# Course Description

This course focuses on developing the roles of the nurse in improving the health of the community. Principles of epidemiology and public health are integrated. The use of critical thinking is emphasized in assessing communities and planning and implementing health education programs. In a variety of community settings, nursing care is provided to culturally diverse aggregates.

# Course Outcomes (CO)

* **CLO1**: Examine the levels of prevention.
* **CLO2**: Utilize appropriate nursing roles in managing nursing problems in selected community settings.
* **CLO3**: Compare and contrast the private and public-sector health systems.
* **CLO4:** Analyze the cultural and socioeconomic factors that impact health care.
* **CLO5:** Contribute to scientific epidemiological investigations.
* **CLO6:** Assess a selected community to determine community health problems.
* **CLO7:** Collaborate with interdisciplinary team members in planning a health promotion program.
* **CLO8:** Evaluate the effects of health promotion/protection strategies in the community.
* **CLO9:** Explore the nurse’s role in identifying threats to the environment.
* **CLO10:** Identify health risks associated with vulnerable populations.
* **CLO11:** Incorporate ethical principles into decision-making approaches in the community.
* **CLO12:** Examine international health issues from a community health perspective.
* **CLO13:** Demonstrate professional behaviors in community settings.

**Program Outcomes**

* **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. (2012). *Public health nursing: Population-centered health care in the community* (8th ed.). St. Louis, MO: Elsevier Saunders. ISBN - 978-0-323-24173-1

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# Suggested Point Values

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Assessment** | **Due** | **Point Value** |
| **Week 1** |  |  |  |
|  | Participation |  | 1 |
|  | Nursing Focus Comparison Blog |  | 2 |
|  | Discussion Question #1 |  | 2 |
|  | Discussion Question #2 |  | 2 |
| **Week 2** |  |  |  |
|  | Participation |  | 1 |
|  | Small Group Assignment: Clark City Scenario |  | 3 |
|  | Discussion Question #1 |  | 2 |
|  | Discussion Question #2 |  | 2 |
| **Week 3** |  |  |  |
|  | Participation |  | 1 |
|  | Discussion Question #1 |  | 2 |
|  | Discussion Question #2 |  | 2 |
|  | Short-Answer Essay Quiz |  | 3 |
|  | Clinical Experience Journal #1 |  | 5 |
| **Week 4** |  |  |  |
|  | Participation |  | 1 |
|  | Discussion Question #1 |  | 2 |
|  | Discussion Question #2 |  | 2 |
|  | Mental Health Services Presentation |  | 3 |
|  | Mental Illness Reflection Journal |  | 2 |
|  | Clinical Experience Journal #2 |  | 5 |
| **Week 5** |  |  |  |
|  | Participation |  | 1 |
|  | Discussion Question #1 |  | 2 |
|  | Discussion Question #2 |  | 2 |
|  | Short-Answer Essay Quiz |  | 3 |
|  | Clinical Experience Journal #3 |  | 5 |
| **Week 6** |  |  |  |
|  | Participation |  | 1 |
|  | Discussion Question #1 |  | 2 |
|  | Discussion Question #2 |  | 2 |
|  | Bioterrorism Blog |  | 3 |
|  | Community Health Assignment |  | 25 |
| **Week 7** |  |  |  |
|  | Participation |  | 1 |
|  | Discussion Question #1 |  | 2 |
|  | Discussion Question #2 |  | 2 |
|  | Community Health Assignment Presentation |  | 6 |
| **Total Points** |  |  | **100** |

