COMMUNITY AND POPULATION HEALTH NURSING
NUR 470 Section 734
Location of Class: On-line
Clinical locations and times: TBA
4 Credits
Spring 2016

I. 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.

II. 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.

III. Additional Course Details: None.

IV. Prerequisites: NUR 455 and NUR 465 [RM1]

V. Co-requisites: NUR 485 concurrently
VI. Standards Documents: The curriculum is guided by the following documents:

  [http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf](http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf)


VII. Course Faculty:

Karen Malmsten, RN, MS, MEd  
Office: C262 Life Sciences Building  
E-Mail: karen.malmsten@hc.msu.edu  
Office Phone: 517-353-4759; Cell phone number will be e-mailed to students enrolled  
Office Hours: To be arranged to accommodate student schedules.

Dr. Rhonda Maneval, DEd, RN  
Director of Undergraduate Programs  
Office Address: Life Science, 1355 Bogue St., Room #A227, East Lansing, MI 48824  
Office Phone: (517) 355-0328  
rhonda.maneval@hc.msu.edu

E-mail Communication: Email communication for this course is preferred when possible. Instructors will be using student msu.edu email addresses. The goal is to respond to your questions within 24 hours Monday through Friday, and within 48 hours if sent during the weekend.

VIII. Instruction:

a. Methodology:

This course contains both an online theory component and a precepted clinical practicum. The online portion of the course is delivered via weekly learning modules. The clinical portion of the course involves 72 hours of precepted clinical experiences and 6 online clinical discussion forums (explained in detail below). Clinical experiences occur in public health and community-oriented population-focused settings and provide opportunities for community/public health nursing practice with vulnerable populations.

b. Writing Requirements:

Grading rubrics will be used to grade each component of the Community Projects. APA style is required for written assignments unless exceptions are explicitly given by the faculty.
c. Required Text:


IX. American Nurses Association Electronic Books (E-books)

http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf


X. Other Required Resources, References, Supplies

Readings and resources will be posted on the course Desire to Learn (D2L) site. Students are required to furnish their own transportation to and from the clinical site and to assigned activities during a variety of clinical experiences.

Desire2Learn Helpline
1.800.500.1554 (24 hrs, 7 days/week)
517.355.2345 (24 hrs, 7 days/week)
www.d2l.msu.edu (D2L Help link in upper right corner)
http://help.d2l.msu.edu/
Always check with the Help Line first!
http://help.d2l.msu.edu/students/quick-start-guide

Frequently Called Telephone Numbers
Simulation Lab, Life Sciences; 355-5765 (with answering machine)
Media Lab (Andy Greger) Life Sciences, 353-9020
College of Nursing Office of Student Support Services C120 Bott Building 353-4827.
DMC – College of Osteopathic Medicine, 4707 St Antoine St, Detroit, MI 48201/517-884-9674.
XI. Outcome, Competencies and Indicators

The 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. Each indicator assignment must be passed at 75%. If 75% is not achieved on the first attempt the student must remediate to a minimum grade of 75%, however the original grade on the assignment will stand.**

