N454 Community Health Nursing
Syllabus
Fall 2016

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Course Description:
This course provides an overview of community nursing theory, roles, tools, and skills needed to promote the health of individuals, families, and populations in communities.
In this course we cover a variety of topics including nursing theory pertinent to public health, the community/public health nursing role, levels of prevention, epidemiology, environmental health vulnerable populations, the uninsured, community health nursing specialty roles, legal/ethical issues, disaster management, and a variety of other topics! It will be a full and productive semester.

Student Learning Outcomes
1. Compare and apply components of community health nursing, public health nursing, and community-based nursing

2. Examine community health issues and health systems/resources using current state, national, and international health planning documents.

3. Use epidemiological principles as a foundation for community health nursing practice.

4. Describe community health nursing interventions used to assess, protect, and improve the health of individuals, families, populations, and communities.

5. Articulate the impact of social, cultural, political, ethical, and environmental determinants on individual and population health.

6. Apply principles of technology (ie.,tele-health) to the specialty of community health nursing

Course Materials

Community/Public Health Nursing: Promoting the Health of Populations, 6th ed., 2015, by Mary A. Nies and Melanie McEwen, ISBN 978-0-323-18819-7.

A. Overview of community health nursing and theory (2 weeks)

⬚ Nies & McEwen text, Chapters 1 and 2
⬚ Nies & McEwen text: Review Chapters 9, 29, 30, 31, and 32.
⬚ http://www.nasn.org
, *National Association of School Nurses*

[] http://www.cmsa.org/ case management nursing
[] http://www.aaohn.org, occupational health nursing
[] http://www.osha.gov/dts/oohn/ohn.html OSHA
[] http://www.iafn.org/ *International Association of Forensic Nurses*
[] http://www.son.wisc.edu/leap/wphn-practicemodel.html

B. Healthy People 2020 and public health policy; social justice/ethics
☐ Nies & McEwen text, Chapters 3 and 4

[] Web site: Mission of Public Health: Public Health and Essential Public Health Services,
http://www.health.gov/phfunctions/public.htm .
[] Web site: Go to the *Healthy People 2020* site, at http://www.health.gov/healthypeople/ , and
explore the information in the About Healthy People tab

C. Community Assessment (looking at outcomes and evaluation)

☐ Nies & McEwen text, Chapters 6 and 7

☐ Web site: http://www.health.state.mn.us/divs/cfh/ophp/resources/docs/nursing_process.pdf ,
"The Nursing Process Applied to Population-Based Public Health Nursing Practice." Information
is provided about the community assessment process and the nursing process

D. Epidemiology
☐ Nies & McEwen text, Chapters 5 and 25
☐ Web site: http://www.cdc.gov/brfss discusses risk factor surveillance system state by state
and nationally for adults.
☐ County health profiles: Review your county's health profiles and reported cases of select
diseases and immunizations.
☐ Web site: http://www.healthypeople.gov/document/HTML/Volume1/14Immunization.htm . This
is the Healthy People 2020 chapter on immunization and infectious diseases. Primarily focus on
the overview.
☐ Web site: http://www.cdc.gov/vaccines/recs/schedules/child-schedule.htm , *Child &
Adolescent Immunization Schedules.* Go to the printable version and click the one-page or two-
page version. Please note changes from your textbook.
☐ Go to the *Madison Department of Public Health* Web site at
http://www.ci.madison.wi.us/health/index.html . Click **Public Health Nursing** on the left side of
the screen, then click the following: **Communicable Disease**, **Sexually Transmitted
Infections (STIs)**, **Tuberculosis**, and **AIDS/HIV** for overviews of services available through a
health department.
☐ Web site: *The National Immunization Survey,* http://www.cdc.gov/nis .
☐ Web site: *The National Center for Infectious Diseases,*
http://www.cdc.gov/DiseasesConditions/ .
☐ Web site: *Emerging Infectious Diseases,* http://www.cdc.gov/ncidod/eid/index.htm . This site
has a wealth of information on the topic. Pick one or two articles to read.

