

NURS 371 Evidence-Based Community and Population Health**Abilene Christian University****Spring 2014**

NURS 371

Thursday: 8 to 11 am

3 credit hours

Classroom:

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ACU Mission

To educate students for Christian service and leadership throughout the world.

School of Nursing Mission

To inspire and educate students for excellence in professional practice in preparation for Christian leadership and service as registered nurses throughout the world.

Course Description

Community and Population Health exposes students to the competencies and roles of community health and public health nursing for disease prevention, health promotion, health maintenance, health restoration, and health surveillance for communities and targeted populations in a variety of community health care settings.

Prerequisites:

Completion of Level 1

Co-requisites:

NURS 360, NURS 361, NURS 370, NURS 380

Course Purpose and Audience

Community Health is required in junior Level 2 after students are admitted to the school of nursing, and introduces understanding and application of nursing science in the care of targeted populations within community health care settings.

Professional Behavior Expectations

Baccalaureate educated nurses are prepared to function within an interdisciplinary team to lead and serve diverse patients (individuals, families, groups, communities, populations) across the life span in a variety of settings along the continuum of care. Since nurses' assume the responsibility of the care of others, professional attitudes, behaviors, judgments and skills must be learned and applied in all communication and interactions to provide safe and quality practice. The faculty at the SON believe that the classroom, simulation labs, and clinical experiences all provide settings for professional learning. Students are asked to engage actively in all settings as preparation for professional expectations encountered in their careers. Active engagement assumes attention to the topics, activities, speakers, faculty, peers, and patients involved in any given setting. Distractions should be for emergencies only, and faculty notified if potential phone or other issues are anticipated.

Teaching Philosophy and Christian Perspective

Faculty are responsible to facilitate the learning of students in preparation for professional careers in nursing. The faculty are responsible for modeling Christian character, authenticity, service, and leadership in nursing education and practice, and want to engage students by discussion in the faculty successes and failure of this responsibility. The faculty at the SON believe that nursing curriculum should reflect the current practice environment in compliance with evidence-based professional standards and rules of regulatory organizations. The curriculum integrates the mission of the university. Concepts will reflect the knowledge, judgment, behaviors, skills, attitudes, and values required of a professional nurse. The faculty believe that active participatory student-centered learning is required in baccalaureate generalist education to develop the professional competencies required of the graduate.

Faith and learning resources as a background for this course. The faculty invite the students to bring further resources in the semester discussion of faith in nursing practice.

Course Content

This course provides fundamental understanding and application of nursing science of targeted populations in community health care settings. Content includes a description of community health care and population-centered nursing, societal influences on health care delivery and population-centered nursing, the management of community environments, issues related to managing groups/communities/populations, health promotion throughout the life span, epidemic and pandemic health issues/ vulnerable populations, and diverse roles of professional nurses in community and population health.

Student Learning Objectives

After successful completion of this course, the student will understand and apply to nursing practice:

1. As a novice to advanced beginner, apply and adapt basic clinical reasoning, and established evidence-based nursing competencies (knowledge, behaviors, judgments, skills, attitudes - KBJSA) to holistically address and prioritize simple to complex group/community/population preferences, values in community health settings.
2. As a novice to advanced beginner, engage patients (individuals, families, groups, communities, populations - IFGCP) in their care decisions, and demonstrate effective communication skills and shared decision making with the interdisciplinary health care team for the achievement of the highest potential and safe patient health outcomes.
3. As a novice to advanced beginner, demonstrate knowledge of professional, legal, ethical, and regulatory standards for individual performance and relate system effectiveness for safe nursing competencies (KBJSA), planning the delegation of patient care to others, and demonstrate an understanding of the efficient use and allocation of health care resources.
4. As a novice to advanced beginner, apply basic principles of health care policy, finance, and regulatory environments by the coordination, evaluation, and modification of care to patients (IFGCP) to ensure safety and quality, apply established evidence-based best practices, and engage in the management of confidential information technology for seamless care and transition within health care systems.
5. As a novice to advanced beginner, demonstrate professional values such as caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence in the pursuit of excellence of the Christian leadership and service of professional nursing.
6. As a novice to advanced beginner, explores the promotion of the profession of nursing through leadership activities in the implementation of evidence-based practice standards, safety and quality care improvement, legal and patient (IFGCP) advocacy, and participation in professional student nursing organizations.
7. As a novice to advanced beginner, engages in self care and reflection to prepare for clinical demands, pursues growth to professional competence within the program, and understands the need to participate in life long career and professional development.