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| Week One: Orientation to the Course; Community-Based, Population-Focused Practice; Community Assessment | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. State the major differences between individually focused nursing practice and community-based, population-focused nursing practice. | | CLO2 | |
| * 1. Analyze the levels of prevention. | | CLO1 | |
| * 1. Define the core functions of public health. | | CLO3 | |
| * 1. Describe the components of community. | | CLO6 | |
| * 1. Explain the procedure involved in conducting a community assessment. | | CLO6 | |
| * 1. Analyze the variables necessary for community assessment. | | CLO6 | |
| * 1. Identify environmental influences which impact the health of the community. | | CLO6, 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. 1 (pp. 3-18) and Chapter 18 of *Public Health Nursing*. | | All Week One Objectives |  |
| **The 10 Essential Public Health Services Presentation**  **Review** the PowerPoint presentation about the 10 essential functions of public health provided by the Centers for Disease Control and Prevention (CDC):  <http://www.cdc.gov/nphpsp/documents/essential-phs.pdf>  **Post** questions and comments about the content of this presentation in the Week One General Q&A discussion forum on Blackboard. | | 1.3 | Review presentation content and post response =  **30 minutes** |
| **Levels of Prevention Lecture**  **Watch** the *Levels of Prevention* 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. | | 1.2 | Review lecture and post response =  **1 hour** |
| **Community Health Assessment**  **Resources:** Community Health Assessment Guidelines; Community Health Assessment Rubric  **Review** the requirements for the Community Health Assessment due in Week 6.  **Submit** to the instructor which community you will be assessing for this assignment.  **Post** questions you may have about this specific assignment in the Week One General Q&A discussion forum on Blackboard. Please include “Community Health Assessment” in the discussion subject line. | |  | Review assignment instructions and post response =  **30 minutes** |
| **Clinical Requirements**  **Review** the requirements for the clinical experiences, including the journal requirements and journal rubric. | |  |  |
| **Total** |  |  | **2 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Nursing Focus Comparison Blog**  **Write** a 500- to 800-word blog post that completes the following objectives:  Compare your own career with the career and experiences of a colleague who is in the opposite focus of nursing practice (i.e. compare an individual, patient-focused career with a community-based, population-focused nursing practice). What are the main differences between these career focuses? How are these career experiences similar?  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. | | 1.1 | Blog-  Shares work and posts response = **1 hour** |
| **Discussion Question #1**  **Write** a response to the following discussion question in the Discussion forum:   * **Select** one of the following health problems:   + Cardiac disease   + Diabetes   + Cancer   + Stroke   + Obesity * How would each of the levels of prevention be applied to your selected health problem?   *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. | | 1.2 | 1 posting and responding to 3 students = **1 hour** |
| **Discussion Question #2**  **Write** a response to the following discussion question in the discussion forum:   * What are the core functions of public health? How might the core functions be used when determining the health of a community?   *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. | | 1.3 | 1 posting and responding to 3 students = **1 hour** |
| **Total** |  |  | **3 hours** |

# Notes

The content covered (presented) this week is intended to introduce students to the concept of community-based, population-focused nursing.as opposed to individually patient-focused nursing care.

Another essential component of population-focused nursing care is knowledge of the community in which the population resides. An assessment is the beginning step in acquiring knowledge of the community that is home to the population.

Community assessment involves looking at the environment, the population, and the identification of health-related problems within the community.