E. Environmental Health
☐ Nies & McEwen text, Chapter 14

F. Health Economics
☐ Nies & McEwan text, Chapters 10, 11, and 12

G. Global Health and Cultural Diversity
☐ Nies & McEwan text, Chapter 13 & 15
   o http://minorityhealth.hhs.gov/npa/templates/browse.aspx?lvl=3&lvlid=27 , cultural competency

H. Maternal Child/Women and Men's Health
☐ Nies & McEwen text: Review Chapters 16, 17, and 18.
☐ http://www.ed.gov/parents/landing.jhtml?src=pn
☐ WIC: http://www.fns.usda.gov/wic/
☐ http://www.unmc.edu/olson/, *Olson Center for Women's Health*
☐ http://www.nlm.nih.gov/medlineplus/menshealthissues.html, *Men's Health*

I. Vulnerable Populations
☐ Nies & McEwen text: Review Chapters 21, 22, & 23. Note specific barriers for each group and the role of the community health nurse.
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☐ http://www.usdoj.gov/crt/ada/adahom1.htm , *ADA Home Page*
☐ http://www.studentsagainsthunger.org /, *National Student Campaign Against Hunger and Homelessness*
☐ http://hippo.findlaw.com/hipporur.html , *Health Hippo: Rural Health*

J Mental Illness and Substance Abuse in the Community Population
☐ http://www.nami.org/ , *National Alliance on Mental Illness*

K. Disaster Preparedness and Public Safety
☐ Nies & McEwen text, Chapters 27 and 28
☐ Journal article (electronic): Draucker, C. B. (2002). Domestic violence: The challenge for nursing. *Online Journal of Issues in Nursing, 7*(1), Manuscript 1. This link will bring you directly to the article:
http://nursingworld.org/MainMenuCategories/ANAMarketplace/ANAPeriodicals/OJIN/TableofContents/Volume72002/No1Jan2002/DomesticViolenceChallenge.aspx
☐ Assessment of health-related needs after hurricanes Katrina and Rita - Orleans and Jefferson parishes, New Orleans area, Louisiana, October 17-22, 2005. (Jan 20, 2006).
MMWR, 55(02), 38-41. Available: http://www.cdc.gov/mmwr/preview/mmwrhtml/mm5502a5.htm
☐ Choose one of the many articles available through the ANA Web site regarding Disaster Preparedness and Response to review at:
http://www.nursingworld.org/MainMenuCategories/HealthcareandPolicyIssues/DPR.aspx
☐ *Optional reading:* For those of you with extended interest in disaster preparedness there is a online case study for contact hours available through the Red Cross and Sigma Theta Tau for a nominal fee at this site:
http://www.nursingknowledge.org/Portal/main.aspx?PageID=36&SKU=91775

L. Technology in Public Health
⬚ Nies & McEwen text, Chapter 31; Chapter 33, page 177, paragraph on "Information Technology"

⬚ http://collab.nlm.nih.gov/tutorialspublicationsandmaterials/Telesymposiumcd/1-1.pdf
⬚ http://www.nlm.nih.gov/research/visible/visible_human.html
⬚ http://www.tigersummit.com/Competencies_New_B949.html
⬚ http://www.qsen.org/competencies.php

Assignments
Course Grade:

Assignment	Percentage
Attendance and Participation	10%
Article Interpretation	15%
Quiz	15%
Social Problem/Community Paper	20%
Community Assessment Presentation	40%
Total	100%

Grading Scale
0

Grade	Percent
A	94-100
A-	92-93
B+	90-91
B	85-89
B-	82-84
C+	80-81
C	75-79
C-	73-74
D+	71-72
D	65-70
D-	63-64
F	<63

A grade of C or higher is required to pass all undergraduate courses and to progress in the program. Grades in undergraduate courses are not rounded up. If you have questions, please contact me.

Course Format:

Students are expected to be active participants in the learning process by assuming responsibility for their own learning, being active participants in the face to face and online classroom, and working collaboratively with others in the course. The role of the faculty is to facilitate students' learning. Teaching strategies may include lecture via slides, readings/articles, online discussion, small group work, and written assignments. All course-related materials are located on Desire 2 Learn (D2L). Students must have computer and internet access. Only campus email addresses will be used.

