

NURS 455

Community Health Nursing



Faculty: Erin Hann, MSN, BSN, RN
Texas A&M University-Texarkana
Spring 2024

**Texas A&M University-Texarkana
College of Arts, Sciences, and Education
Spring 2024**

COURSE NUMBER: NURS 455

COURSE TITLE: Community Health Nursing

COURSE CREDIT: 5 SCH (3 SCH didactic, 2 SCH clinical practicum)

COURSE FACULTY: **Erin Hann, MSN, BSN, RN**
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Office Hours: Mondays and Tuesdays 0900-1100
Other Office Hours: by appointment

Appointments with the instructor must be requested through the A&M-Texarkana e-mail account. A pre-scheduled appointment will ensure individual time with faculty as general office hours are open to frequent interruptions and/or other university obligations. Faculty will respond to messages (voicemail & email) in a timely fashion, usually within two business days.

PREREQUISITE: NURS 462, NURS 463, NURS 431

CLASS LOCATION: BASS 245

COURSE DESCRIPTION:

This course introduces concepts of community health utilizing the population focused nursing process. Emphasis is on health promotion, risk reduction, and disease management in selected community settings. Principles of collaborative care, health disparities, cultural and ethnic differences, genetics, ethics and legal aspects of care, cost, and safety are threaded throughout the course.

TEACHING METHODS:

This course will be taught by nursing faculty. The course will use a variety of teaching methods such as: lectures, discussions, videos, PowerPoint presentations, guest speakers, individual and group activities. The teacher's role includes facilitating the student's learning and serving as a resource person to guide the student in the learning process.

REQUIRED TEXTS AND RESOURCES

Nies, M and McEwen, M. (2023). Community/Public Health Nursing, (8th ed.). Elsevier. ISBN: 9780323829632

Shadow Health. (2022). Digital Download from Elsevier. Enrollment code will be provided.

American Psychological Association. (2019). *Concise rules of APA style* (7th ed.). Washington, DC. ISBN – 978-1-4338-32161

American Association of Colleges of Nursing. (2021). *The essentials of baccalaureate education for professional nursing practice*, Washington, DC: AACN. – Free download at <https://www.aacnnursing.org/AACN-Essentials>

American Nurses Association. (2015). *Essentials of nursing practice package* (3rd ed.). Silver Springs MD: ANA. FNDN2015

STUDENT LEARNING OUTCOMES (SLO) - Didactic:

By the end of this semester, nursing students will be able to:

1. Utilize patient care and information technology to improve population health outcomes. BE IV; DEC's IVD ;PLO4
2. Collaborate with other health professionals to improve the health of populations BE IV; DEC's IVA ;PLO 2,6
3. Use a population focused, evidence-based nursing process approach to coordinate and plan safe, quality and culturally appropriate nursing interventions for populations. BE III; DEC's IB; IIB PLO 5
4. Coordinate, collaborate, and lead health care teams during local or global emergencies or pandemics to promote community stability, health, safety, and prevent disease. BE VII; DEC's IVG; PLO 7

The *Essentials for Baccalaureate Education for Professional Nursing Practice*, (2021); the *Differentiated Essential Competencies of Graduates of Texas Nursing Programs*, (2021); and the Philosophy of the Department of Nursing provide a foundation for the course objectives.

STUDENT LEARNING OUTCOMES (SLO) – CLINICAL:

1. Use information and technology to communicate, manage data, and support decision making to improve population health outcomes.BE;1 DEC's ID,IIA; PLO I
2. Use ethical principles and professional standards in nursing practice to improve population health outcomes SE V;DEC's I.A,III.A; PLO 5

3. Demonstrate therapeutic communication with patients, families, and members of the healthcare team to improve population health outcomes BE VI;DECs IV.A,IV.B;PLO 6
4. Demonstrate patient-centered care with compassion and coordinated evidence-base practice to improve population health outcomes BE IX; DECs II.A, II.B; PLO 9
5. Plan evidence-base practice with clinical expertise and patient/family preferences in culturally diverse populations BE IX; DECs II.D, II.E; PLO 9
6. Formulate ways to minimize risk of harm to patients and staff through both system effectiveness and individual performance.BE IX; DECs III.B,II.E, PLO9
7. Appraise data to monitor, change outcomes and improve the quality and safety of patient-centered care in culturally diverse populations BE VIII; DECs ID,PLO 8
8. Demonstrate the ability to apply an experience-based knowledge to practical problems (BE IX; DECS ID; PLO 9)
9. Make referrals for patients, families, populations, and communities considering care needs, health promotion, maintenance, and restoration. BE VI; DECs IV-A, IV-C; PLO5
10. Advocate for healthcare policy, finance, and regulatory environments that promote the health of culturally diverse populations. BE5; DECs IA; IV-B,PLO 5

