# Course Description

This course focuses on nursing in the community with emphasis on the individual and family. Concepts of community health nursing and roles of the professional nurse are analyzed. The ethical, spiritual and moral aspects of the individual and family are considered in a caring environment. Clinical experiences are provided with individuals and families in a variety of community settings. (4 credits)

# Course Outcomes (CO)

* **CLO1**: Describe the characteristics of community health nursing.
* **CLO2**: Apply the roles of the professional nurse to community settings.
* **CLO3**: Measure nursing actions against standards of home care practice.
* **CLO4**: Examine selected models of health and their impact on clients’ behaviors in the community.
* **CLO5**: Use critical thinking to address needs of individuals/families in the community.
* **CLO6**: Use nursing assessment skills to determine actual and/or potential problems of individuals and families.
* **CLO7**: Assess factors that affect family functioning.
* **CLO8**: Recommend interventions to meet the needs of individuals and families in the community.
* **CLO9**: Apply teaching and learning principles with individuals and families in the community.
* **CLO10**: Determine the impact of the Health Care Delivery System on the continuum of care.
* **CLO11**: Analyze the influence of reimbursement mechanisms on the delivery of services to the individuals/families in the community.
* **CLO12**: Examine ethical /legal issues related to community health nursing practice.
* **CLO13**: Determine appropriate community resources for the individual/families.
* **CLO14**: Collaborate with the healthcare team for continuity of care.
* **CLO15**: Demonstrate professional behavior in interaction with clients/members of the health care team.

**Program Outcomes (PLO)**

* **PLO1:** Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

**GMercyU Learning Outcomes (GMercyULO)**

* **GMercyULO1**:Communication Skills ­– listening, speaking, reading, writing, and observation.
* **GMercyULO2**: Professional Competency ­– the skills and knowledge necessary for students to be satisfactory entry-level professionals in their chosen fields.
* **GMercyULO3**: Moral and Ethical Judgment­– the awareness of the historical, philosophical, and religious foundations of ethical decision-making.
* **GMercyULO4**: Problem Solving ­– the ability to recognize problems and apply systematic methods or processes to develop and activate solutions to problems.
* **GMercyULO5**: Critical Thinking ­– the ability to consider and evaluate effectively a process that includes inquiry and logical deduction. Students understand different situations and make thoughtful and accurate assessments.
* **GMercyULO6**: Leadership in Society ­– service to society and the awareness of the individual's role in society and the impact of one’s actions.
* **GMercyULO7**: Critical and Competent Use of Technology ­– the individual’s ability to locate, select, create, process, evaluate, and distribute information.

**Student Expectations**

Students are expected to:

* Ask probing and insightful questions related to course content.
* Make meaningful and relevant connections and application to their own learning process.
* Be productive and contributing members of class discussions.

# Required Course Materials

Stanhope, M., & Lancaster, J. (2013). *Public health nursing: Population-centered health care in the community* (8th ed.). St. Louis, MO: Elsevier Saunders. ISBN - 978-0-323-24173-1

**Table of Contents**

[Week One: Introduction to Community Health Principles 4](#_Toc380418091)

[Week Two: Home Care 7](#_Toc380418092)

[Week Three: Clients Served: The Elderly, Wound Care and Family 11](#_Toc380418093)

[Week Four: Socio-Cultural Aspects in the Community 14](#_Toc380418094)

[Week Five: Health Care Delivery System 18](#_Toc380418095)

[Week Six: Hospice, Pain Management, Spirituality, Ethics 20](#_Toc380418096)

[Week Seven: End of Life; Comprehensive Plan of Care; Non-pharmacologic Pain Management 23](#_Toc380418097)

# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |  |
|  | Participation |  | 1 |
|  | Week 1 “Mr. H” Discussion Question |  | 2 |
| **Week 2** |  |  |  |
|  | Participation |  | 1 |
|  | Plan of Care Assignment |  | 1 |
|  | Week 2 “Mr. H” Discussion Question |  | 2 |
|  | Quiz #1 |  | 5 |
|  | EDGT Online Program |  | 2 |
|  | “Medication Reconciliation” Blog |  | 2 |
| **Week 3** |  |  |  |
|  | Participation |  | 1 |
|  | Week 3 “Mr. H” Discussion Question |  | 2 |
|  | Clinical Experience Journal #1 |  | 5 |
| **Week 4** |  |  |  |
|  | Participation |  | 1 |
|  | Ecomap Assignment |  | 2 |
|  | Week 4 “Mr. H” Discussion Questions |  | 2 |
|  | Quiz #2 |  | 5 |
|  | “Health Care Reform” Blog |  | 2 |
|  | Geriatric Assessment Wiki Assignment |  | 2 |
|  | Clinical Experience Journal #2 |  | 5 |
| **Week 5** |  |  |  |
|  | Participation |  | 1 |
|  | Week 5 “Mr. H” Discussion Questions |  | 2 |
|  | Quiz #3 |  | 5 |
|  | Clinical Experience Journal #3 |  | 5 |
| **Week 6** |  |  |  |
|  | Participation |  | 1 |
|  | Week 6 “Mr. H” Discussion Questions |  | 2 |
|  | “Spirituality” Blog |  | 2 |
| **Week 7** |  |  |  |
|  | “Palliative Care” Blog |  | 2 |
|  | Final Comprehensive Plan of Care Assignment |  | 4 |
|  | Analysis of a Case Study Final Project |  | 25 |
|  | Non-Pharmacologic Pain Modality Presentation |  | 8 |
| **Total Points** |  |  | **100** |

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| Week One: Introduction to Community Health Principles | |  |  |
| ***Learning Outcomes*** | | ***Alignment*** | |
| * 1. Explain the concept of community health nursing in relation to the practice of nursing. | | CLO1, CLO2 | |
| * 1. Describe the following concepts related to community nursing: Rule of Utility; Autonomy/Self-Determination; Paternalism; Compliance/Adherence. | | CLO1 | |
| * 1. Recognize the historical aspect of community health nursing and its meaning on practice today. | | CLO1 | |
| * 1. Describe the ANA concept of community health nursing. | | CLO1, CLO3 | |
| * 1. Identify the rights of clients in the community settings. | | CLO1, CLO3 | |
| * 1. Explain the Models of Health and the Health Belief Model applied to community health nursing practice. | | CLO4 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 1 & 2 of *Public Health Nursing Population-centered Health Care in the Community*. | | 1.1, 1.2, 1.3 |  |
| **Orientation to NUR 311 Lecture**  **Open** the following handouts to refer to them as you watch the lecture video:   * Analysis of a Case Study “The Patient Who Fell Through the Cracks” * Rubric for Analysis of a Case Study * Mr. H Article   **Watch** the *Orientation to NUR311: Community Health Nursing: Individual and Family* pre-recorded lecture. (9:45)  **Post** questions and comments about the content of the lecture in the Week One General Q&A discussion forum on Blackboard. | |  | Review lecture & post response =  **30 minutes** |
| **Introduction to Clinical Requirements Lecture**  **Open** the following handouts to refer to them as you watch the lecture video:   * Clinical Journal Guidelines * Rubric for Clinical Journals * Clinical Competencies * Sample Journal   **Watch** the *Introduction to Clinical Requirements* pre-recorded lecture. (5:46)  **Post** questions and comments about the content of the lecture in the Week One General Q&A discussion forum on Blackboard. | |  | Review lecture & post response =  **30 minutes** |
| **Community Health Nursing: Historical Review Lecture**  **Watch** the *Community Health Nursing: A Historical Review* pre-recorded lecture. (13:11)  **Post** questions and comments about the content of the lecture in the Week One General Q&A discussion forum on Blackboard. | |  | Review lecture & post response =  **30 minutes** |
| **Community Health Nursing/Public Health Nursing Lecture**  **Watch** the *Community Health Nursing/Public Health Nursing* pre-recorded lecture. (23:17)  **Post** questions and comments about the content of the lecture in the Week One General Q&A discussion forum on Blackboard. | |  | Review lecture & post response =  **30 minutes** |
| **Total** |  |  | **2 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Clinical Requirements**  **Contact** a senior center to schedule your clinical rotation.  **Contact** a home care/hospice agency once approved by your instructor.  **Submit** dates to instructor via Blackboard. | |  |  |
| **Week 1 “Mr. H” Discussion Question**  **Read** the “Mr. H” case study.  **Write** a response to the following discussion question in the Discussion forum:   * What is Mr. H’s Model of health and health belief model? How did this impact the care he received? * Based on Mr. H’s model of health, what activities might you take as his CHN to increase compliance? * Which rights of clients in the community apply to Mr. H? How can the rule of utility be applied?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.  **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 1.5, 1.6 | Case study analysis and posting = **1 hour** |
| **Total** |  |  | **1 hour** |

# Notes

The learning activities and assignment for Week 1 describe the concept of Community health nursing both past and present. The rights of the client in the community as well as Models of health are included to strengthen compliance and adherence.