Topical Outline

1. Population-Centered Nursing
 - a. Public health nursing
 - b. Community health nursing
 - c. Primary health care systems
 - d. Global health care

2. Influences in population-centered nursing
 - a. Economics of health care delivery
 - b. Ethics in the community
 - c. Cultural diversity in the community
 - d. Public health policy
3. Frameworks for population-centered nursing
 - a. The intervention wheel
 - b. Environmental health
 - c. Epidemiology
 - d. Evidence-based practice
 - e. Health education and group process
 - f. Multi-level approaches to promote community health
4. Issues in population-centered nursing
 - a. Community assessment and analysis
 - b. Rural and urban environments
 - c. Health promotion through communities and cities
 - d. The nursing center
 - e. Case management
 - f. Bioterrorism and disaster management
 - g. Public health surveillance and outbreak and investigation
 - h. Program management
 - i. Quality management
5. Health promotion
 - a. Family assessment and development
 - b. Family health risks
 - c. Child and adolescent health

- d. Women's and men's health
- e. Health of older adults
- f. Compromised populations

6. Vulnerability

- a. Vulnerable populations
- b. Poverty and homelessness
- c. Migrant health issues
- d. Teen pregnancy
- e. Mental health issues
- f. Alcohol, tobacco, and other drug problems
- g. Violence and human abuse
- h. Infectious disease prevention and control
- i. Communicable, and infectious disease risks

7. Nurse roles and functions in the community

- a. The advanced practice nurse in the community
- b. The nurse leader in the community
- c. The nurse in home health and hospice
- d. The nurse in schools
- e. The nurse in occupational health
- f. The nurse in parish nursing
- g. Public health nursing at local, state, and national levels

8. Scriptural perspectives of community

9. Professional values of caring, advocacy, altruism, the preservation of human dignity, truth, justice, freedom, equality, ethics, integrity, civility, respect, and cultural competence

Texts and Online Learning Resources

Ackley, B.J. & Ladwig, G. B. (2011). *Nursing diagnosis handbook: An evidence-based guide to*

planning care. St. Louis: Mosby Elsevier.

Evolve. (2008). *Student resources*. Retrieved at <http://evolve.elsevier.com/Potter/Stanhope>

Stanhope, M. & Lancaster, J. (2008). *Public health nursing: Population-centered health care in the community*. St. Louis: Mosby Elsevier.

Course Activities

The student will be assigned weekly readings which are reinforced by written reflective and discussion. Class preparation of reading and audio/ video podcast s, will be required for active participation within the class time frame. Class time will be spent in faculty and guest lecture, discussion, in class projects, video presentations, demonstrations, and practice. Student mastery of content will be assessed by a variety of individual and group projects, individual competency, and course exams.

Course Competencies

Cognitive Competency Statements	Measurement Instruments	Performance Indicators or Criteria
The student retains concepts public health nursing, primary care systems, global health care, economics of care delivery, ethics, cultural diversity, policy, the intervention wheel, and environmental health.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
The student explains and analyzes concepts of epidemiology, evidence-based practice, health education and group processes, multilevel approaches, case management, responses to bioterrorism, disaster management, program management, and quality management to community and population nursing.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
The student applies the understanding of evidence-based practice, health education, community assessment/analysis, rural/urban environments, health promotion, the nursing center, family development, family assessment, health of special and vulnerable populations, and roles in community health settings to population based professional nursing practice.	Exams, quizzes, concept maps, case studies, written reflection, other written assignments	Exams and written assignment averages greater than or equal to 80/100.
Psychomotor Competency Statements		
The student completes a comprehensive, evidence-based community assessment based on targeted population	Community Issue Paper and	Score is greater than or equal to

needs.	Presentation	80/100.
The student effectively communicates to peer learners and faculty essential concepts disease/issue surveillance of a selected community/population issue.	Community Issue Paper and Presentation	Score is greater than or equal to 80/100.
Affective Competency Statements		
The student expresses a personal view of the Scriptural perspectives of community.	Written assignments, class assignments	Score greater than or equal to 8/10
The student describes philosophies of professional values of caring, altruism, human dignity, advocacy, truth, justice, freedom, ethics, civility, respect, and cultural competency.	Written assignments, class assignments	Score greater than or equal to 8/10

Final Course Grading Scale

900 to 1000 points = A

800 to 899 points = B

700 to 799 points = C

600 to 699 points = D

Below 600 points = F

Graded Course Elements

4 Unit Exams (100 points each; 50 questions each)	400 points
10 Quizzes (10 questions, 1 point each)	100 points
Comprehensive Final Exam (100 questions)	100 points
HESI Community Exam	100 points
10 in class activities (10 points each)	100 points
Community issue paper and presentation	100 points
Evolve Practice Tests Community Health	100 points
Total	1,000 points

Policies

Attendance and Participation

Attendance is expected and required. Absences will be excused for illness with a doctor's note, death in the family, school sanctioned trips, or other reasons approved by the faculty. See the university policy for school sanctioned absences. If a student accumulates more than 2 unexcused absences, an appointment with faculty is required for assistance to cover missed content. After the 3rd unexcused absence, the student is at risk for failure of the course. Three tardies greater than 10 minutes will count as one unexcused absence. Professional behaviors described in the previous section are expected. If a student is disrupting the atmosphere of the learning setting, the faculty will ask the student to leave the group, and make an individual appointment with the faculty to correct the issues.

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive, mislead, or misrepresent, and therefore are a form of lying, and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff, and student body is responsible for protecting the integrity of learning, scholarship, and research. The full policy is available for review at the Provost's office web site <http://www.acu.edu/campusoffices/provost> and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

The first instance of cheating in any course in the program will result in a 0 for the assignment. A second incident will result in an F in the course, and dismissal from the program.

