

COMMUNITY HEALTH AND POPULATION NURSING

NUR 470 Section 001

4 Credits

Tuesdays, 10:20 am- 12:10 pm; A-131 Life Sciences Building

Spring 2009

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. Access and apply the latest evidence-based guidelines for health promotion and disease prevention in the provision of nursing care to individuals and 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 NUR4560

Co-requisites: NUR 460 concurrently and NUR 480 concurrently

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

- American Association of Colleges of Nursing (1998). *The essentials of baccalaureate education for professional nursing practice*. Washington, DC: Author.
- American Nurses Association (2001). *Code of ethics for nurses with interpretive statements*. Washington, DC: Author ISBN 1-55810-176-4
- American Nurses Association (2004). *Nursing: Scope and standards of practice*. Washington, DC: Author ISBN 1-55810-215-9
- American Nurses Association (2003). *Nursing's social policy statement (2nd ed.)*. Washington, DC: Author ISBN 1-55810-214-0
- American Nurses Association (2007). *Public health nursing scope and standards of practice*. Washington, DC: Author ISBN 13:978-1-55810-246-0

Faculty Contact Information:

Grace Kreulen, PhD., RN
Office: A-129 Life Sciences
Office Phone 517-353-8679
Office Hours: Tuesday, 12:10p – 1:00p and by appointment
Note: Times can be arranged to accommodate student schedules.

Kathleen Bappert, MS, RN
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Note: Times can be arranged to accommodate student schedules.

Janice Brady, PhD, MS, RN
Office: W135 Owen Hall
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Note: Times can be arranged to accommodate student schedules.

Sheila Aiken, PhD, MS, MA, RN
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Note: Times can be arranged to accommodate student schedules.

Patricia Bednarz, MN, RN, FNC-BC
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Mary Scoblic, MN, RN
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Elaine Scribner, MPH, BSN, RN
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Linda Spence, PhD, RN
Office: A102 Life Sciences Building
Office Phone: 517-353-8684
Office Hours: By appointment
Note: Times can be arranged to accommodate student schedules.

Required Text books and Resources:

a. Required Texts:

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Stanhope, M. and Lancaster, J. (2006). *Foundations of Nursing in the Community: Community-Oriented Practice* (2nd ed.). St. Louis, MO: Mosby. ISBN-13 978-0-323-032-9-4, ISBN-10 0-323—3209-5.

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

Optional Texts:

Heymann, D.L. (2008). *Control of communicable diseases manual* (19th ed.). American Public Health Association.

b. Required Resources, References, 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 and assignments. 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% 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 will be given for unsafe or dishonest behavior, unexcused absences and failure to meet minimal course expectations.

Theory Grade		50%
Exam I	10%	
Exam 2	15%	
Final Exam	20%	
Theory Assignments (on-line EBP assignment (3%), and in-class CD group project (2%))		
Clinical grade		50%
Clinical Performance Evaluation	P/F	
Clinical Assignments		
Weekly Folder (calendar and journal)	10%	
Family Assessment	15%	
Community assessment/analysis (indicator)		

***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 case presentation. 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.

%	GRADE
100-94 %	4.0
93-89%	3.5
88-84%	3.0
83-79%	2.5
78-75%	2.0 (Minimum passing grade)
74-70%	1.5
69-65%	1.0
<64%	0.0

“Final Course Grades will not be rounded”

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.

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.

Outcomes, Competencies and Indicators: Level IV

LEVEL OBJECTIVES, COMPETENCIES, AND INDICATORS BY CURRICULAR CONCEPT ACROSS THE CURRICULUM

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.**

LEVEL IV			
Concept	Level IV Outcome	LIV Competency	LIV Indicator
COMMUNICATION IV (COMM)	Competently engages in increasingly complex interpersonal relationships with clients, colleagues, and groups.	Performs the role of leader/manager through effective communication with all members of the health care team (non-professional, professional, and executive levels). Demonstrates ability to effectively communicate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives.	Two process recordings within the leadership role that demonstrates ability to communicate within levels of the health care and social system. (Also PROFESSIONAL LEADERSHIP; NUR 460)
CRITICAL THINKING IV (CT)	Appraises and judges nursing care in relation to their own internalized critical thinking process.	Critically judges nursing care issues and develops approaches to clinical/theoretical situation. Evaluates and revises decisions under conditions of risk and uncertainty.	Combined with ETHICAL PRACTICE
NURSING THERAPEUTICS IIV (NT)	Synthesizes data to competently deliver targeted nursing care to individuals and groups.	Provides and critically evaluates complete care to a selected group of patients Analyzes effectiveness of community resources when performing a community health risk assessment for diverse populations	Community assessment/analysis health promotion project: Evidence-based assessment, diagnosis, planning, intervention, and evaluation in partnership with a vulnerable community-based population group (also EVIDENCE-BASED PRACTICE, HEALTH PROMOTION AND RISK REDUCTION, and GLOBAL AND CULTURAL COMPETENCE; NUR 470)
HEALTH PROMOTION AND RISK REDUCTION IV (HPRR)	Skillfully facilitates adoption of values and behaviors of persons/populations that will achieve and/or maintain an optimal level of health and wellness	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.	Combined with NURSING THERAPEUTICS, EVIDENCE BASED PRACTICE, AND GLOBAL CULTURAL COMPETENCE (see NT).

