COMMUNITY AND POPULATION HEALTH NURSING
NUR 470 - Section 301 and 302
4 Credits
Lecture/Recitation/Discussion Hours: 2 Lab Hours: 6 4(2-6)
Tuesdays, 10:30 am – 12:20 pm; A-131 Life Sciences Building
Clinical Lab
Clinical Days: Wednesdays or Thursdays Time & TBA
Summer 2013

Catalog Course Description: Theoretical and practicum basis for community-oriented population nursing practice. Promoting and protecting the health of the public using health promotion, risk reduction, and disease management and control strategies with vulnerable persons and populations. Community assessment, epidemiologic, environmental, change, political action, and case-management frameworks are used to guide evidence-based nursing care delivery to persons, families, and populations in community settings.

Course Objectives: At the end of this course, students will:
1. Analyze and evaluate the effectiveness of interactive relationships with family and population clients, interdisciplinary groups, and community organizations.
2. Apply critical thinking and decision-making to community contexts in relation to assessment, resource utilization, program development, policy formation, and interventions with persons, families and populations to promote the health of the public.
3. Utilize epidemiologic and population level data to develop and/or guide interventions in the management of care to targeted persons and populations residing in the community.
4. Skillfully facilitate adoption of values and behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness.
5. Assist community-based clients with illness self-management to maintain the highest possible level of health and wellness in coordination with multidisciplinary health and social services providers.
6. Facilitate the health of a population in partnership with community members.
7. Advocate for the health of persons and populations in public and policy arenas.
8. Integrate evidence-based guidelines for health promotion and disease prevention with client values and clinical expertise in the provision of nursing care to individuals/families and populations/communities.
9. Consistently apply analysis of the interaction among global, cultural and socioeconomic factors to influence health and wellness.

Prerequisites: NUR 430 and NUR 440 and NUR450

Co-requisites: NUR 460 concurrently and NUR 480 concurrently

Professional Standards & Guidelines: The curriculum is guided by the following documents:
Faculty Contact Information:

Martha Scheckel, PhD, RN
Office: A227 Life Sciences Building
E-mail: Martha.scheckel@hc.msu.edu
Office Hours: will be posted on the ANGEL course site
Note: Times can also be arranged to accommodate student schedules.

Marjorie Frank MSN, MA, BSN
W136 Owen Graduate Center
E-mail: marjorie.frank@hc.msu.edu
Office Hours: will be posted on the Angel course site
Note: Times can also be arranged to accommodate student schedules.

Judy Strunk, DNP, MSN, RN
Office: W127 Owen Graduate Center
Office Phone: 517-432-6674
E-mail: judy.strunk@hc.msu.edu
Office Hours: Hours will be posted on the Angel course site
Note: Times can also be arranged to accommodate student schedules.

Elaine Scribner, Masters of Community Health Practice, BSN
Office: By Arrangement
Office Phone: 517-622-1211
E-mail: elaine.scribner@hc.msu.edu
Office Hours: Hours will be posted on the Angel course site
Note: Times can also be arranged to accommodate student schedules.

Communication: Email communication for this course is preferred when possible. Instructors will be using student msu.edu email addresses. Our goal will be to respond to your questions within 72 hours between 8am and 5pm, excluding holidays and weekdays. Communication among students and faculty are encouraged using the discussion forum provided on the Angel course site.

Instruction:

a. Methodology:

This course contains both a theoretical and clinical component and the integration of both in community & public health nursing practice. The theory portion of the class meets weekly, with both in-class and on-line experiences totaling 30 hours, and clinical experiences total 90 hours over course of semester. At times, clinical times may vary based on learning opportunities. Completion of online assignments and readings prior to class is necessary to understand and integrate the material. A collaborative learning model will be used for assimilation of content during class time. The clinical practicum will provide opportunities for community/public health nursing practice with vulnerable populations in selected settings.
Required Text books and Resources:

a. Required Texts:


NUR 470 Community Health Nursing course materials (Available on ANGEL)

Optional Texts:


**American Nurses Association Electronic Books (E-books)**


American Nurses Association (2010). Nursing Scope and Standards of Practice<http://catalog.lib.msu.edu/record=b8270966%7ES39a%20>. Silver Spring, MD


(Note to Students: Access these e-books through the MSU Libraries Catalog or the Nursing E-book page: http://libguides.lib.msu.edu/nursingebooks. These e-books allow unlimited concurrent users.)

b. Required Resources, References, and Supplies:

ANGEL Help Line
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
www.angel.msu.edu (ANGEL Help link in upper right corner)
Always check with the ANGEL Help Line first!

