

**N454 Community Health Nursing
COURSE SYLLABUS
SECTION 1**

Instructor: Heidi Wincentzen
Office: D142 Science Building
E-Mail: hwincent@uwsp.edu
Office Hours: Wednesdays 9-10 am or by appointment, Thursdays Wausau by appt.

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 important websites

- <http://www.cmsa.org/> case management nursing
- <http://www.aohn.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>

- 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)

- 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
- 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 *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> .

G. Global Health and Cultural Diversity

- o <http://minorityhealth.hhs.gov/npa/templates/browse.aspx?lvl=3&lvlid=27> , cultural competency

H. Maternal Child/Women and Men’s Health

- <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

- <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

<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

Assignment	Percentage
Attendance and Participation	10%
Article Interpretation Assignments	20%
Discussions x5	20%
Social Problem/Community Paper	20%
Community Assessment Presentation	30%
Total	100%

Grading Scale

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.

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.

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.

Late assignments: Late assignments will be docked 10% each overdue day, including weekends.

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

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

Cell phone usage: Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well. If I notice that you are using your phone during class I may ask you to share what you are researching or ask you to put it away. Thank you for following these guidelines as they help create a positive learning community.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. Your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this

course. If you elect to not participate in these online assignments due to confidentiality concerns then an alternate assignment will be offered to you.

Academic Integrity

Academic Integrity is an expectation of each UW-Stevens Point student. Campus community members are responsible for fostering and upholding an environment in which student learning is fair, just, and honest. Through your studies as a student, it is essential to exhibit the highest level of personal honesty and respect for the intellectual property of others. Academic misconduct is unacceptable. It compromises and disrespects the integrity of our university and those who study here. To maintain academic integrity, a student must only claim work which is the authentic work solely of their own, providing correct citations and credit to others as needed. Cheating, fabrication, plagiarism, unauthorized collaboration, and/or helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. Failure to understand what constitutes academic misconduct does not exempt responsibility from engaging in it.

UWSP 14.03 Academic misconduct subject to disciplinary action.

- (1) Academic misconduct is an act in which a student:
 - (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
 - (b) Uses unauthorized materials or fabricated data in any academic exercise;
 - (c) Forges or falsifies academic documents or records;
 - (d) Intentionally impedes or damages the academic work of others;
 - (e) Engages in conduct aimed at making false representation of a student's academic performance; or
 - (f) Assists other students in any of these acts.

- (2) Examples of academic misconduct include, but are not limited to:
 - Cheating on an examination
 - Collaborating with others in work to be presented, contrary to the stated rules of the course
 - Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
 - Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
 - Stealing examinations or course materials
 - Submitting, if contrary to the rules of a course, work previously presented in another course
 - Tampering with the laboratory experiment or computer program of another student

- Knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Students suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

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>

Attendance*

Attending class will likely be the single most important factor in determining your performance and grade in the course, so plan to attend every class. In most class meetings you will have at least one project, exercise, test, and/or discussion that will impact your grade, and your class discussions will count toward participation. Assessment questions may arise from presentations, lectures, and guest speakers with points attached. Missed assessments will result in a "zero". The relationship between attendance and achievement in education has been extensively documented in peer-reviewed research. ***I am not able to re-teach the material to you in the event that you are absent, but you can ask a classmate to share notes. Any exceptions to the attendance policy should be confirmed in writing.***

Please refer to the "Absences due to Military Service" and "Religious Beliefs Accommodation" below. Additionally, below are attendance guidelines as outlined by the [UWSP registrar](#):

Attend all your classes regularly. We do not have a system of permitted "cuts."

If you decide to drop a class, please do so using myPoint or visit the Enrollment

Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .
- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, [not to exceed two \(2\) weeks](#) unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences

due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Religious Beliefs Accommodation

It is UW System policy ([UWS 22](#)) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.
- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Equal Access for Students with Disabilities*

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

Albertson Hall, ext 3568

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).