# Content Outline

Please use this Content Outline to guide students through the course material.

I. Community Health Nursing

a. Historical Review

b. Present View

II. Rights of the Client in the Community

III. Models of health

IV. Key Assignments in Course;

a. Three clinical journals aligned to three clinical experiences

b. Analysis of a case study- paper

c. Three quizzes

d. Weekly Discussion Board Questions

e. Presentation of three journal articles: Medication Reconciliation, Health care delivery, and Spirituality.

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| Week Two: Home Care | |  |  |
| ***Learning Outcomes*** | | ***Alignment*** | |
| * 1. Explain the roles and activities of the home care nurse based on the Standards and Scope of Home Care Nursing. | | CLO1, CLO2 | |
| * 1. Identify the referral process connecting the person to community resources. | | CLO8, CLO13 | |
| * 1. Explain the preparation for carrying out of the visit, documentation, evaluation and eligibility evaluation of a home care visit. | | CLO3, CLO5 | |
| * 1. Define the process of performing an environmental assessment. | | CLO6 | |
| * 1. Differentiate the types of home care agencies and their influence on home care nursing practice. | | CLO1 | |
| * 1. Analyze the impact of OASIS and PPS reimbursement on home care. | | CLO10, CLO11 | |
| * 1. Describe the selected community resources as they relate to the fulfillment of needs of the person in the community. | | CLO8, CLO13 | |
| * 1. Apply selected theories and principles of learning to home care. | | CLO9 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 41 of *Public Health Nursing Population-centered Health Care in the*  *Community.* | |  |  |
| **Nurse in the Home Care Setting Lecture**  **Watch** the *Nurse in the Home Care Setting* pre-recorded lecture. (38:06)  **Watch** the *Home Visit* film. (x:xx)  **Post** questions and comments about the content of the lecture in the Week Two General Q&A discussion forum on Blackboard. | | 2.1, 2.5, 2.6, 2.3 | Review lecture & post response =  **30 minutes** |
| **Environmental Assessment Lecture**  **Watch** the *Environmental Assessment* pre-recorded lecture. (4:19)  **Watch** the *Assessing the Environment* film. (x:xx)  **Post** questions and comments about the content of the lecture in the Week Two General Q&A discussion forum on Blackboard. | | 2.4 | Review lecture & post response =  **30 minutes** |
| **Community Resources Lecture**  **Watch** the *Community Resources* pre-recorded lecture (19:15).  **Post** questions and comments about the content of the lecture in the Week Two General Q&A discussion forum on Blackboard. | | 2.7, 2.2 | Review lecture & post response =  **30 minutes** |
| **Teaching and Learning Lecture**  **Watch** the *Teaching and Learning* pre-recorded lecture. (14:20)  **Post** questions and comments about the content of the lecture in the Week Two General Q&A discussion forum on Blackboard. | | 2.8 | Review lecture & post response =  **30 minutes** |
| **Plan of Care Assignment**  **Open** the following script to the audio recording of the Red Yoder patient case study, available on the NLN website:  <http://www.nln.org/facultyprograms/facultyresources/aces/pdf/red_intro_mon.pdf>  **Listen** to the audio recording of the case study:  <http://www.nln.org/facultyprograms/facultyresources/aces/Red.wav>  **Review** the sample plan of care.  **Develop** a plan of care (485) for Sherman “Red” Yoder as a practice assignment in preparation for the Final Comprehensive Plan of Care assignment.  **Submit** the completed plan of care to your instructor via Blackboard for feedback.  Note: The points awarded for this assignment are for completion of the assignment as it is a practice assignment. | | 2.2, 2.3, 3.5 | Review instructor feedback = **1 hour** |
| **Total** |  |  | **6 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following article:  Pardasani, M. & Goldkind, L. (2012). Senior centers and policy advocacy: Changing public perceptions. *Educational Gerontology, 38*, 375-390. | |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 2 “Mr. H” Discussion Question**  **Resource:** “Mr. H” Case Study  **Write** a response to the following discussion question in the Discussion forum:   * Think about the CHN’s role in performing an environmental assessment. What factors in Mr. H’s environment interfered or contributed to his lack of attaining health? What can you as the nurse do to intervene? * Based on the role of the nurse in the initial visit, how would you have planned the care for Mr. H? * What would be your assessment of Mr. H’s readiness to learn? * What approach (using one of the learning theories presented in class) would you take in teaching nutrition and hygiene to prevent recurrence of Mr. H’s ulcers? * What community resources would you offer Mr. H.?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 2.4, 2.3, 2.8 | 1 posting and responding to 3 students = **1 hour** |
| **Quiz #1**  **Complete** the quiz covering the lectures and textbook reading for Week 1 and Week 2. The exam is due no later than 11:59 p.m. (Eastern time) on Sunday.  **Review** the correct answers and instructor feedback on questions that you missed. | | 1.1, 1.2, 1.3, 1.4, 1.5  2.1; 2.2; 2.3; 2.4; 2.5; 2.6;2.7; 2.8; | Take quiz and review results and instructor feedback =  **1 hour** |
| **EDGT Online Program**  **Review** the EDGT Online Tutorial handout.  **Complete** the testseach of the four EDGT *Overview of Home Care* modules. | | 2.1, 2.3, 2.4,2.5, 2.6 | Online tutorials and tests = **3 hours** |
| **“Medication Reconciliation” Blog**  **Find** a nursing journal article on medication reconciliation.  **Write** 500- to 800-word blog post that completes the following objectives:   * Summarizes the article * States your opinion on the article   Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 3.5 | Blog-  Shares work and posts response = **1 hour** |
| **Total** |  |  | **6 hours** |

