li> <li>b. high school</li> </ul> </li> <li>2. Income Distribution</li> <li>3. Occupation                                     <ul style="list-style-type: none"> <li>a. professional</li> <li>b. white collar</li> <li>c. blue collar</li> <li>d. military</li> <li>e. manual laborer</li> <li>f. migrant/field worker</li> </ul> </li> </ul> </li> <li>I. Predominant Family Size</li> <li>J. Infant Mortality Rate</li> <li>K. Crude Death Rate</li> <li>L. Morbidity Rate for selected health problem                             <ul style="list-style-type: none"> <li>1. Prevalence Rate</li> <li>2. Incidence Rate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>A. Safety System                             <ul style="list-style-type: none"> <li>1. Fire-fighting</li> <li>2. Police</li> <li>3. Trauma/Hospital</li> <li>4. Disaster</li> </ul> </li> <li>B. Educational System                             <ul style="list-style-type: none"> <li>1. Public schools</li> <li>2. Private schools</li> <li>3. Preschools</li> <li>4. Special Education</li> <li>5. Libraries</li> </ul> </li> <li>C. Economic System                             <ul style="list-style-type: none"> <li>1. Major Industries</li> <li>2. Major Occupations</li> <li>3. Median Income</li> <li>4. Welfare Recipients</li> <li>5. Homeless Population</li> </ul> </li> <li>D. Political System                             <ul style="list-style-type: none"> <li>1. Elected Officials</li> <li>2. Mechanisms for community decision-making</li> <li>3. Legal Resources</li> </ul> </li> <li>E. Family System                             <ul style="list-style-type: none"> <li>1. Usual Family Structure</li> <li>2. Family Size</li> <li>3. Cultural Influences</li> </ul> </li> <li>F. Recreational System                             <ul style="list-style-type: none"> <li>1. Leisure Activities (frequently done)</li> <li>2. Organized Activities (available)</li> </ul> </li> <li>G. Religious System                             <ul style="list-style-type: none"> <li>1. Facilities Available</li> <li>2. Predominant Affiliations</li> </ul> </li> <li>H. Communication System                             <ul style="list-style-type: none"> <li>1. Sources of News or Community Information</li> <li>2. Predominant Languages Used</li> </ul> </li> </ul>

		<ul style="list-style-type: none"><li>3. Predominant Meeting Places<ul style="list-style-type: none"><li>I. Health Care System<ul style="list-style-type: none"><li>1. Preventive Health Care Resources</li><li>2. Cultural Health Care Resources</li><li>3. Medical Treatment Resources</li><li>4. Long Term or Rehabilitation Resources</li><li>5. Use of Health Care Resources</li></ul></li></ul></li></ul>
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**PART 2 GRADING RUBRIC: COMMUNITY ASSESSMENT PRESENTATION& TEACHING PLAN**

(Total Points Possible = 100)

<b>Outcomes</b>	<b>Initial</b>	<b>Emerging</b>	<b>Developed</b>	<b>Highly Developed</b>
Delineates the learning need in a specific population at risk as determined from the community assessment and with support of current and relevant literature and research articles	Health need or problem supported with <3 or less relevant or out of date literature research articles  <b>(5 pts)</b>	Health need or problem supported with 4 or fewer relevant or out of date literature research articles <b>(6 pts)</b>	Health need or problem supported with 4 or more current (within 3 years) relevant literature research articles <b>(8 pts)</b>	Health need or problem supported with 5 or more current (within 3 years) relevant literature research articles <b>(10 pts)</b>
Presents the actual or proposed collaboration with the community-based group/agency(s) to plan a teaching/learning experience for/with members of their population.	< 2 collaboration aspects for choice, fit, and/or communication with Community-based group/agency(s) presented <b>(5 pts)</b>	At least 2 collaboration aspects for choice, fit, and/or communication with Community-based group/agency(s) presented <b>(6 pts)</b>	At least 3 collaboration aspects for choice, fit, and/or communication with Community-based group/agency(s) presented <b>(8 pts)</b>	4 collaboration aspects for choice, fit, and/or communication with Community-based group/agency(s) presented <b>(10 pts)</b>
Posts as an Appendix in Canvas <b>and presents</b> the lesson plan for the teaching session. Include measurable learning outcomes, teaching strategies, teaching materials and samples of handouts, evaluation modality, and	Post and discusses incomplete teaching strategies without presenting measurable outcome or evaluations. Materials may not be culturally and literacy level appropriate <b>(8 pts)</b>	Posts and discusses learning outcomes, teaching strategies, teaching materials, class handouts, and evaluation method. Materials may or may not be culturally and literacy level appropriate	Posts and discusses measurable learning outcomes, teaching strategies, teaching materials, class handouts, and evaluation method. Materials may or may not be are culturally and literacy level	Posts and discusses measurable learning outcomes, teaching strategies, teaching materials, class handouts, and evaluation method. Materials are culturally and literacy level appropriate