ILLNESS AND DISEASE MANAGEMENT IV (IDM)	Integrates theories and principles to competently coordinate the care necessary for the focused management of illness and disease.	Arranges all necessary referrals and liaisons to facilitate transfer of patient from agency to home or another agency Promote achievement of client outcomes by supervising and/or collaborating with members of the health care team	Combined with PROFESSIONAL LEADERSHIP
PROFESSIONAL LEADERSHIP IV (PL)	Formulate professional leadership approaches to promote optimal health outcomes for persons and populations in varied care settings	<ol style="list-style-type: none"> 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 	Maintain case management referral log and evaluation the coordination of care within portfolio (also ILLNESS AND DISEASE MANAGEMENT; NUR 460). Combined with COMMUNICATION
ETHICAL PRACTICE IV (EP)	Develop effective strategies to remedy institutional or social level ethical problems	Evaluates policy and practice using ethical problem-solving methods Develops strategies to remedy institutional or social level ethical problems	Uses ethical problem-solving method and appropriate literature to develop a case analysis using an ethical problem experienced during personal clinical practice (Also CRITICAL THINKING; NUR 480)
EVIDENCE-BASED PRACTICE IV (EBP)	IV Consistently internalizes theory and research findings into nursing practice.	Evaluates policies and procedure used in the clinical settings using current evidence.	Combined with NURSING THERAPEUTICS, HEALTH PROMOTION RISK REDUCTION, AND GLOBAL CULTURAL COMPETENCE (see NT).
GLOBAL AND CULTURAL COMPETENCE IV (GCC)	Consistently applies analysis of the interaction among global, cultural and societal factors affecting the health and wellness of persons/populations.	Examines the interaction between cultural and social variables of a specific cultural population Examines international Nursing's role in global health	Combined with NURSING THERAPEUTICS, EVIDENCE BASED PRACTICE, AND HEALTH PROMOTION RISK REDUCTION (see NT).

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>
- MSU Spartan Life Student Handbook and Resource Guide
<http://www.vps.msu.edu/SpLife/index.htm>
- Information for Current Students—including Rights, Responsibilities and Regulations for Students
<http://www.msu.edu/current/index.html>
- Academic Programs <http://www.reg.msu.edu/UCC/AcademicPrograms.asp>

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Additional Course Content

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 six hours weekly, with both in-class and on-line experiences, and clinical experience 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.

Course Policies:

a. Compliance with immunization, CPR and HIPPA 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. *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 or the University Physicians Office at 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 are required in the clinical setting.*

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.

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 (limit to one page per clinical day) on experiences that SPECIFICALLY address the following questions:

1. What C/PH concepts/theory/evidence did I apply today? (or could I have applied)
2. What learning questions were raised by this week's activities and where did/will I get the information to answer the questions?
3. What did I learn in relation to course objectives?
4. What thoughts and feelings do I have about today's experiences?

Note:

The 1st critical reflection must include 2-3 personal learning goals for the clinical experience.

The midterm critical reflection includes the midterm clinical self-evaluation.

The final critical reflection is the final clinical self-evaluation.

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. 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 sequentially to clinical faculty during the semester. *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/public health. These ½ to 1-day long participant observational experiences are *limited to 2 per student* and include local health departments (immunization clinic, communicable disease control, home visits with PHNs, environmental health, homeless bus), correctional health, occupational health, and others. *Preparatory activities are required* for each public health experience. The critical reflection for the week of the activity must be reflective on the experience.

g. 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.

Class: Attendance at all classes is strongly encouraged and may be monitored. Students who are unable to attend class must contact Ms. Bappert or Dr. Kreulen before the beginning of class to ask to be excused.

Clinical Attendance:

Attendance at all planned clinical experiences is required. A student who cannot attend a planned clinical experience must notify their clinical faculty prior to the start of the clinical day using their pre-determined defined call-in protocol. A student who misses a clinical experience may be required to 1) provide appropriate a written excuse from a health care provider for incidents of illness/injury, and 2) make-up the clinical time.

Any student who is not prepared to provide safe nursing care at a given clinical experience for any reason (including previous absence from clinical experiences, insufficient preparation for client encounters, and incomplete documentation of immunization and CPR status) may be sent home from that clinical experience.

Bad Weather Procedures. Clinical instructors will provide students with information the first day of clinical regarding procedures for the event of severe dangerous weather.

Any unexcused absence may be cause for student withdrawal from the course. Absences are excused at the discretion of the faculty. Students with unexcused absences or excessive absences from clinical that are in jeopardy of failing to meet course objectives may be asked to withdraw or receive a '0' in the course.

h. 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 with additional formats (essay, fill in the blank, etc.). Make-up exams are routinely scheduled within one week of the original exam date. Health providers' statements may be required. Questions regarding examination grades will be put forward within one week of the exam date. Alterations will not be made after this time.

Course Calendar: The course calendar will be available the first day of class on the ANGEL course site. It will include the class schedule, exam dates, and tentative due dates for required assignments