# Content Outline

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

I. Community Health Nursing: Community as Client

a. Introduction to the course

b. Community-based, population-focused nursing

II. Community Assessment

a. Elements of community assessment

b. Guidelines for community assessment

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| --- | --- | --- | --- |
| Week Two: Health Promotion Program Development;  The Public Health and Primary Health Care Systems | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss the responsibilities of public health organizations at the national, state, and local levels. | | CLO3 | |
| * 1. Discuss the role that the public and private health systems have in maintaining a healthy population. | | CLO3 | |
| * 1. Discuss the benefits of health promotion/health education program planning. | | CLO7 | |
| * 1. Describe one planning process that could be used to develop a health promotion program. | | CLO7 | |
| * 1. Identify the tasks necessary in planning health promotion/health education programs to meet the health needs of communities. | | CLO7, CLO8 | |
| * 1. Describe the community health nurse’s role in health program planning, implementation and evaluation. | | CLO7 | |
| * 1. Plan a health promotion program for a selected community group or aggregate. | | CLO7, CLO8 | |
| ***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. 3, 25, & 46 of *Public Health Nursing*. | | All Week Two Objectives |  |
| **Health People 2020 Brochure**  **Read** the *Healthy People 2020* brochure provided by the Department of Health and Human Services:  <http://healthypeople.gov/2020/TopicsObjectives2020/pdfs/HP2020_brochure_with_LHI_508.pdf>  **Post** questions and comments about the content of this presentation in the Week Two General Q&A discussion forum on Blackboard. | | 2.2 | Review brochure content and post response =  **30 minutes** |
| **United States Public Health 101 Presentation**  **Review** the PowerPoint presentation about the public health in the United States provided by the Centers for Disease Control and Prevention (CDC):  <http://www.cdc.gov/stltpublichealth/docs/usph101.pdf>  **Post** questions and comments about the content of this presentation in the Week Two General Q&A discussion forum on Blackboard. | | 2.1 | Review presentation content and post response =  **1 hour** |
| **Total** |  |  | **1 hour, 30 minutes** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Small Group Assignment: Clark City Scenario**  **Resources:** Clark City Scenario; Community Assessment Paper Guidelines  **Read** the handout entitled *Clark City Scenario*.  Based on the information presented about Clark City and using the Community Assessment Paper Guidelines:   1. Analyze the environment of Clark City. 2. Discuss the health services available to the residents of Clark City. 3. What are the major health/health related concerns for this community? 4. Choose one identified concern and suggest how nurses could intervene to eliminate/mitigate that concern.   **Discuss** the article in the small group discussion forum. Come to a consensus on the answers for the questions.  **Submit** the final Clark City Scenario worksheet to the instructor via Blackboard. | | 2.3, 2.4, 2.5, 2.6, 2.7 | Review and analyze Clark City, discuss in small groups, and post question/answers = **2 hours** |
| **Discussion Question #1**  **Write** a response to the following discussion question in the discussion forum:   * After reviewing the Healthy People 2020 brochure, pick one of the 28 leading health indicators. Why is this health indicator important to the health of the community? * How does the private health system (primary health system) differ from the public health system in addressing the health indicator you chose?   *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. | | 2.2 | Respond to posed questions = **1 hour** |
| **Discussion Question #2**  **Write** a response to the following discussion question in the discussion forum:   * Based on your review of the United States Public Health 101 presentation on the CDC website, describe in your own words what the responsibilities of the public health agencies are at the federal, state, and local levels. * Research the responsibilities or goals of your local county health department. Do the goals and responsibilities identified by the local county health department match the responsibilities listed in this CDC presentation?   *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. | | 2.1 | Review web site and post response = **1 hour,  30 minutes** |
| **Total** |  |  | **4 hours,**  **30 minutes** |

# Notes

The public health system at the federal, state, and local level provides multiple services to the population. Knowledge of this system is important in determining the services that are necessary to promote and protect the health of the population and vulnerable subgroups therein.

Based on community assessments, the development of programs designed to promote and protect the health of the population is an important concept. Review of the information presented in the Clark City example gives students an opportunity to identify the needs of that community and propose an intervention that would address at least one of the needs of that community.

# Content Outline

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

I. Public Health and Primary Health Care Systems

II. Health Promotion Program Development

a. Components

b. Example

|  |  |  |  |
| --- | --- | --- | --- |
| Week Three: Community Health Nursing Roles and Functions; Epidemiology | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Discuss the various community nursing roles and functions. | | CLO2 | |
| * 1. Compare and contrast community health nursing and public health nursing. | | CLO2 | |
| * 1. Discuss the concept of epidemiology as related to community health. | | CLO5 | |
| * 1. Apply an epidemiological model of disease causation to a select health problem. | | CLO5 | |
| * 1. Compare and contrast the terms incidence and prevalence and their use in public health. | | CLO5 | |
| * 1. Determine the statistical measures used in epidemiology. | | CLO5 | |
| ***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. 12, 42, 43, 45, and 46 of *Public Health Nursing*. | | All Week Three Objectives |  |
| **Roles and Functions Lecture**  **Watch** the *Roles and Functions* pre-recorded lecture (4:49).  **Post** questions and comments about the content of the lecture in the Week Three General Q&A discussion forum on Blackboard. | | 3.2 | Review lecture and post response =  **30 minutes** |
| **Public Health Nursing Lecture**  **Watch** the *Public Health Nursing* pre-recorded lecture (7:09).  **Post** questions and comments about the content of the lecture in the Week Three General Q&A discussion forum on Blackboard. | | 3.2 | Review lecture and post response =  **30 minutes** |
| **Epidemiology Lecture**  **Watch** the *Epidemiology* pre-recorded lecture (11:06).  **Post** questions and comments about the content of the lecture in the Week Three General Q&A discussion forum on Blackboard. | | 3.3, 3.4 | Review lecture and post response =  **30 minutes** |
| **Parish Nursing Video**  Watch the Parish Nursing video from (7:41): <http://www.youtube.com/watch?v=NoHMs9ANAww>  **Post** questions and comments about the content of the lecture in the Week Three General Q&A discussion forum on Blackboard. | | 3.1 | Review video and post response =  **30 minutes** |
| **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*** |
| **Disease Detectives: Epidemiology Video**  **Watch** the *Disease Detectives: Epidemiology* video (3:59) from the Science Museum of Minnesota: <http://www.youtube.com/watch?v=QLG_-oaYy2s> | | 3.3 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question #1**  **Write** a response to the following discussion prompt in the discussion forum:   * **Determine** the contributing factors (i.e., Web of Causation) for one of the following health problems:   + Diabetes   + Cancer   + Stroke   + Obesity * As part of your initial post, list the contributing factors that would make up the Web of Causation for your selected health problem.   *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. | | 3.4 | 1 posting and responding to 3 students = **1 hour** |
| **Discussion Question #2**  **Write** a response to the following discussion question in the discussion forum:   * Pick one of the community health nursing roles (with the exception of public health nurse), analyze the role, and determine how this role contributes to the health of the community. * What do you see as the major differentiating factor between the community health nurse role you chose and a public health nurse?   *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. | | 3.1, 3.2 | 1 posting and responding to 3 students = **1 hour** |
| **Short-Answer Essay Quiz**  **Complete** the short-answer essay quiz covering topics from this week. | | 3.3, 3.5, 3.6 | Review instructor feedback = **30 minutes** |
| **Clinical Experience Journal #1**  **Resources:** Clinical Journal Assignment Guidelines; Rubric for Clinical Journals; Clinical Competencies  **Write** a journal entry about your clinical experiences.  **Submit** the journal to the instructor via Blackboard.  *Note*: The journal is only viewed by the instructor and not shared with the entire class. | |  | 6 hours (includes 5-hour clinical experience) |
| **Total** |  |  | **8 hours,  30 minutes** |