description of teaching environment.		<b>(10 pts)</b>	appropriate <b>(12 pts)</b>	<b>(15 pts)</b>
Describe continued/future learning needs for the identified population at risk.	Current and future learning needs are not addressed  <b>(2 points)</b>	At least 1 present and future learning need for the identified population at risk described. <b>(3 pts)</b>	At least 2 present and future learning needs for the identified population at risk described <b>(4 pts)</b>	3 or more present and future learning needs for the identified population at risk described <b>(5 pts)</b>
All group members engage in a creative presentation	Creativity was not demonstrated, or , with engagement or no engagement was demonstrated with group members <b>(2 pts)</b>	Creativity was minimally demonstrated, with engagement by 1-2 group members <b>(3 pts)</b>	Creativity was demonstrated, with engagement of all group members <b>(5 pts)</b>	Creativity clearly demonstrated, with engagement by all group members <b>(5 pts)</b>
All group members post a self and peer evaluation of the group process	<b>(5pts)</b>	<b>(5pts)</b>	<b>(5pts)</b>	<b>(5pts)</b>
<i>Total Points:</i>				<b>/50 pts</b>

**Special Community Health Topic paper (85 points):** The purpose this paper is to allow the student to explore an interest area in community health that may be related to teaching projects or any area of nursing that has a community aspect that would be of interest. This is not a position paper!!!

**Grading Rubric: Community Health Special Topic Paper (Total Points Possible = 85)**

Upon submission of this learning activity, the student will

Outcomes	Initial 13/7 points	Emerging 18/8 points	Developing 22/9 points	Highly Developed 25/10
Employ professional methods to identify/research a topic (i.e. community health topic) <b>25 points possible</b>	Does not obtain approval by the due date, or chooses alternative topic without approval. Selected $\leq 2$ current ( $\leq 5$ years) articles/books from professional library stacks and/or professional electronic library databases. Relays information in $< 3$ or $> 5$ pages, exclusive of title and reference page.	Submits chosen topic event via Canvas and obtained approval by the due date. Selected three current ( $\leq 5$ years) articles/books from professional library stacks and/or professional electronic library databases. Relays information in $< 3$ or $> 5$ pages, exclusive of title and reference page.	Submits chosen topic via Canvas and obtained approval by the due date. Selected a minimum of four current ( $\leq 2$ years) articles /books from professional library stacks and/or professional electronic library databases. Relays information in 5 pages, exclusive of title and reference page.	Submits chosen topic via Canvas and obtained approval by the due date. Selected a minimum of five current ( $\leq 2$ years) articles /books from professional library stacks and/or professional electronic library databases. Relays information in 5 pages, exclusive of title and reference page.
Discuss the importance of the topic to community health <b>25 points possible</b>	Introduces topic in 2 paragraphs with unclear thesis statement or identification of rationale/relevance for choice. Support of the references is not used	Introduces topic in 2 paragraphs with transitional thesis statement identifying choice of topic. Support of the references is not clearly presented	Introduces topic succinctly, in one paragraph with transitional thesis statement clearly identifying choice and relevance of this topic, supported by references.	Introduces topic succinctly, in one paragraph with transitional thesis statement clearly identifying at least 3 or more points describing choice and relevance of this topic, supported by references
Explores possible approaches to the topic of interest to either address a health challenge from a policy or educational point of view <b>25 points possible</b>	Describes 1 possible approach used to address the health topic of interest with no connection to the literature	Describes 1 possible policy or educational approach used to address the health challenge or topic of interest, with unclear connection to the literature	Describes succinctly and accurately at least 2 possible policy or educational approaches used to address the health challenge or topic of interest, based on the literature	Describes succinctly and accurately several possible policy or educational approaches used to address the health challenge or topic of interest, based on the literature
Apply APA format according to the 6 <sup>th</sup> edition of APA manual <b>10 points possible.</b>	Typed/formatted according to APA 6 <sup>th</sup> edition, including $\leq 6$ of the following elements: <ul style="list-style-type: none"> <li>Title page</li> <li>Font size and typeface</li> <li>Running head</li> <li>Page numbers</li> <li>Margins</li> <li>Spacing</li> <li>Abbreviations</li> <li>Professional Language</li> <li>Citations or quotes from non-professional sources (<math>&gt; 3</math> quotes)</li> <li>Reference page</li> <li>Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, including 7-8 of the following elements: <ul style="list-style-type: none"> <li>Title page</li> <li>Font size and typeface</li> <li>Running head</li> <li>Page numbers</li> <li>Margins</li> <li>Spacing</li> <li>Abbreviations</li> <li>Professional Language</li> <li>Citations or quotes from professional sources (2-3 quotes max)</li> <li>Reference page</li> <li>Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, including at least 9 of the following elements: <ul style="list-style-type: none"> <li>Title page</li> <li>Font size and typeface</li> <li>Running head</li> <li>Page numbers</li> <li>Margins</li> <li>Spacing</li> <li>Abbreviations</li> <li>Professional Language</li> <li>Citations or quotes from professional sources (no more than 1 quote)</li> <li>Reference page</li> <li>Headers</li> </ul>	Typed/formatted according to APA 6 <sup>th</sup> edition, including at least 10 of the following elements: <ul style="list-style-type: none"> <li>Title page</li> <li>Font size and typeface</li> <li>Running head</li> <li>Page numbers</li> <li>Margins</li> <li>Spacing</li> <li>Abbreviations</li> <li>Professional Language</li> <li>Citations or quotes from professional sources (no more than 1 quote)</li> <li>Reference page</li> <li>Headers</li> </ul>