# Notes

The learning activities and assignment for week 2 describe Home Care for the Individual and Family. The activities that take place during the Home Visit and the standards of documentation are provided. Resources available in the community are identified. Selected principles and theories of teaching and learning are described.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Home care
2. Home Visit
   1. Assessment of the patient, family and the environment
   2. Identification of needed community resources
   3. Teaching and learning

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Clients Served: The Elderly, Wound Care and Family | |  |  |
| ***Learning Outcomes*** | | ***Alignment*** | |
| * 1. Describe the demographics of the elderly population as it relates to home care. | | CLO6 | |
| * 1. Explain the functional changes of the elderly and effects on pharmacokinetics based on the physiology of aging. | | CLO6 | |
| * 1. Describe the impact of geriatric syndromes. | | CLO6 | |
| * 1. Describe strategies for enhancing medication compliance in the elderly. | | CLO5, CLO6, CLO8, CL014 | |
| * 1. Discuss elder abuse as it relates to community dwelling elders. | | CLO6 | |
| * 1. Explain the factors related to wound healing. | | CLO6 | |
| * 1. Differentiate the characteristics of ulcers of the lower extremity. | | CLO6 | |
| * 1. Apply the nursing process to care for a person with wounds. | | CLO5, CLO6, CLO8, CL014 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **The Elderly Lecture**  **Watch** the *Elderly* pre-recorded lecture. (32:04)    **Post** questions and comments about the content of the lecture in the Week Three General Q&A discussion forum on Blackboard. | | 3.1, 3.2, 3.3, 3.4,3.5, | Review lecture & post response =  **30 minutes** |
| **Wound Care Lecture**  **Watch** the *Wound Care* pre-recorded lecture. (25:22)    **Post** questions and comments about the content of the lecture in the Week Three General Q&A discussion forum on Blackboard. | | 3.6, 3.7, 3.8 | Review lecture & post response =  **30 minutes** |
| **Preparation for Geriatric Assessment Wiki Assignment**    **Visit** the following website: <http://www.ConsultGeriRN.org>.   * Click on the “Find Resources” button. * Click on the “Expand All” button.   These are the best practice assessment tools for the elderly that you will be using for the assignment in Week 4.  **Click** on the first link to the “Try This Issue 1 - SPICES: An Overall Assessment Tool of Older Adults” and **read** this article.  **Click** on the “How To Try This (Video) - SPICES: An Overall Assessment Tool” and **watch** this video. | | 3.3, 3.5, 3.6, 4.4 | Review videos =  **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following article:  Wierenga, P.C., Buurman, B.M., Parlevliet, J.L., van Munster, B.C., Smorenburg, S.M., Inouye, S.K., & de Rooij, S. (2012). Association between acute geriatric syndromes and medication-related hospital admissions. *Drugs Aging, 29*(8), 691-699. | |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 3 “Mr. H” Discussion Questions**  **Resource:** “Mr. H” Case Study  **Write** a response to the following discussion questions in the Discussion forum:   * Based on information presented in class and your own knowledge, of a treatment of a wound, caused by chronic venous insufficiency, what treatment options would you propose to treat Mr. H’s wounds? * What lifestyle modifications would you suggest for Mr. H to improve his chronic venous insufficiency?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 3.8 | 1 posting and responding to 3 students = **1 hour** |
| **Clinical Experience Journal #1**  **Resources:** Clinical Journal Assignment Guidelines; Rubric for Clinical Journals; Clinical Competencies; Sample Journal  **Write** a journal entry about your clinical experiences.  **Submit** the journal to the instructor via Blackboard. | | 2.3, 2.4, 1.4, 1.5 | **8 hours** (includes 6 hour clinical experience) |
| **Total** |  |  | **9 hours** |