# Content Outline

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

I. Community Nursing Roles and Functions

a. School nursing

b. Occupational health nursing

c. Faith community nursing

II. Epidemiology – Importance in Public Health

|  |  |  |  |
| --- | --- | --- | --- |
| Week Four: Vulnerable Populations in the Community: Homelessness; Mentally Ill | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the concept of vulnerable populations within the community. | | CLO4, CLO10 | |
| * 1. Discuss the health care needs of the homeless. | | CLO10 | |
| * 1. Identify health problems common among homeless individuals. | | CLO10 | |
| * 1. Discuss the influence of deinstitutionalization on mental health aggregates within the community. | | CLO10 | |
| * 1. Analyze the personal and societal impact of mental illness and mental health problems. | | CLO10 | |
| * 1. Identify the range of community settings in which nurses work with mental health and physically challenged clients. | | CLO10 | |
| ***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. 32, 33, and 36 of *Public Health Nursing.* | | All Week Four Objectives |  |
| **Read** the following journal article:   * Gerber, L. (2013). Bringing home effective nursing care for the homeless. *Nursing 2013,* 43(3), 32-39*.* | | 4.2, 4.3 |  |
| **Vulnerable Populations Video**  Watch the *Vulnerable Populations* video from BSU Multimedia (11:56): <http://www.youtube.com/watch?v=6UCFLqMCbos>  **Post** questions and comments about the content of the video in the Week Four General Q&A discussion forum on Blackboard. | | 4.1 | Review video and post response =  **30 minutes** |
| **History of Community Mental Health Lecture**  **Watch** the *History of Community Mental Health* pre-recorded lecture (13:52).  **Post** questions and comments about the content of the lecture in the Week Four General Q&A discussion forum on Blackboard. | | 4.4 | Review lecture and post response =  **1 hour** |
| **Total** |  |  | **1 hours,  30 minutes** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question #1**  **Write** a response to the following discussion question in the discussion forum:   * Choose one group of vulnerable persons. How does their vulnerability affect their health and health care?   *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 | 1 posting and responding to 3 students = **1 hour** |
| **Discussion Question #2**  **Read** the “Homelessness & Health: What’s the Connection?” fact sheet from the National Health Care For The Homeless Council.  **Write** a response to the following discussion question in the discussion forum:   * Based on the readings for this week, what are five of the most common health problems among the homeless population, in your opinion? * Pick one of the common health problems you have just identified and determine how nursing care could influence the treatment of the health problem.   *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. | | 4.2, 4.3 | 1 posting and responding to 3 students = **1 hour** |
| **Mental Health Services Presentation**  Contact a local agency who provides various services to the mentally ill. This could include:   * Mental health agencies * Homeless shelters * Emergency room crisis centers   Make arrangements to visit the agency.  **Develop** a presentation for the class on the details of your visit and the specific services offered by this agency.  **Answer** the following questions as part of your presentation:   * What services are available? * Do these services meet the needs of the mentally ill? * Do the services offered by this agency reflect the intent of deinstitutionalization?   **Include** with your presentation detailed speaker notes about each slide.  **Post** your presentation to the *Mental Health Services Presentation* discussion forum.  **Review** all the presentations and comment on a minimum of three other students’ presentations.  *Note*: This assignment can be used as one of your clinical experiences. You will still need to write a separate Clinical Experience Journal. | | 4.4, 4.6 | Presentation development, reading all presentations, and responding to 3 students = **3 hours** |
| **Mental Illness Reflection Journal**  **Write** a personal reflection to the following prompt in the *Mental Illness Reflection Journal*:   * Select a personal experience interacting with individuals with mental illness. What thoughts or feelings did this experience produce? Does your experience help inform your view of how mental illness could impact society as a whole?   **Submit** the journal to the instructor via Blackboard.  *Note*: The journal is only viewed by the instructor and not shared with the entire class. | | 4.5 | Review instructor feedback = **30 minutes** |
| **Clinical Experience Journal #2**  **Resources:** Clinical Journal Assignment Guidelines; Rubric for Clinical Journals; Clinical Competencies  **Write** a journal entry about your clinical experiences.  **Submit** the journal to the instructor via Blackboard.  *Note*: The journal is only viewed by the instructor and not shared with the entire class. | |  | **6 hours** (includes 5-hour clinical experience |
| **Total** |  |  | **11 hours, 30 minutes** |