**Nursing of Communities: Community Health Focus Theory**  
**NSG 460**

**TOPIC: Introduction to Community/Public Health Nursing**

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

- Understand the requirements for successful completion of Community Health Nursing 460.
- Identify all due dates for projects and assignments.
- Accept responsibility for own learning.
- Continue to build academic and clinical portfolio.

RELATED STUDENT ACTIVITIES:

1. Syllabus: NSG 460 – Nursing in the Community: Community Health Focus
  2. NSG 460
  3. Calendar
- 

**TOPIC: Public Health Concepts**

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

- Define and discuss the focus of public health.
- Understand the meaning of the terms population-focused care and aggregate-focused care.
- Discuss the Determinants of Health (WHO), Healthy People 2010's Leading Health Indicators and Core Functions and Essential Services of public health and their application to nursing practice.

RELATED STUDENT ACTIVITIES:

- Stanhope and Lancaster, Ch. 1. Appendix G.1, p. 1045
- 

**TOPIC: Palliative and Hospice care in the community**

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

- Define and differentiate between palliative care and hospice care.
- Identify client populations appropriate for palliative care.
- Summarize the basic roles and responsibilities of palliative care and hospice nurses.
- Analyze how nurses in palliative care and hospice use best practices, evidence-based practice, and quality improvement strategies to improve the care they provide.
- Explain how nurses in hospice and palliative care work with inter-professional teams.
- Explore community resources and support systems available for clients, family and caregivers.

RELATED STUDENT ACTIVITIES:

- Reading assignments: Stanhope & Lancaster, Ch. 41.
- Clinical orientation notes



**TOPIC: Community Assessment, Analysis, Diagnosis, and Planning**

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

- Differentiate methods of intervention and evaluation most appropriate for selected populations when considering culture, gender, and development.
- Examine nursing behaviors that assist groups in promoting health for individuals.
- Formulate a community-oriented nursing care intervention plan that demonstrates compassionate nursing practice.

RELATED STUDENT ACTIVITIES:

1. Reading assignments: Stanhope and Lancaster, Ch. 12.
  2. ATI.
- 

**TOPIC: Family Health Perspectives**

*(Clinical Orientation)*

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

- Explain the challenges of family nursing in the community setting.
- Describe strategies for moving from intervention at the family level to intervention at the aggregate level.
- Examine guidelines the nurse can use in searching for strategies that are effective promoting health for multi-problem families.
- Investigate cultural influences in interpersonal interactions for families facing difficult life circumstances

RELATED STUDENT ACTIVITIES:

- Stanhope & Lancaster. Ch. 27.
- ATI.

**TOPIC: Multi-Problem Families (Clinical Orientation)**

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

- Examine guidelines the nurse can use in searching for strategies that are effective in promoting health for multiproblem families.
- Investigate cultural influences in interpersonal interactions for families facing difficult life circumstances.
- Analyze the major risks to family health.

RELATED STUDENT ACTIVITIES:

- Stanhope & Lancaster. Ch. 28.

**TOPIC: Community Resources**

STUDENT LEARNING OUTCOMES: Upon completion of the class session and discussion, the student will be able to:

- Explore sources of data for community information and client referral.

- Explore sources of data for assessing, analyzing and evaluating a community.
- Identify sample sources of health and population data.