# Notes

The learning activities and assignment for Week 3 describe caring for the elderly and wounds in the community. Geriatric syndromes, elder mistreatment, and medication compliance are highlighted.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. The Elderly
2. Geriatric syndromes
3. Elder Mistreatment
4. Polypharmacy
5. Wounds
6. Arterial Ulcers
7. Venous Ulcers
8. Pressure Ulcers
9. How to Try These EBP Assessment Tools

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Socio-Cultural Aspects in the Community | |  |  |
| ***Learning Outcomes*** | | ***Alignment*** | |
| * 1. Describe family types and selected family systems theories. | | CLO7 | |
| * 1. Compare and contrast the components of a healthy family and dysfunctional family. | | CLO7 | |
| * 1. Analyze three different types of structural family assessment. | | CLO7 | |
| * 1. Identify the risk factors for families, in relation to biological, social, economic, lifestyle, life events. | | CLO7 | |
| * 1. Examine the impact that the Older Americans Act of 1992 had on services, programs and activities for the elderly. | | CLO1 | |
| * 1. Define culture and how it relates to health and illness behavior. | | CLO15 | |
| * 1. Identify socio-cultural concepts relevant to health care. | | CLO15 | |
| * 1. Analyze the role of the home care nurse as a model of cultural competent nursing. | | CLO15 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 7& 27 of *Public Health Nursing Population-centered Health Care in the*  *Community.* | |  |  |
| **Cultural Diversity Lecture**  **Watch** the *Cultural Diversity* pre-recorded lecture. (10:29)  **Post** questions and comments about the content of the lecture in the Week Four General Q&A discussion forum on Blackboard. | | 4.7,4.8 | Review lecture & post response =  **30 minutes** |
| **The Family Lecture**  **Watch** the *Family* pre-recorded lecture. (27:55)  **Post** questions and comments about the content of the lecture in the Week Four General Q&A discussion forum on Blackboard. | | 4.1, 4.2, 4.3, 4.4 | Review lecture & post response =  **30 minutes** |
| **Issues in Home Care Nursing Lecture**  **Watch** the *Issues in Home Care Nursing: Ethical and Social Problems* film. (X:XX)  **Watch** the *Issues in Home Care Nursing: Ethical and Social Problems* lecture. (2:56)  **Post** questions and comments about the content of the lecture in the Week Four General Q&A discussion forum on Blackboard. | | 4.7,4.8 | Review lecture & post response =  **30 minutes** |
| **Ecomap Assignment**  **Resource**: “Mr. H” Case Study; Ecomap PowerPoint Template  **Draw** an ecomap on Mr. H using the Microsoft PowerPoint Template.  **Post** your ecomap in the “Ecomap Assignment” Discussion Forum by 11:59 p.m. (Eastern Time) on Thursday.  **Review** the ecomaps of all other students.  **Comment** on a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 4.3 | Discussion-one post and reply to three other posts =  **1 hour** |
| **Total** |  |  | **2 hours**  **30 minutes** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Culture Pre-Quiz**  **Complete** the Culture Pre-Quiz and review the correct answers.  Note: This score from this quiz will not be included in the course grading and is for practice only. | |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 4 “Mr. H” Discussion Questions**  **Resource:** “Mr. H” Case Study  **Write** a response to the following discussion question in the Discussion forum:   * Would you consider the h family functional or dysfunctional? Defend your answer. * Identify and elaborate on the H “family” health risk factors.   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 4.1, 4.2 | Discussion-one post and reply to three other posts =  **1 hour** |
| **Quiz #2**  **Complete** the quiz covering the lectures and textbook reading for Week 3 and Week 4. The exam is due no later than 11:59 p.m. (Eastern time) on Sunday.  **Review** the correct answers and instructor feedback on questions that you missed. | |  | Take quiz and review results and instructor feedback =  **1 hour** |
| **“Health Care Reform” Blog**  **Find** a nursing journal article on health care reform.  **Write** 500- to 800-word blog post that completes the following objectives:   * Summarizes the article * States your opinion on the article   Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 5.4 | Blog-  Shares work and posts response = **1 hour** |
| **Geriatric Assessment Wiki Assignment**  **Revisit** the following website: <http://www.ConsultGeriRN.org>.   * Click on the “Find Resources” button. * Click on the “Expand All” button.   **Choose** one assessment tool of your choice from the website.  **Watch** the video of that assessment tool.  **Read** the article associated with the assessment you selected.  **Write** an annotation about your selected geriatric assessment in the ***Geriatric Assessment Wiki*** page in Blackboard.  Note: If another student has already posted an annotation for the same geriatric assessment that you selected, you will need to review their annotation and add to it where you find it appropriate. | | 3.3, 3.5, 3.6, 4.4 | Wiki assignment – write Wiki entry and read all students =  **2 hours** |
| **Clinical Experience Journal #2**  **Resources:** Clinical Journal Assignment Guidelines; Rubric for Clinical Journals; Clinical Competencies; Sample Journal  **Write** a journal entry about your clinical experiences.  **Submit** the journal to the instructor via Blackboard. | | 3.12 | **8 hours** (includes 6 hour clinical experience) |
| **Total** |  |  | **13 hours** |