# Content Outline

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

I. Vulnerable Populations in the Community

a. Homelessness

b. Mentally ill in the community

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| --- | --- | --- | --- |
| Week Five: Vulnerable Populations in the Community: Migrant Workers; Community Ethics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the population characteristics of migrant farmworkers. | | CLO10 | |
| * 1. Discuss the barriers migrant farmworkers face in securing health care. | | CLO10 | |
| * 1. Identify the most common health problems of migrant workers. | | CLO10 | |
| * 1. Determine how the ethical principles are applied by nurses to guide public health. | | CLO11 | |
| ***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 and 34 of *Public Health Nursing*. | | All Week Five Objectives |  |
| **Read** the following journal article:   * Anthony, M.J. (2011). Caring for migrant workers on medical-surgical units. *Medsurg Nursing*, 20(3), 123-126. | | 5.3 |  |
| **Read** the Farmworker Health Factsheet from the National Center for Farmworker Health, Inc. | | 5.1 |  |
| **Read** the *Principles of the Ethical Practice of Public Health* (2002) brochure from the Public Health Leadership Society. | | 5.4 |  |
| **Common Health Problems of Migrant Workers Lecture**  **Watch** the *Common Health Problems of Migrant Workers* pre-recorded lecture (8:53).  **Post** questions and comments about the content of the lecture in the Week Five General Q&A discussion forum on Blackboard. | | 5.3 | Review lecture and post response =  **1 hour** |
| **Total** |  |  | **1 hour** |
| ***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*** |
| **Invisible America: The Migrant Story Video**  **Watch** the *Invisible America: The Migrant Story* video (6:56):  <http://www.youtube.com/watch?v=l5QFm0qeAlk> | | 5.1, 5.2 |  |
| **Total** |  |  |  |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question #1**  **Write** a response to the following discussion question in the discussion forum:   * Design a temporary health clinic to provide health care to migrant workers in your area during crop season. What services would you provide? What hours would you operate? How would you staff the clinic?   *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. | | 5.2 | 1 posting and responding to 3 students = **1 hour** |
| **Discussion Question #2**  **Write** a response to the following discussion prompt in the discussion forum:   * Choose one of the “Principles of the Ethical Practice of Public Health” and determine how this principle can be applied to nurses working in an official public health agency.   *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. | | 5.4 | 1 posting and responding to 3 students = **1 hour** |
| **Short-Answer Essay Quiz**  **Complete** the short-answer essay quiz covering topics from this week. | | 5.1, 5.3 | Review instructor feedback = **30 minutes** |
| **Clinical Experience Journal #3**  **Resources:** Clinical Journal Assignment Guidelines; Rubric for Clinical Journals; Clinical Competencies  **Write** a journal entry about your clinical experiences.  **Submit** the journal to the instructor via Blackboard.  *Note*: The journal is only viewed by the instructor and not shared with the entire class. | |  | **6 hours** (includes 5 hour clinical experience |
| **Total** |  |  | **8 hours, 30 minutes** |