Course Calendar: Please refer to separate Course Calendar for assignment deadlines and other weekly activities.

To assure success in this course, several strategies are recommended:

1. Complete all assigned readings prior to the class in which they are covered. These will be outlined in the class schedule and/or given in class.
2. Print the Course Calendar to stay organized.
3. Use the resources provided in D2L for guidance and to ensure the quality of work.
4. Read assignment guidelines and rubrics before beginning work on learning activities. Review criteria frequently to ensure completeness and understanding of assignment expectations.
5. Read all e-mails and the announcements in D2L. Students are responsible for any information in either of these formats.
6. Contact instructor whenever necessary for clarification of student expectations.

Statement of Student Time Commitment
For each course credit, students are expected to spend a minimum 3 hours/week on coursework. Therefore, for a three-credit course, at least 9 hours/week is expected. This is a general guideline which may vary depending on the assignments &/or quizzes

Grades:

Late assignments: Late assignments will be docked 5% each overdue day, including weekends.

Directions for all assignments will be provided in D2L. Assignments are to be submitted into the appropriate D2L dropbox by the due date unless otherwise specified. Further directions will be provided in class.

Turnitin:
Instructors at UWSP use a software program called Turnitin® to check student work for plagiarism. The program is an instructional tool for students as well as they learn how to

properly use research in their written work, from correct citation to creating accurate reference lists. Student assignments will be automatically submitted and an originality report will be produced. Papers with an originality report over 18% need revisions and citation corrections to bring the count below this number. Reports can take several hours to generate, therefore time must be built in to make necessary revisions before the paper due date.

POLICIES

Cellular Phones
As a courtesy to others, cellular phones are to be shut off and stored during class periods. If cell phones are being observed used during class sessions, you will be asked to cease. The use of cell phones in class will result in loss of points from class discussion for that day.

Academic Integrity

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions. (Excerpt from UWSP 14.01 STATEMENT OF PRINCIPLES). Refer to the following website for the entire policy, including information on consequences of violating academic integrity:
http://www.uwsp.edu/accreditation/docs/SA_PU_250.04.pdf

Academic Accommodations
Support services are available for students with disabilities. Any student who has a disability and is in need of classroom and/or exam accommodations, please discuss with the instructor and contact the campus Office of Disability Services, 103 Student Services Center, 1108 Fremont Street.

Confidentiality
When communicating information online or face to face based on personal or work-related experiences, keep in mind rules and policies of Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA). It is expected that students will judiciously protect the privacy of patients, peers, family, or agency/institution by not disclosing confidential information outside of the course. To maintain anonymity methods such as alias or initials should be used. For more information on these laws, please refer to the following Web sites:
FERPA http://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html
HIPAA http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html

Netiquette
All members of the class are expected to follow the rules of common courtesy with all online correspondence. Be careful of the tone and content of online communication. Without facial expressions and voice inflections, misunderstandings can occur and the comments can be deemed as inappropriate or offensive. Unacceptable online conduct includes, but is not limited to, postings that are racist, derogatory, inflammatory, condescending, rude or in any way offensive.   Persistent abuse of online etiquette may result in disciplinary action.
The Core Rules of Netiquette (http://www.albion.com/netiquette/corerules.html).

Social Media Policy
Consistent with American Nurses Association (ANA) principles for social media, whatever is posted on a social media site (Facebook, Twitter, YouTube, LinkedIn, etc.) instantly becomes available to the public, so keep content appropriate and confidential matters private. Regardless of the privacy settings, content can easily be made available to those outside of the user's preference settings. Be aware that all University and legal guidelines, such as Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act of 1996 (HIPAA), also apply in social media sites.

The following is adapted from the American Nurses Association (ANA) Principles for Social Networking:
1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient — nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.

For more information:
http://www.nursingworld.org/FunctionalMenuCategories/MediaResources/PressReleases/2011-PR/ANA-NCSBN-Guidelines-Social-Media-Networking-for-Nurses.pdf