**RELATED STUDENT ACTIVITIES:**

- <http://www.hhs.gov/>
- <http://www.healthypeople.gov/2020/implementing/default.aspx>
- [www.211sandiego.org/](http://www.211sandiego.org/)
- Reading assignment: Stanhope and Lancaster, Ch. 5 pp. 104-105.

**TOPIC: Community Health Planning, Intervention and Evaluation**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Differentiate methods of intervention and evaluation most appropriate for selected populations when considering culture, gender, and development.
- Examine nursing behaviors that assist groups in promoting health for individuals.
- Formulate a community-oriented nursing care intervention plan that demonstrates compassionate nursing practice.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 12.
- ATI.

**TOPIC: Health Promotion, Health Education, Risk Reduction, and Harm Reduction**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Discuss the factors that influence health promotion and wellness.
- Apply teaching and learning theories to population-focused practice.
- Explain how the community/public health nurse identifies health education needs.
- Discuss the impact the community environment and culture on learning.

**RELATED STUDENT ACTIVITIES:**

- Stanhope and Lancaster, Chaps. 16, 17.
- ATI.

**TOPIC: Tuberculosis Control**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Identify major issues that influence and affect the control and elimination of tuberculosis.
- Describe factors that place certain populations at higher risk for contracting tuberculosis.
- Explain host defense mechanisms related to tuberculosis, factors affecting progression of tuberculosis infection and disease, and tuberculosis communicability.
- Discuss a nursing intervention disease prevention, health promotion, and/or health education strategy for each level of prevention for tuberculosis.

- Successfully place two intradermal skin tests, correctly ‘read’ eight skin test results, and pass the posttest.

**RELATED STUDENT ACTIVITIES:**

- TB Control, TB Skin Test Practicum and Certificate
- Reading assignments: Stanhope and Lancaster, Ch. 14, pp. 83-84, 328-329, 334.

**TOPIC: Genetics of Inter-Sexuality**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Explain the relation of gender and sexual orientation to culture and health behaviors.
- Describe how values influence attitudes, beliefs and behaviors related to human sexuality and health and illness.
- Explain health disparities and disparities in health care.
- Describe the progress made toward reaching the Healthy People 2010 goals related to gender differentiation and sexuality.
- specific interventions.
- Analyze how community/public health nurses can assist individuals and families regarding gender differentiation and sexuality.
- 

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope and Lancaster, Ch. 11.

**TOPIC: Health Policy**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Explain what health policy is and how it is related to the health care system.
- Analyze who the stakeholders are and how they influence policy development.
- Discuss the responsibilities or legal duties of community/public health nurses related to public health law.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope and Lancaster, Ch. 8.

**TOPIC: *Legal Context in Public Health***

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Describe the sources and purposes of public health law.
- Discuss the responsibilities or legal duties of community/public health nurses related to public health law.
- Understand when a community/public health nurse might and might not be covered by the employer’s professional liability insurance.
- Describe how legal and ethical issues are alike and different.

**RELATED STUDENT ACTIVITIES:**

1. Reading assignments: Stanhope and Lancaster, Ch. 8.

## 2. ATI

### **TOPIC: Epidemiology in Health and Illness**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Discuss the science of epidemiology and its application to public health and public health nursing.
- Identify 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.

### **RELATED STUDENT ACTIVITIES:**

1. Reading assignments: Stanhope and Lancaster, Ch. 12.

### **TOPIC: United States Health Care System, Managed Care, Medicaid/cal & Medicare**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Describe the current public health system in the United States.
- Explain public health and primary health care and the nursing roles in each.
- Evaluate the effectiveness of the United States primary health care system to meet the established goals of Alma Ata as the basis of primary health care.
- Compare and contrast the responsibilities of the federal, state, and local public health systems.

### **RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope and Lancaster, Ch. 3& 5.

### **TOPIC: Ethics in Community Health Nursing**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Explain how ethical principles and theories are relevant to community/public health nursing decisions.
- Discuss how professional obligations of community/public health nurses relate to client rights.
- Explain how ethics and social justice relate to the role of Community/Public Health Nursing.

### **RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope and Lancaster, Ch. 6.

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### **TOPIC: Screening and Referral**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Review principles related to the occurrence and transmission of infection and infectious diseases.

- Describe the three focus areas in Healthy People 2010 objectives that apply to infectious diseases.
- Recognize sources of data used when investigating a disease/condition outbreak. core competencies for public health nurses.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope and Lancaster, Chaps.13, 14, & 24.
  - ATI.
- 

**TOPIC: Sexually Transmitted Infections**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Explain the relation of gender and sexual orientation to culture and health behaviors.
- Describe how values influence attitudes, beliefs and behaviors related to human sexuality and health and illness.
- Describe the progress made toward reaching the Healthy People 2010 goals related to gender differentiation and sexuality.