# Content Outline

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

I. Vulnerable Populations—Migrant Farm Workers

II. Ethical Considerations Related to Public Health

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| --- | --- | --- | --- |
| Week Six: Disaster Management; Bioterrorism | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Understand the historical precedence for bioterrorism in the U.S. | | CLO9 | |
| * 1. Discuss reasons why bioterrorism is attractive to terrorists. | | CLO9 | |
| * 1. Recognize the classification of biological agents determined by the CDC and public health to be a risk to populations. | | CLO9 | |
| * 1. Identify the role of professional nurses in bioterrorism readiness. | | CLO2 | |
| * 1. Describe the characteristics of a successful disaster plan. | | CLO9 | |
| * 1. Explain the nurse’s role in the phases of disaster management. | | CLO2, 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. 23 of *Public Health Nursing*. | | All Week Six Objectives |  |
| **CDC: History of Bioterrorism Video**  **Watch** the *CDC: History of Bioterrorism* video (26:38) provided by The Homeland Security Management Institute at Long Island University: <http://www.youtube.com/watch?v=Faftnz8cg7E>  **Post** questions and comments about the content of this video in the Week Six General Q&A discussion forum on Blackboard. | | 6.1, 6.2 | Review video and post response =  **1 hour** |
| **Bioterrorism Video**  **Watch** the *Bioterrorism* video (52:00) provided by The Center for Disaster Medical Sciences (CDMS) at UC Irvine's School of Medicine: <http://www.youtube.com/watch?v=47_Jc1NkhNI>  **Post** questions and comments about the content of this video in the Week Six General Q&A discussion forum on Blackboard. | | 6.3 | Review video and post response =  **1 hour,  30 minutes** |
| **Nurse Readiness to Respond to Chemical and Biological Terrorism Attacks Video**  **Watch** the *Nurse Readiness to Respond to Chemical and Biological Terrorism Attacks* video (10:11) provided by students from Middle Georgia State College: <http://www.youtube.com/watch?v=1Akwx4FGjEo>  **Post** questions and comments about the content of this video in the Week Six General Q&A discussion forum on Blackboard. | | 6.4 | Review video and post response =  **30 minutes** |
| **Phases of Disaster Management Lecture**  **Watch** the *Phases of Disaster Management* pre-recorded lecture (15:19).  **Post** questions and comments about the content of the lecture in the Week Six General Q&A discussion forum on Blackboard. | | 6.6, 6.7 | Review lecture and post response =  **30 minutes** |
| **Total** |  |  | **3 hours,  30 minutes** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question #1**  **Write** a response to the following discussion question in the discussion forum:   * One of the phases of disaster management is preparedness. How can nurses participate in preparedness?   *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. | | 6.6 | 1 hour |
| **Discussion Question #2**  **Write** a response to the following discussion question in the discussion forum:   * Research the disaster plan(s) at your place of employment. * What types of disasters are addressed by the disaster plan at your place of employment? Do you consider the plans sufficient to assure the safety of patients and employees? If so, explain. If not, what else should be included?   *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. | | 6.5 | 1 hour |
| **Bioterrorism Blog**  **Write** a 500- to 800-word blog post that completes the following objectives:   * Discuss three reasons that make bioterrorism attractive to terrorists. * Include in your response a description of how the CDC classifies biological agents. * Which of the discussed biological threats do you believe is of most importance to nurses?   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. | | 6.1, 6.2, 6.3, 6.4 | Blog post and post response = **1 hour,  30 minutes** |
| **Community Health Assignment**  **Resources:** Community Health Assessment Guidelines; Community Health Assessment Rubric  **Complete** the Community Health Assignment per the detailed instructions in the *Community Health Assessment Guidelines* document.  **Submit** your Community Assessment paper. The paper should be submitted via SafeAssign on Blackboard. | | 1.4, 1.5, 1.6, 1.7, 2.5, 2.6, 2.7, 4.2, 4.3, 5.3, 5.4 | Review instructor feedback =  **1 hour** |
| **Total** |  |  | **4 hours,  30 minutes** |