# Notes

The learning activities and assignment for Week 4 describe the family and its impact on Community health nursing. Culturally competent nursing care is included as an understanding of this concept is critical to the role of the Community Health Nurse.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Family
2. Family systems theories
3. Healthy verses dysfunctional family
4. Risk factors
5. Cultural Competence

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| Week Five: Health Care Delivery System | |  |  |
| ***Learning Outcomes*** | | ***Alignment*** | |
| * 1. State the historical evolution of health care delivery in our country. | | CLO10 | |
| * 1. Define the attitudes and beliefs of the American people that drive the health care system. | | CLO10 | |
| * 1. Describe the issues, ethical dilemmas and failures of the health care system. | | CLO10, CLO12 | |
| * 1. Analyze alternative models of care delivery. | | CLO10 | |
| * 1. Define the role of professional nursing in the delivery of care to our population. | | CLO2 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 5 of *Public Health Nursing Population-centered Health Care in the*  *Community.* | |  |  |
| **Health Care Delivery System Lecture**  **Watch** the *Health Care Delivery System* pre-recorded lecture. (25:53)  **Post** questions and comments about the content of the lecture in the Week Five General Q&A discussion forum on Blackboard. | | 5.1, 5.2, 5.3, 5.4, 5.5 | Review lecture & post response =  **30 minutes** |
| **Sick Around the World Video**  **Watch** the “Sick Around the World” video, available on the PBS website (56:19):  <http://video.pbs.org/video/1050712790/>  **Post** questions and comments about the content of the lecture in the Week Five General Q&A discussion forum on Blackboard. | |  | Review film & post response =  **1 hour** |
| **Total** |  |  | **2 hours** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following article:  Wakefield, M. (2013, September). Nurses and the Affordable Care Act: A call to lead. *Reflections on Nursing Leadership, 39*(3). | |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 5 “Mr. H” Discussion Questions**  **Resource:** “Mr. H” Case Study  **Write** a response to the following discussion questions in the Discussion forum:   * Was there a failure in the Healthcare delivery system for Mr. H? * If Mr. h had access to a free clinic, could society be assured that such an outcome would not have occurred? * If a form of universal coverage were available for Mr. H, would the outcomes be the same or different?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 5.3, 5.4 | 1 posting and responding to 3 students = **1 hour** |
| **Quiz #3**  **Complete** the quiz covering the lectures and textbook reading for Week 5. The exam is due no later than 11:59 p.m. (Eastern time) on Sunday.  **Review** the correct answers and instructor feedback on questions that you missed. | | 5.2, 5.3, 5.4, 5.5 | Take quiz and review results and instructor feedback =  **1 hour** |
| **Clinical Experience Journal #3**  **Resources:** Clinical Journal Assignment Guidelines; Rubric for Clinical Journals; Clinical Competencies; Sample Journal  **Write** a journal entry about your clinical experiences.  **Submit** the journal to the instructor via Blackboard. | | 5.3 | **8 hours** (includes 6 hour clinical experience) |
| **Total** |  |  | **10 hours** |

# Notes

The learning activities and assignment for Week 5 describe Health care Delivery in the US as compared to other countries. The Affordable care Act and its impact on health care as well as the role of the nurse in the delivery of health care is discussed.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Health Care delivery
2. Historical Evolution
3. Issues/Dilemmas
4. Affordable Care Act
5. Role of the Nurse