<table>
<thead>
<tr>
<th>LEVEL IV</th>
<th>Concept</th>
<th>Level IV Outcome</th>
<th>LIV Competency</th>
<th>LIV Indicator</th>
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</thead>
<tbody>
<tr>
<td>COMMUNICATION IV (COMM)</td>
<td>Effectively communicate and collaborate with individuals, groups and populations of clients and health professionals and the community. (Communication theoretical construct).</td>
<td>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.</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
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<tr>
<td>CRITICAL THINKING IV (CT)</td>
<td>Utilize clinical reasoning to organize data and determine nursing approaches to achieve client and organizational outcomes. (Critical thinking theoretical construct).</td>
<td>1. Critically judges nursing care issues and develops approaches to clinical/theoretical situation. 2. Evaluates and revises decisions under conditions of risk and uncertainty.</td>
<td>NUR 480 Case Analysis Using Ethical Problem</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Course Description</td>
<td>Objectives</td>
<td>Course Title</td>
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<tr>
<td>NUR 470</td>
<td>Population Health Promotion Project</td>
<td>Analyze data to competently deliver targeted nursing care to individuals, groups and populations. (Nursing therapeutics theoretical construct).</td>
<td>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</td>
<td>NUR 470 Population Health Promotion Project</td>
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<tr>
<td>NUR 470</td>
<td>Population Health Promotion Project</td>
<td>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)</td>
<td>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.</td>
<td>NUR 470 Population Health Promotion Project</td>
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<tr>
<td>NUR 460</td>
<td>Case Management Discharge Planning Assignment</td>
<td>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).</td>
<td>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</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
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<tr>
<td>COURSE</td>
<td>CONTENT</td>
<td>ASSIGNMENT</td>
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<tr>
<td>PROFESSIONAL LEADERSHIP IV (PL)</td>
<td>Provide professional nursing leadership to promote optimal health outcomes for care for individuals, groups and populations in varied care settings. (Professional leadership theoretical construct).</td>
<td>NUR 460 Case Management Discharge Planning Assignment</td>
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<td></td>
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<tr>
<td>ETHICAL PRACTICE IV (EP)</td>
<td>Apply effective strategies to address institutional and population ethical problems. (Ethical practice theoretical construct).</td>
<td>NUR 480 Case Analysis Using Ethical Problem</td>
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<tr>
<td>EVIDENCE-BASED PRACTICE IV (EBP)</td>
<td>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)</td>
<td>NUR 470 Population Health Promotion Project</td>
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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

XII. Evaluation:

a. Learning Assessments and Grading:

The course grade will be comprised of 50% theory grade, and 50% clinical grade as outlined in the table below. Theory grades will be based on weekly quizzes and two exams. Clinical grades will be based on 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% or 2.0 in clinical assignments in order to pass the course regardless of the weighted total. The indicator for this course is the Community Project. A minimum of 75% is required on each component of this indicator to pass the course. If 75% is not achieved on the first attempt, the student must remediate to a minimum grade of 75%; however, the original grade on the assignment will stand.

<table>
<thead>
<tr>
<th>Theory</th>
<th>% of Course Grade</th>
</tr>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam-cumulative</td>
<td>20%</td>
</tr>
<tr>
<td>Weekly Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>Clinical</td>
<td></td>
</tr>
<tr>
<td>Postings</td>
<td>20%</td>
</tr>
<tr>
<td>• Discussion forum</td>
<td></td>
</tr>
<tr>
<td>• Signed Calendar</td>
<td>50%</td>
</tr>
<tr>
<td>Community Project (Indicator)</td>
<td>30%</td>
</tr>
<tr>
<td>Part 1 Assessment</td>
<td>36 pts</td>
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<tr>
<td>Part 2 Analysis</td>
<td>24 pts</td>
</tr>
<tr>
<td>Part 3 Intervention and Evaluation</td>
<td>24 pts</td>
</tr>
<tr>
<td>Part 4 Implementation and Evaluation</td>
<td>16 pts</td>
</tr>
</tbody>
</table>

*A 2% reduction in grade will be made for each day an assignment or posting is late.*
The clinical grade will be divided into clinical performance (P/F) and clinical assignments (50%). A folder with the guidelines and rubrics for clinical assignments can be found in a clinical assignments folder in the course D2L site.

- Clinical performance will be evaluated utilizing the MSUCON Clinical Performance Evaluation Tool. Students will participate in midterm and final self-evaluations and have formal midterm and final conferences with their preceptors and clinical instructors. Progress toward goals will be examined at midterm, identifying strengths and weaknesses in performance. Any items marked with a “needs improvement” by the clinical instructor at midterm will necessitate a written action plan, and a midterm progress report will be completed. The final clinical evaluation and conference will focus on performance over the semester in achieving course objectives.

- Weekly postings are worth 20% of the grade. Students will post a cumulative calendar each week in the drop box along with a clinical journal. In addition, there are graded Discussion Forums that contribute to this portion of the grade.

- A community project is worth 30% of the grade and is the indicator for the course. A minimum of a 75% score is required on each part of this assignment.

Any student deemed clinically unsafe will not pass the course. A 0.0 grade will be given for unsafe or dishonest behavior, unexcused absences and failure to meet minimal course expectations.

c. Additionally any student deemed unsafe in Clinical as determined by faculty will receive a failing grade in the course.