# Content Outline

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

I. Disaster Management

a. Phases of disaster management

b. Nursing roles

II. Bioterrorism

|  |  |  |  |
| --- | --- | --- | --- |
| Week Seven: International Health | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe international patterns of health and disease. | | CLO12 | |
| * 1. Evaluate the relationship between economic development and the status of health in developed and less developed countries. | | CLO12 | |
| * 1. Identify international health care organizations. | | CLO12 | |
| * 1. Discuss some of the major international health concerns. | | 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. 4 of *Public Health Nursing.* | | All Week Seven Objectives |  |
| Open this link and read about the 10 leading causes of death according to the World Health Organizatioin.<http://www.who.int/mediacentre/factsheets/fs310/en/>  Review the 2013 Millennium Development Goals Report: <http://www.un.org/millenniumgoals/pdf/report-2013/mdg-report-2013-english.pdf>  **Post** questions and comments about the content of the resource in the Week Seven General Q&A discussion forum on Blackboard. | | 7.4 | Review resource and post response =  **1 hour** |
| **Watch** the short video on the UNICEF Millennium Development Goals (2:24): <http://www.unicef.org/mdg/>  **Post** questions and comments about the content of this video in the Week Seven General Q&A discussion forum on Blackboard. | | 7.4 | Review resource and post response =  **1 hour** |
| **TED Talk: The Good News on Poverty Video**  **Watch** the *TED Talk: The Good News on Poverty* video (13:53):  <http://www.ted.com/talks/bono_the_good_news_on_poverty_yes_there_s_good_news>  **Post** questions and comments about the content of the video in the Week Seven General Q&A discussion forum on Blackboard. | | 7.2 | Review video and post response =  **1 hour** |
| **Total** |  |  | **3 hours** |
| ***Assignment****: Students must complete the weekly assignment(s).* | | ***Alignment*** | ***Points/AIE/***  ***Generic*** |
| **Discussion Question #1**  **Write** a response to the following discussion question in the Discussion forum:   * Review the 10 leading causes of death according to the countries’ income. What factors contribute to the differences in the causes of death between the low-income countries and the upper- to middle/high-income countries? * Differentiate between the leading causes of death of lower-income countries and those of upper/middle- and upper-income countries.   *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. | | 7.1, 7.2, 7.4 | 1 posting and responding to 3 students = **1 hour** |
| **Discussion Question #2**  **Choose** one of the following international agencies that deal with global health and, using Internet resources, research that agency:   * World Health Organization (WHO) * Pan-American Health Organization (PAHO) * World Bank * UNICEF   **Write** a response to the following discussion prompt in the discussion forum:   * What is the relationship between the Millennium Development Goals and international health? * Determine the primary role of one of the following international health care agencies in promoting international health:    + World Health Organization (WHO)   + Pan-American Health Organization (PAHO)   + World Bank   + UNICEF   *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. | | 7.2, 7.3, 7.4 | 1 posting and responding to 3 students = **1 hour** |
| **Community Health Assignment Presentation**  Develop a presentation that summarizes the important points from your Community Health Assignment.  You can choose from the following formats:   * PowerPoint with detailed speaker notes * PowerPoint with audio presentation * Prezi * Create a YouTube or similar video of an oral presentation of the project   **Post** the presentation to the discussion forum.  **Review** all presentations and comment on a minimum of three other students’ presentations. | |  | Prepare presentation and post on discussion forum =  **4 hours** |
| **Total** |  |  | **6 hours** |

# Content Outline

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

I. International Health

a. Differences in global health problems

b. Millennium Development Goals

II. International Health Care Agencies

III. Presentation of Community Assessment

# Breakdown of Academic Instructional Equivalencies

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Week 1** |  |  |
| Required |  | 5 hours |
| **Week 2** |  |  |
| Required |  | 6 hours |
| **Week 3** |  |  |
| Required |  | 10 hours, 30 minutes |
| **Week 4** |  |  |
| Required |  | 13 hours |
| **Week5** |  |  |
| Required |  | 9 hours, 30 minutes |
| **Week 6** |  |  |
| Required |  | 8 hours |
| **Week 7** |  |  |
| Required |  | 9 hours |
|  |  |  |
| **Total Hours** |  | 61 hours |