Additional required readings will be posted on the course ANGEL site.

Although car pooling is possible at times, students are required to furnish their own transportation to and from their clinical sites and to assigned activities during a variety of clinical experiences.)
Evaluation:

a. Learning Assessments and Grading:

The course grade will be comprised of 50% theory grade and 50% clinical grade (see table below). Theory grades will be based on two exams, weekly quizzes and online assignments. Clinical grades will be based on three clinical assignments. A student must achieve a minimum grade of 75% or 2.0 in theory, a “pass” on the clinical evaluation, and a 75% grade in clinical assignments in order to pass the course regardless of the weighted total. Any student deemed clinically unsafe will not pass the course. A 0.0 grade may be given for unsafe or dishonest behavior, unexcused absences and failure to meet minimal course expectations.

<table>
<thead>
<tr>
<th>Theory Grade</th>
<th>50%</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Reflections</td>
<td>5%</td>
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<tr>
<td>Online assignments</td>
<td>5%</td>
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</table>

<table>
<thead>
<tr>
<th>Clinical Grade</th>
<th>50%</th>
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<tbody>
<tr>
<td>Clinical Performance Evaluation</td>
<td>Pass/No Pass</td>
</tr>
<tr>
<td>Weekly Folder (calendars and journals)</td>
<td>10%</td>
</tr>
<tr>
<td>Family Assessment</td>
<td>15%</td>
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<tr>
<td>Community Assessment and Analysis (indicator)</td>
<td>25%</td>
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*A 5% reduction in grade will be made for each day an assignment is late.

The clinical grade will be divided into clinical performance (P/F) and clinical assignments (50%). Clinical performance will be evaluated utilizing the MSUCON Clinical Performance Evaluation Tool, and will include evidence-based clinical practice performance. Each student will participate in midterm and end term self-evaluations and have a formal mid and end semester conference with their faculty. Progress toward goals will be examined at mid-semester, identifying strengths and weaknesses in performance, and adjustments made as indicated. The final clinical evaluation and conference will focus on performance over the semester in achieving course objectives. Clinical evaluation forms will be available on the ANGEL course site. Assignments will include weekly critical reflections/clinical calendar, a community assessment and analysis and a family assessment. A minimum of 75% must be achieved on the clinical assignment portion to pass the course, and a “pass” must be achieved in clinical performance.
The indicator for this course is the Community Assessment and Analysis project. A minimum of 75% is required on this indicator to pass the course.

b. Course Grading Scale: The standard College of Nursing grading scale will be utilized.

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<thead>
<tr>
<th>%</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>100-94%</td>
<td>4.0</td>
</tr>
<tr>
<td>93.99-89%</td>
<td>3.5</td>
</tr>
<tr>
<td>88.99-84%</td>
<td>3.0</td>
</tr>
<tr>
<td>83.99-79%</td>
<td>2.5</td>
</tr>
<tr>
<td>78.99-75%</td>
<td>2.0</td>
</tr>
<tr>
<td>(Minimum passing grade)</td>
<td></td>
</tr>
<tr>
<td>74.99-70%</td>
<td>1.5</td>
</tr>
<tr>
<td>69.99-65%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
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</tbody>
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“Final Course Grades will not be rounded”

*For specific information regarding grading related to student progression through the curriculum, please reference the “Progression through the Major Policies” section of the Baccalaureate Student Handbook.

c. Written Requirements: Grading rubrics will be used to grade the Family Assessment and the Community Assessment/analysis projects. APA style is required for written assignments unless exceptions are made on individual assignments by clinical faculty.

d. Honors Option: Honors option is available upon request. Interested students must make arrangements with faculty for honors option learning activities by the end of the second week of the semester.
CON has defined the following competencies that must be achieved by all students in each Level before progressing onto the next Level and graduating. At the end of each Level, all students will achieve the objectives and competencies listed below for that level, as well as the indicators specific to each course. All indicators, as well as the overall grade for a course, must be at 75% passing to proceed onto the next level.