Dress Code

Students are expected to conform to the dress code as outlined in the ACU Student Handbook. Students wearing inappropriate attire will be asked to leave class.

Special Needs

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

Assignments

Exams

The unit exams will be given online with faculty proctors. Attendance is required at exams. The faculty must be notified before the exam if the student is not able to attend. Make-up exams are only given for

excused absences (see attendance policy). **Students who score less than 80 on a unit exam will be assigned remedial work/testing at the discretion of the faculty. Students who score less than 480 points out of 600 after the four unit and comprehensive exams or less than 850 on the HESI Community exam will be assigned remedial work/ testing to be completed prior to the beginning of the next semester. The first score earned on each exam will be used in the calculation of the final course grade. A final grade of B or higher is recommended for successful completion of the program.**

Quizzes

Ten online quizzes will be given throughout the semester. The content for the quizzes will come from the reading and audio podcasts.

Class Activities

Students will work in groups of 2- 4 on in class activities that will provide opportunities to prepare for course exams. Students will be assigned case studies, select a creative format (concept map, diagram, mnemonic, or role play), or complete online modules to demonstrate relationships and nursing application of content assigned for class time. The scores for 10 activities will contribute to the total course points. See Appendix A for rubric.

Appendix A: In Class Assignment Rubric

Rubric Component	2 points	1 points	.5 points	0
Identifies and summarizes all components of the problems/questions at issue.	Accurately identifies the problems/questions and provides a well-developed summary.	Accurately identifies the problems/questions and provides a brief summary.	Identifies the problem/questions and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence with list of references	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion with list of references	Examines evidence and questions the quality. Distinguishes between fact and opinion with list of references.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.

Identifies and considers the influence of the context* on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.
Demonstrates higher level thinking by interpreting critical points of issues discussed	Accurately identifies the critical points of issues and provides robust discussion of multiples ideas of the issues	Accurately identifies the critical issues and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists information.	
Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions. Total: 10	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary. Total: 5	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area. Total: 2.5	Does not identify or evaluate any conclusions, implications or consequences. Total: 0

Community Issue and Presentation

Students will work in groups of 3-4 to select, research, and present evidence-based solutions to a health related community issue of a target population. **See Appendix C for Oral Communication Value Rubric.**

Evolve Practice Tests Community

Student will complete all assignments to ensure content mastery. An average score of all assignments will contribute to the final grade.

Course Calendar

Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 1	Chapters 1,2,3,12 Read and audio pod casts	Course/Syllabus Orientation Population focused practice Community health nursing Primary health systems Evidence-based practice Post class Quiz 1	Quiz 1
Week 2	Chapters 4,5,6,7 Quiz 2 Read and audio pod casts	Global health care Economics Ethics Cultural Diversity	Quiz 2 Practice Tests (PT)
Date	Pre Class Preparation	In Class Assignment	Assignment due dates
Week 3	Chapters 8,9,10,11 Read and audio pod casts Quiz 3	Policy The intervention wheel Environmental health Epidemiology	Quiz 3 PT
			Exam I

Week 4	Chapters 13,14,15,16 Read and audio pod cast Quiz 4	Health education Multilevel approaches Community assessment and analysis Rural and urban health	Quiz 4 PT
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 5	Chapters 17,18,19,20 Read and audio pod cast Quiz 5	Health promotion The nursing center Case management Bioterrorism and disaster management	Quiz 5 PT
Week 6	Chapters 21,22,23 Read and audio pod cast Quiz 6	Public health surveillance and investigation Program management Quality management	Quiz 6 PT
			Exam 2
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 7	Chapters 24,25,26, 27 Read and audio pod cast	Family development and assessment	Quiz 7 PT

	Quiz 7	Family health risks Child and adolescent health Women's and men's health	
Week 8	Chapters 28,29,30 Read and audio pod cast Quiz 8	Health of older adults Compromised populations Vulnerability, vulnerable populations	Quiz 8 PT
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 9	Chapters 31, 32, 33 Read and audio pod cast Quiz 9	Poverty and homelessness Migrant health issues Teen pregnancy	Quiz 9
			Exam 3
Week 10	Chapters 34,35, 36 Read and audio pod cast Quiz 10	Mental health issues Alcohol, tobacco and other drug problems Violence and human abuse	Quiz 10 ATI
Date	Pre Class Preparation	In Class Assignment	Assignment Due Dates
Week 11	Chapters,37,38, 39 Read and audio pod cast Quiz 8	Infectious disease prevention, and control Communicable and infectious disease risks Advanced practice nurse	PT

Week 12	Chapters ,40,41,42 Read and audio pod cast	Nurse leader Nurse in home health and hospice Nurse in schools	PT
Week 13	Chapter 43,44,45 Read and audio pod cast	Nurse in occupational health Nurse in parish nursing Public health nursing at local, state, and national levels	PT
			Exam 4
Week 14	Prepare for Final	Comprehensive Review	PT
Week 15	Prepare for Final	Comprehensive Review HESI Community Exam	PT
Week 16			Final Date and Time TBA