METHODS OF EVALUATION:

Exams (4).....	50% of grade
Community Assignments	20% of grade
Shadow Health	5% of grade
Comprehensive Final_____	25% of grade
Total	100%

Grading Scale:

A = 92-100
 B = 83-91
 C = 75-82
 D = 60-74
 F = 59 and below

A grade of "C" or above is required in every nursing course. See nursing student handbook for progression policy.

COURSE OUTLINE:

Week 1: Health: A Community View; Historical Factors: Public Health Nursing; Population Focused Nursing; Health Promotion and Risk Reduction
Week 2: Epidemiology: Community Assessment; Community Health Planning, Implementation and Evaluation; Education
Week 3: Case Management
Week 4: Policy, Politics, Legislation; Health Care System; Health Care Economics
Week 5: Cultural diversity and Community Health Nursing; Environmental Health
Week 6: Child, Adolescent, Men's, Women's, Senior and Family Health
Week 7: Populations Affected by Disabilities, Veteran's Health
Week 8: Homeless, Rural and Migrant Health
Week 9: Populations Affected by Mental Illness
Week 10: Communicable Disease
Week 11: Substance Abuse, Violence, Natural and Manmade disasters
Week 12: School Health; Occupational Health; Forensic and Correctional Nursing
Week 13: Faith Community Nursing; Home Health and Hospice
Week 14: No New Content
Week 15: NCLEX Prep

Late Assignments

Assignments must be submitted on time. If there is an emergency, please notify your instructor as soon as possible. Late submissions will have 5 points per calendar day deducted per faculty discretion.

Formatting of Assignments

Assignments not submitted in APA format will not be accepted. The student may be allowed to revise the assignment with appropriate formatting and submit late. Late submissions will have 5 points per calendar day deducted per faculty discretion.

Competency in dosage calculation will be tested each semester in which the student has a clinical course.

1. The content of the test will differ by course, reflecting the population and/or content of the course.
2. A review will be provided prior to the test that includes an introduction of new content to be tested.
3. The student is allowed two (2) attempts on the test. Failure to achieve the required score after 2 attempts will require that the student withdraw from the course. A grade of "W" will be recorded on the student transcript but will be considered as a failure in the Department of Nursing.
4. A grade of 90% or higher is required to demonstrate competency.
5. The grade on this test will not be included in the calculation of the grade for the course.

FOR EXAM/QUIZ POLICIES, ATTENDANCE POLICIES, ETC., REFER TO THE NURSING STUDENT HANDBOOK.

STUDENT PARTICIPATION

A. Participation Policy

The student is expected to participate in all activities as assigned by course faculty. Activities may include but are not limited to collaborative projects, reflective activities, library or research components, and any other learning activities as designated by faculty.

In courses that require graded in-class activities, these activities are used as a measure of pre-class preparation and post-class learning. Therefore, these activities may not be made up in the event of absence or late entry into class regardless of reason for absence. A grade of zero will be recorded.

B. Course Etiquette

Students are expected to demonstrate respect for fellow classmates and the instructor throughout the course by responding in a thoughtful manner that does not criticize or demean anyone in the class.

C. Discussion Board Standards

Discussion Board Forums may be utilized within this course as assigned by faculty. Please refer to the Discussion Board Instructions and Grading Rubric provided within Canvas.

For University policies on Academic Integrity, A&M-Texarkana Email Address, and the Drop Policy, please refer to the Texas A&M University website at <http://catalog.tamut.edu/academic-information/>

For policies governing *all web-enhanced and online courses*, please refer to Online Education section of the Texas A&M University website at www.tamut.edu.

Disability Accommodations: The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Student Life in UC room 126, or call (903)223-3116. For additional information visit the Disability Services section of the Texas A&M University website at <https://tamut.edu/student-affairs/disability-services.html>