<table>
<thead>
<tr>
<th>LEVEL IV</th>
<th>Level IV Outcome</th>
<th>LIV Competency</th>
<th>LIV Indicator</th>
</tr>
</thead>
</table>
| COMMUNICATION IV (COMM) | Effectively communicate and collaborate with individuals, groups and populations of clients and health professionals and the community. (Communication theoretical construct). | 1. Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels).  
2. Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives. | NUR 460 Case Management Discharge Planning Assignment |
| CRITICAL THINKING IV (CT) | Utilize clinical reasoning to organize data and determine nursing approaches to achieve client and organizational outcomes. (Critical thinking theoretical construct). | 1. Critically judges nursing care issues and develops approaches to clinical/theoretical situation.  
2. Evaluates and revises decisions under conditions of risk and uncertainty. | NUR 480 Case Analysis Using Ethical Problem |
| NURSING THERAPEUTICS IV (NT) | Analyze data to competently deliver targeted nursing care to individuals, groups and populations. (Nursing therapeutics theoretical construct). | 1. Provides and critically evaluates complete care to a selected group of patients  
2. Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations | NUR 470 Population Health Promotion Project |
| HEALTH PROMOTION AND RISK REDUCTION IV (HPRR) | Facilitates adoption of values and behaviors of individuals and populations that will promote health and wellness in individuals, groups and populations. (Health promotion/risk reduction theoretical construct) | 1. Applies wellness and health promotion/risk reduction models to assess and intervene with vulnerable populations, and conducts process and outcomes evaluation of the HP/RR intervention. | NUR 470 Population Health Promotion Project |
| ILLNESS AND DISEASE MANAGEMENT IV (IDM) | Integrates theories and principles to competently coordinate high quality, safe and efficient management of illness and disease for individuals, groups and populations. (Illness and disease management theoretical construct). | 1. Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency  
2. Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team | NUR 460 Case Management Discharge Planning Assignment |
| PROFESSIONAL LEADERSHIP IV (PL) | Provide professional nursing leadership to promote optimal health outcomes for individuals, groups and populations in varied care settings. (Professional leadership theoretical construct). | 1. Examines licensure law, regulations, and scope of practice  
2. Develop personal goals for professional development including areas that enhance health care and advancement of the profession  
3. Advocate for the role of the professional nurse as a member of the health care team  
4. Competently coordinates the interdisciplinary care provided to a group of 3 to 4 patients for at least one complete 8 to 12-hour nursing shift including the supervision of ancillary nursing staff | NUR 460 Case Management Discharge Planning Assignment |
2. Develops strategies to remedy institutional or social level ethical problems | NUR 480 Case Analysis Using Ethical Problem |
**EVIDENCE-BASED PRACTICE IV (EBP)**
Integrate best current evidence with clinical expertise and patient/family/population preference and values for delivery of optimal health care. (Evidence-based practice theoretical construct)

1. Evaluates policies and procedure used in the clinical settings using current evidence.

NUR 470 Population Health Promotion Project

**GLOBAL AND CULTURAL COMPETENCE IV (GCC)**
Analyzes the interaction among global, cultural, societal and policy factors affecting the health and wellness of individuals, families and populations. (Global and cultural competence theoretical construct)

1. Examines the interaction between cultural and social variables of a specific cultural population
2. Examines international Nursing’s role in global health

NUR 470 Population Health Promotion Project

**University & College Policies:**

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.