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| Week Six: Hospice, Pain Management, Spirituality, Ethics | |  |  |
| ***Learning Outcomes*** | | ***Alignment*** | |
| * 1. Examine the concept of hospice. | | CLO2, CLO8, CLO14 | |
| * 1. Analyze the impact of reimbursement on hospice care. | | CLO11 | |
| * 1. Examine the concept of palliative care. | | CLO3 | |
| * 1. Examine the concept of pain management in home care. | | CLO3, CLO5 | |
| * 1. Analyze the relevance of spiritual care to a home care patient. | | CLO2 | |
| * 1. Examine selected ethical issues related to home care. | | CLO12 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** Ch. 6 & 41 of *Public Health Nursing Population-centered Health Care in the*  *Community.* | |  |  |
| **Hospice Lecture**  **Watch** the *Hospice* pre-recorded lecture. (13:28)  **Post** questions and comments about the content of the lecture in the Week Six General Q&A discussion forum on Blackboard. | | 6.1, 6.2, 6.3 | Review lecture & post response =  **30 minutes** |
| **Pain Management Lecture**  **Watch** the *Pain Management* pre-recorded lecture. (12:30)  **Post** questions and comments about the content of the lecture in the Week Two General Q&A discussion forum on Blackboard. | | 6.4 | Review lecture & post response =  **30 minutes** |
| **Spirituality in Community Nursing Lecture**  **Watch** the *Spirituality* pre-recorded lecture. (7:26)  **Post** questions and comments about the content of the lecture in the Week Two General Q&A discussion forum on Blackboard. | | 6.5 | Review lecture & post response =  **30 minutes** |
| **Total** |  |  | **1 hour**  **30 minutes** |
| ***Supplemental Learning Resources and Activities****: These resources and activities provide further exploration of content, supplemental information, and skill building. Students may complete items in this section on their own or as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Read** the following article:  Cerit, B., & Dinc, L. (2012). Ethical decision-making and professional behaviour among nurses: A correlational study. *Nursing Ethics*, *20*(2), 200-212. | |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Week 6 Required Discussion Questions: “Mr. H”**  **Resource: “Mr. H” Case Study**  **Write** a response to the following discussion questions in the Discussion forum:   * Describe possible pain management options/modalities for Mr. H * Are there any ethical dilemmas in this case study?   *Note.* Initial answers to the discussion question must be substantive and in the range of 250-400 words. Any references used should be properly cited following APA formatting guidelines. Initial discussion question responses are due by 11:59 p.m. (Eastern Time) on Thursday.    **Write** a substantive response to a minimum of three different students. All responses must be posted by 11:59 p.m. (Eastern Time) on Sunday. | | 6.4, 6.6 | 1 posting and responding to 3 students = **1 hour** |
| **“Spirituality” Blog**  **Find** a nursing journal article on spirituality.  **Write** 500- to 800-word blog post that completes the following objectives:   * Summarizes the article * States your opinion on the article   Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 6.5 | Blog-  Shares work and posts response = **1 hour** |
| **Total** |  |  | **2 hours** |

# Notes

The learning activities and assignment for Week 6 describe the concept of hospice, and palliative care. The science of pain management and spiritual care is also discussed. Ethical issues related to Home care will also be presented.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. Hospice
2. Requirements
3. Reimbursement
4. Palliative care
5. Pain Management
6. Spirituality
7. Ethical dilemmas in Home care