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

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
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<tbody>
<tr>
<td>94-100%</td>
<td>4.0</td>
</tr>
<tr>
<td>89-93.99%</td>
<td>3.5</td>
</tr>
<tr>
<td>84-88.99%</td>
<td>3.0</td>
</tr>
<tr>
<td>79-83.99%</td>
<td>2.5</td>
</tr>
<tr>
<td>75%-78.99%</td>
<td>2.0</td>
</tr>
<tr>
<td>(Minimum passing grade)</td>
<td></td>
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<tr>
<td>70%-74.99</td>
<td>1.5</td>
</tr>
<tr>
<td>65%-69.99%</td>
<td>1.0</td>
</tr>
<tr>
<td>&lt;65%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

CON does not round Course Grades. (e.g., 93.9% = 3.5)

*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.
XIII. Examinations:

   a. Tardiness: If a student is late, he/she will only be allowed the allotted time remaining to complete the exam.

   b. Absences: Students must notify course faculty of any absence prior to the start of the exam.

   c. Excused Absence: Absence from an exam may be excused for such reasons as a family death, serious family illness, court mandated appearance, and personal illness (requiring HCP documentation). Excused absence must have appropriate documentation in order to be excused. Course faculty will make the determination of whether an absence is excused if it meets the above criteria.

   d. Unexcused Absence: No make-up exam will be scheduled. Student will receive a zero grade.

   e. Make-up Exam (for excused absence only):
      a. Students must contact the faculty member to schedule the make-up examination. The exam must be made-up within 1 week of the original examination date; any extension beyond 1 week is at the discretion of faculty and would only occur in the event of extraordinary circumstances. Faculty will determine the date and time of the make-up exam.
      b. Make-up exams may differ from the original exam and include, for example, essay, short answer, matching, and true/false type questions.

XIV. Grief Policy:

The faculty and staff should be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in his/her classes. It is the responsibility of the student to:

   a) notify the Associate Dean by completing the grief absence request form https://reg.msu.edu/StuForms/Stuinfo/GriefAbsenceForm.aspx, b) complete all missed work as determined by the instructor. It is the responsibility of the Associate Dean or designee to: a) determine with the student the expected period of absence – it is expected that some bereavement processes may be more extensive than others depending on individual circumstances, b) notify the faculty that the student will be absent, and c) receive verification of the authenticity of a grief absence request upon the student’s return. It is the responsibility of the instructor to work with the student to: a) make reasonable accommodations and b) to include appropriate language describing such accommodations in their course syllabus, so that the student is not penalized due to a verified grief absence. Students who believe their rights under this policy have been violated should contact the University Ombudsperson.

XV. 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.
XVI. Professionalism:

**a. 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.

**b. 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 College of Nursing and agency patient confidentiality guidelines at all times.

During the first week of the semester (January 11th is the first day of class), each student is to meet with his or her preceptor. The purpose of this meeting is to:

1. Establish practice relationship and communication protocols
2. Discuss linkages between course objectives and agency opportunities
3. Identify their specific “community” or groups with whom they will work
4. Develop a tentative weekly clinical schedule

Clinical precepted experiences occur one day per week over a 16 week period that begin the week of January 11th and ends April 29th 2016. NUR470-734 requires 72 clinical hours on-site clinical practice per week (4.5-5 hours for 16 weeks) and the completion of 7 Discussion Forums completed outside of the clinical setting (each requires 1.5-2 hours to complete). Clinical activities involve travel and students must arrange for their own transportation for these activities. Lunch hours and travel to and from clinical sites are not included in required clinical hours.

Students are not allowed to use personal vehicles to transport agency clients.

Students are advised to schedule their practicum on the same day each week. The number of clinical hours per week may be adjusted to take advantage of learning opportunities as long as the preceptor and clinical instructor approve.

There are two types of calendars: the **Tentative clinical calendar** and the **Weekly, cumulative calendar.** The tentative clinical calendar demonstrates the days a student plans to be in the clinical setting and should be submitted at least monthly (although a student may complete and submit it for the entire semester). Students and their clinical preceptors will create the tentative calendar during the first week of clinical and submit to the Clinical Calendar dropbox. Changes are often made over the course of the semester depending on the clinical opportunities, work schedule, family illness, etc. Updating the clinical calendar with the professor is the responsibility of the student and should be done as soon as the student is aware of the changes.