- CON Student handbook  [http://nursing.msu.edu/handbooks.asp](http://nursing.msu.edu/handbooks.asp)
- Information for Current Students—including Rights, Responsibilities and Regulations for Students [http://www.msu.edu/current/index.html](http://www.msu.edu/current/index.html)
- Academic Programs [http://www.reg.msu.edu/AcademicPrograms.asp](http://www.reg.msu.edu/AcademicPrograms.asp)
Course Policies:

a. **Compliance with immunization, CPR and HIPAA regulations.** Each student is required to print a copy of their immunization compliance letter and present it to NUR 460 faculty. Students who do not furnish a copy of their compliance letter will not be allowed to go to week two clinical experiences. Compliance records and the associated letter (signed by the University Physician) are available at [www.hcpimmunize.msu.edu](http://www.hcpimmunize.msu.edu). **Note:** If you have problems accessing your records or have updates or questions about the content of your immunization report please contact Paula Guss [guss@msu.edu](mailto:guss@msu.edu) or the University Physicians Office at [occhealth@ht.mus.edu](mailto:occhealth@ht.mus.edu).

b. **Dress code.** The MSU CON and clinical agency dress code (see BSN Student Handbook) is to be followed. Green polo shirts and black or khaki pants are required in the clinical setting. Other requirements are specified in the student handbook.

c. **Appropriate professional behavior and clinical preparation.** Under the direction of clinical faculty and/or preceptors, students direct their learning and collaborate with others to achieve outcomes. Students are to carry out each clinical day with responsibility and accountability within the behavioral norms of the agency, and follow NUR470 and agency patient confidentiality guidelines at all times. Clinical activities involve travel and students must arrange for their own transportation for these activities.

If you are going to be absent from your clinical or any clinical experience you must call and talk to your clinical instructor prior to, but at least one hour before the experience is scheduled. You must also be prepared to discuss with him/her your commitments for the day so appropriate arrangements can be made. E-mail, texting or voice mail messages are not an acceptable means of communication.

d. **Clinical conferences/discussions** occur each clinical day for the purpose of enhancing student learning and integrating theoretical concepts with practice. Students discuss clinical activities and encounters, bring up issues for group discussion and problem solving, discuss learning needs, and share knowledge/feelings relevant to the practice of community health nursing.

e. **Weekly folders** (10% of grade): Students reflect on their daily clinical learning experiences in weekly activity calendar and critical reflections. Folders will be submitted to faculty for review and must include the following:

   - **Clinical Activity Calendar:** Daily activity log using course format that documents planned and actual key activities and clinical hours (rounded to quarter hour).
   - **Critical reflections journal:** Daily reflections on specific clinical activities using the form provided on the Angel course site.

f. **Delivery of nursing care.** Under the supervision and direction of clinical faculty, each student is to provide the following levels of community/public health nursing services:

   - **Community/population-focused care:** Students work in small groups to apply the nursing process with a specific community of interest. This experience is designed to provide an opportunity to develop personal knowledge and skill in evidence-based community assessment and care. It goes beyond the family to a larger community group, which may be geographically defined but can also be a group of people who share certain characteristics/interests. All community-focused care must address health needs identified by the population and supported by community health data. Students are to partner with community members.

   A ‘Community Assessment/Analysis Health Promotion Project Report’ (25% course grade and indicator) is to be prepared and submitted to clinical faculty. The specific requirements of the assignment and the grading rubric will be posted on ANGEL and explained in class.

   - **Family-focused care:** Students in some settings will have the opportunity to apply the nursing process with families in home and/or community settings. This experience is designed to provide an opportunity to develop knowledge, abilities and skill in evidence-based assessment and care of families and their members. Students endeavor to partner with families and assist them to meet their identified health needs within the context of their community. Student visit procedures will be provided by faculty and must be followed at all times.

   All students will be required to complete a ‘Family Assessment’ (15% of course grade). The specific requirements of the assignment and the grading rubric will be posted on Angel and explained in class.

   Additional public health experiences may be arranged as part of the practicum experience to provide a broader exposure to community health.
g. **Optional Experiences:** A few optional experiences may be available; these one-half to one day-long observational experiences are limited to two per student and require approval of the clinical instructor. Students will use the critical reflections journal to document their learning. Some experiences are scheduled outside of the assigned clinical time—students will not be required to attend these experiences but may volunteer for them and with clinical faculty approval may earn clinical hours.

h. **Attendance:** Please refer to the Attendance Policy in the Baccalaureate Student Handbook. In addition, students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course.