**RELATED STUDENT ACTIVITIES:**

- Stanhope & Lancaster. Ch. 11.
  - ATI
- 

**TOPIC: Immunization**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Review principles related to the occurrence and transmission of infection and infectious diseases.
- Explain the significance of immunization as a communicable disease control measure.
- Discuss ethical issues affecting communicable disease and infection control.
- Describe the legal responsibility for control of communicable diseases.

**RELATED STUDENT ACTIVITIES:**

1. Reading assignments: Stanhope & Lancaster, Ch. 29.
  2. ATI
- 

**TOPIC: Community Health Planning, Intervention and Evaluation**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Differentiate methods of intervention and evaluation most appropriate for selected populations when considering culture, gender, and development.
- Examine nursing behaviors that assist groups in promoting health for individuals.
- Formulate a community-oriented nursing care intervention plan that demonstrates

compassionate nursing practice.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 12.
  - ATI.
- 

**TOPIC: Intimate Partner Violence**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- 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 STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 38.
  - ATI.
- 

**TOPIC: Child Abuse and Child Welfare**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Discuss objectives in “Healthy People 2020” that relate to child abuse.
- Discuss the scope of maltreatment of children in the United States.
- Identify reporting laws as they pertain to abuse of children.
- Analyze how social environment, poverty, family stress, and violence might be linked to child abuse

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 29.
- ATI

**TOPIC: Poverty, Homelessness and Vulnerable Populations**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- 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 STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Chaps. 32, 33.
- ATI.

**TOPIC: Disaster Management**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- 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 STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 23.
  - ATI.
- 

**TOPIC: Older Adults in the Community**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Describe the changing demography of older adults in the United States and the influence this has on nursing practice.
- Identify the multidimensional influences on aging and explain how these affect the health status of older adults.
- Recognize Health People 2010 wellness goals and objectives for older adults.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 20.
- ATI

**TOPIC: HIV Prevention**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Describe the natural history of human immunodeficiency virus (HIV) infection and appropriate client education at each stage.
- Evaluate the trends in incidence of HIV and STDs and identify groups that are at greatest risk.
- Analyze behaviors that place people at risk of contracting HIV and STDs.
- Name one Millennium Development Goal in relation to HIV/AIDS reduction world-wide.
- Evaluate nursing activities to prevent and control HIV and STDs.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 14, pp. 52, 318-320, 683.
- UNICEF *Facts For Life* [www.unicef.org/ffl](http://www.unicef.org/ffl)
- United Nations *Millennium Development Goals* <http://www.un.org/millenniumgoals>

**TOPIC: Living With Chronic Disease**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Discuss the magnitude of disability in the United States.
- Describe how legislation affects the rehabilitation process.



- Identify selected health care and social issues that influence the ability of people with disabilities to live and thrive in the community.
- Discuss specific chronic diseases and disabilities and the related medication management.
- Locate community resources for individuals with disabilities.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch.30.

**TOPIC: Older Adult in the community**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Discuss abuse of older adults as a crucial community health problem.
- Analyze the role of the community health nurse in care of the elderly from the perspective of “Healthy People 2010”.
- Explain the community health nurse’s role in detecting, reporting and preventing elder abuses.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Chaps. 30 & 31.

**TOPIC: International Nursing**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Discuss the World Health Organization (WHO) concepts of “Health for All” and primary care.
- Describe how international and nongovernmental organizations work to address health issues in the world.
- Compare and contrast the health care system in a developed country with one in a lesser-developed one.
- Compare and contrast countries having higher rates of deaths from malnutrition and infectious diseases with countries more concerned with chronic health conditions.
- Describe the local and global prevention responses to the increasing incidence of tuberculosis, HIV, malaria and waterborne diseases.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 4.

**TOPIC: Global Health**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- Identify the major aims and goals for global health that have been presented by the *Millennium Global Developmental Goals* (2009).
- Explain the role and focus of a population-based approach for global health.
- Identify international health care organizations.

- Describe how global health is related to economic, industrial and technological development.
- Describe how nurses can participate in the global health effort.

**RELATED STUDENT ACTIVITIES:**

- Reading assignments: Stanhope & Lancaster, Ch. 4.

**TOPIC: Environmental Health**

**STUDENT LEARNING OUTCOMES:** Upon completion of the class session and discussion, the student will be able to:

- 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 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 STUDENT ACTIVITIES:**

1. Reading assignments: Stanhope & Lancaster, Ch. 10.