The other calendar, **Weekly Cumulative Calendar,** documents the student’s clinical activities in detail as well as the plan for the following week. Students will give their preceptors a copy of their cumulative calendar at the end of their clinical day for approval and signing at the end of their clinical day. Students will then scan and submit the weekly, signed calendar for posting in the labeled dropbox. It is suggested that the student have the calendar with them during the clinical day to document activities and be available for preceptor to sign.

Throughout the practicum, students are to have regular face-to-face clinically oriented planning and processing discussions with their preceptors. Students are responsible for discussing clinical activities and intervention plans and to promptly apply all feedback (verbal and written) to ongoing performance improvement.
d. Delivery of nursing care. Under the supervision and direction of clinical instructors and clinical preceptors, students will provide the following levels of community/public health nursing services:

Community/population-focused care: Students work individually to apply the nursing process with a specific population in the community. 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 their preceptor and with community members.

The Community Project assignment is submitted in four parts to their Professor during the semester. The specific requirements of the assignment, due dates, and the grading rubric are posted on D2L.

Clinical experiences outside of the assigned clinical agency must be approved by the preceptor and the course coordinator; notify the course coordinator if you have an idea and want assistance in finding the appropriate site. (Ex: want to visit a nurse working in a jail or visit a homeless shelter)

XVII. Clinical Course Compliance Requirement:

All Michigan State University College of Nursing (CON) Undergraduate Nursing Students are required to be in compliance with all health/immunization requirements, criminal background checks, BLS certification, blood borne pathogen training, HIPAA training, and any other agency specific requirement while in the nursing program (Refer to BSN Handbook for detailed policy and procedures).

Students will be considered out of compliance if a designated immunization or other item required to be submitted to the University Physician’s Office, Office of Student Support Services, ACEMAPP, or other agency is not updated by the designated deadline.

Students enrolled in clinical nursing courses who are out of compliance will receive a 1% reduction to the overall course grade which will be applied at the end of the semester for each item out of compliance during the course. If an item is not brought into compliance within 1 week an additional 1% reduction will be taken for each week the student is out of compliance.

Additionally, students enrolled in clinical courses who are identified as out of compliance will not be permitted to attend clinical until documentation has been submitted to the correct compliance monitoring office. Clinical absences that result from out of compliance status may affect the ability of the student to successfully meet clinical course objectives, which may result in course failure.

XVIII. Course 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 BSN Student Handbook:
  http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm
  - Includes Professional Development Guidelines
Students are responsible for the information found in the CON BSN Student Handbook.

- Academic Programs: [http://www.reg.msu.edu/AcademicPrograms](http://www.reg.msu.edu/AcademicPrograms).
- Integrity of Scholarship and Grades: [http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534](http://www.reg.msu.edu/AcademicPrograms/Print.asp?Section=534).

**XIX. University & College Policies:**

**Academic integrity:**

Article 2.3.3 of the Academic Freedom Report states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the College adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. (See Spartan Life: Student Handbook and Resource Guide [http://splife.studentlife.msu.edu/](http://splife.studentlife.msu.edu/) and/or the MSU Web site: [www.msu.edu](http://www.msu.edu)). Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the [www.allmsu.com](http://www.allmsu.com) Web site to complete any course work in NUR 470. Students who violate MSU rules may receive a penalty grade, including—but not limited to—a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also [https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations](https://www.msu.edu/unit/ombud/academic-integrity/index.html#regulations)).

**XX. Accommodations for students with disabilities:**

Students with disabilities should contact the Resource Center for Persons with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice), 355-1293 (TTY), or visit [MyProfile.rcpd.msu.edu](http://www.rcpd.msu.edu).

**XXI. Disruptive behavior:** Article 2.3.5 of the Academic Freedom Report (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility." General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process."
XXII. Attendance: 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. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

XXIII. College of Nursing Policies: Professional Development Guidelines found in CON Student Handbooks at CON website http://nursing.msu.edu/BSN%20Programs/Handbooks/default.htm. Students are responsible for the information found in the CON (BSN, MSU or PhD choose one) Student Handbook.

XXIV. Course Calendar: Course calendar will be posted in D2L.