i. **Examinations:**

Examinations will be given during course periods and may be given online. Students arriving late will have the scheduled time for completion of the exam. All students are expected to take examinations on the date scheduled, unless prior arrangements are made with the course faculty. For emergency situations, students are to contact faculty as soon as possible. If unable to contact faculty, call College of Nursing office and leave a message regarding the reason for absence. It is the student’s responsibility to reach faculty as soon as possible following the examination. Arrangements to take an alternate examination will be made at that time. There will be one opportunity for an alternative exam. Alternate exams may use additional formats (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. The CON examination protocols will be followed.
<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Course Objective</th>
<th>Module</th>
<th>Topics</th>
<th>Clinical Assignments</th>
</tr>
</thead>
</table>
| 5/14  | 1    | 2, 6, 7          | Module 1: Orientation to Community and Population Health Nursing | Orientation to theory  
Introduction to Community Health Nursing  
Public Health System Overview | N/A |
| 5/15  | 1    | 1, 2, 3, 8       | N/A    | Evidence-Based Public Health Nursing Interventions  
Home Visit Guidelines  
Immunization Refresher  
Public Health Systems | Weekly critical reflections journals and calendars |
| 5/21  | 2    | 1, 2, 6          | Module 2: Learning Community Assessment | Nursing Care at the Community Level  
Program Planning and Evaluation | Community Assessment and Analysis Assigned with work continuing throughout the semester |
| 5/28  | 3    | 1, 2, 4, 5, 8, 9 | Module 3: Caring for the Family in a Community Context | Nursing Care at the Individual/Family Level  
Community Guide to Preventive Services  
Anticipatory Guidelines for Health Promotion | Family Assessment assigned, due date tbd by clinical instructor |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Notes</th>
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</thead>
</table>
| 6/4   | 4      | 3, 7, 8 | Module 4: Thinking from an Epidemiological Perspective
|       |        |        | Epidemiology
|       |        |        | - Measures of morbidity and mortality
|       |        |        | - Causal models
|       |        |        | - Epidemiological studies
|       |        |        | Agency Appraisal due with critical reflections journal this week |
| 6/11  | 5      | 3, 7, 8 | Module 4 (cont)
|       |        |        | Module 5: Understanding Health Promotion Theories in Relation to Preventive Health
|       |        |        | Epidemiology (cont)
|       |        |        | Health Promotion Theories
|       |        |        | Preventive Health Individual Level
|       |        |        | Preventive Health Community Level
|       |        |        | Anticipatory Guidelines for Health Promotion
|       |        |        | N/A |
| 6/18  | 6      |        | EXAM I
|       |        |        | Community Assessment and Analysis: Assessment and analysis due to Clinical Instructor this week |
| 6/25  | 7      | 2, 4, 8 | Module 6: Preparing to Care During Community Crises
|       |        |        | Emergency Preparedness
|       |        |        | Disaster Response
|       |        |        | N/A |
| 7/2   | 8      | 2, 4, 8 | Module 7: Teaching and Learning in Community Settings
|       |        |        | Community Health Education
|       |        |        | Health Literacy
|       |        |        | Community Assessment and Analysis: Intervention and Evaluation Plan due to Clinical Instructor this week |
| 7/9   | 9      | 2, 4, 7, 9 | Module 8: Protecting Health through Environmental Health Nursing
|       |        |        | Environmental Health
|       |        |        | - Competencies
|       |        |        | - Principles
<p>|       |        |        | - Nursing process |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Module Number</th>
<th>Module Details</th>
<th>Topics</th>
<th>Notes</th>
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<tbody>
<tr>
<td>7/16</td>
<td>2,3, 5, 9</td>
<td>Module 9: Understanding Nursing Care to Manage Communicable Diseases</td>
<td>Prevention, Surveillance, Control, International vs. Global Health, WHO, Developing Countries, Nursing Role</td>
<td>N/A</td>
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<tr>
<td>7/22 &amp; 7/24</td>
<td></td>
<td>Module 10: Global Health and Cultural Competence (online)</td>
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<td>Final Community Assessment</td>
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<tr>
<td>7/23</td>
<td>2, 7</td>
<td>Module 11: Advocating for Society’s Health Care Needs</td>
<td>TBA, Health Policy, Ethics</td>
<td>Final Community Assessment and Analysis due</td>
</tr>
<tr>
<td>8/1 (Th)</td>
<td>12</td>
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<td>Exam 2 (non-cumulative)</td>
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