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| Week Seven: End of Life; Comprehensive Plan of Care; Non-pharmacologic Pain Management | |  |  |
| ***Learning Outcomes*** | | ***Alignment*** | |
| * 1. Describe End of Life Nursing position statements. | | CLO12 | |
| * 1. Synthesize the components of a comprehensive plan of care (485) for an individual client/family in the community. | | CLO1 | |
| * 1. Describe a non-pharmacologic pain management modality and the benefits to the home care patient. | | CLO5, CLO6 | |
| ***Required Learning Resources and Activities****: Students must complete any resources activities listed in this section as selected by the instructor.* | | ***Alignment*** | ***Pages/AIE/***  ***Generic*** |
| **Clinical Competency Form**  **Resource:** Clinical Competency Form; Sample Clinical Competency Form  **Download** the Clinical Competency Form.  **Write** a justification for each clinical competency you have fulfilled in the clinical experiences on the downloaded Clinical Competency Form.  **Submit** the completed Clinical Competency Form to the instructor via Blackboard. | |  |  |
| **Total** |  |  | **1 hour** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **“Palliative Care” Blog**  **Read** the following professional organization’s position statement on end of life feeding:   * ANA Position Statement: <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/Ethics-Position-Statements/prtetnutr14451.aspx> * HPNA Position Statement: <http://www.hpna.org/PicView.aspx?ID=1527>   **Write** a500- to 800-word blog post that answers the following questions:   * Are the statements from each organization clear for nursing practice? * Do you agree or disagree with the position statements? * Since no evidence-based practice research exists (as this is an ethical dilemma) how do you feel about the scientific basis for the statements?   Initial entries are due no later than Thursday at 11:59 p.m.  **Read** the blogs of all other students.  **Comment** on at least three other students’ blog posts. The response blog post is due by 11:59 p.m. (Eastern Time) on Sunday. | | 6.3, 7.1 | Blog-  Shares work and posts response = **1 hour** |
| **Final Comprehensive Plan of Care Assignment**  **Open** the following script to the audio recording of the “Julia Morales and Lucy Grey” patient case study, available on the NLN website:  <http://www.nln.org/facultyprograms/facultyresources/aces/pdf/Julia_intro_mon_script.pdf>  **Listen** to the audio recording of the case study:  <http://www.nln.org/facultyprograms/facultyresources/aces/Julia.wav>  **Develop** a plan of care (485) for both Julia and Lucy as the Final Comprehensive Plan of Care assignment.  **Submit** your Final Comprehensive Plan of Care assignment to the instructor via Blackboard. | | 4.4, 4.5, 4.6, 4.7, 4.8, 7.2, 7.3 | Review instructor feedback = **30 minutes** |
| **Analysis of a Case Study Final Project**  **Resources:** Analysis of a Case Study “The Patient Who Fell Through the Cracks”; Rubric for Analysis of a Case Study.  **Review** the detailed instructions for this assignment in the Analysis of a Case Study “The Patient Who Fell Through the Cracks” handout.  **Write** the 5- to 8-page Analysis of a Case Study Final Project paper in APA format including an abstract.  **Submit** the Analysis of a Case Study Final Project paper to the instructor via Blackboard. | | 1.4, 1.5, 2.7, 2.8, 3.8, 3.10, 3.12, 6.6 | Review instructor feedback = **1 hour** |
| **Non-Pharmacologic Pain Management Modality Presentation**  You will be assigned one of the following non-pharmacologic pain management modality:   * Aromatherapy * Massage * Therapeutic Touch * Acupuncture * Meditation * Yoga * Relaxation * Biofeedback * Art Therapy * Music Therapy * Guided Imagery * Reflection * Physical Therapy * Heat Cold * Reiki * Distraction   **Research** the assigned non-pharmacologic pain management modality.  **Create** a 10- to 15-slide PowerPoint® presentation in which you answer the following questions:   * How would you describe the non-pharmacologic pain management the modality? * Where do you see the nurse’s role with this modality? * How can this modality be accomplished in the home? * Are there any evidence-based practice (EBP) studies to support the efficacy of this modality?   **Include** detailed speaker notes with each slide. The speaker notes should be written as if they would be a script you would use to deliver this presentation to the class.  **Post** your PowerPoint presentation to the “Non-Pharmacologic Pain Management Modality Presentation” discussion forum.  **Review** the presentations posted by all other students and comment on all students’ presentations | | 7.3 | Presentations -  Shares work, reviews all presentations, and posts responses = **3 hours** |
| **Total** |  |  | **4 hours**  **30 minutes** |

# Notes

The learning activities and assignment for Week 7 continue to look at end of life care and non-pharmacological pain modalities that can be imitated in the home. A synthesis of home care through a comprehensive Plan of care will be presented.

# Content Outline

Please use this Content Outline to guide students through the course material.

1. End of Life
2. Non-Pharmacological Pain Presentations
3. Comprehensive Plan of Care

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
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|  |  |  |
| **Week 1** |  |  |
| Required Activities |  | 2 hours |
| Assignments |  | 1 hour |
| **Week 2** |  |  |
| Required Activities |  | 3 hours 30 minutes |
| Assignments |  | 6 hours |
| **Week 3** |  |  |
| Required Activities |  | 2 hours |
| Assignments |  | 9 hours |
| **Week 4** |  |  |
| Required Activities |  | 2 hours |
| Assignments |  | 13 hours |
| **Week5** |  |  |
| Required Activities |  | 1 hour 30 minutes |
| Assignments |  | 10 hours |
| **Week 6** |  |  |
| Required Activities |  | 2 hours |
| Assignments |  | 2 hours |
| **Week 7** |  |  |
| Required Activities |  | 1 hour |
| Assignments |  | 4 hours 30 minutes |
|  |  |  |
| **Total Required Hours** |  | 59 hours 30 minutes |