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Nursing Syllabi Fall 2018

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2018

### 470-01-02 Community Health Nursing

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#### Recommended Citation

Toole, Kimberly, "470-01-02 Community Health Nursing" (2018). *Nursing Syllabi Fall 2018*. 51.  
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**Xavier University College of Professional Sciences  
NURS 470 – Community Health Nursing Syllabus  
Fall Semester 2018**

**01 Mondays and Wednesdays and Fridays: 10:00 AM – 10:50 AM**

**02 Mondays and Wednesdays and Fridays: 11:00 AM – 11:50 AM**

**Course Number and Title:** NURS 470 - Community Health Nursing

**Number of Credits:** 3 Semester Credit Hours

**Number of Theory/Clock Hours:** 45 hours

**Pre-requisites:** Completion of all 300 level courses

**Co-requisites:** NURS 471

**Course Description:** Emphasis is on the knowledge and skills required to practice community/public health nursing within the context of population health. The student begins to examine the expanding focus of the nursing process in the various roles of the community/public health nurse with attention to holistic nursing appropriate for optimal community outcomes. The significance of primary, secondary and tertiary levels of prevention and implementing health promotion activities for individuals, families, aggregates and communities is addressed. Various environmental, ethical, cultural, legal, financial issues related to quality and safety in community/public health are explored.

**Course Objectives**

<b>Objective</b>	<b>BSN Essentials</b>	<b>Concepts/Sample Content</b>
Examine the importance of interprofessional collaboration within the various roles involved in community health/public health nursing and when working with at-risk vulnerable populations.	Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Essential IX- Baccalaureate Generalist Nursing Practice	Nursing roles, case management, risk factors, vulnerable populations, population health, principles of communication
Explore the historical transitions of public health and community health nursing.	Essential VIII: Professionalism and Professional Values Essential IX- Baccalaureate Generalist Nursing Practice	History of public health nursing, public health model, mission and vision of public health, public health nursing values
Analyze epidemiological concepts directing community/public health nursing practice in the care of families, communities and population	Essential VII: Clinical Prevention and Population Health Essential IX- Baccalaureate Generalist	Epidemiology (epi triangle, incidence, prevalence), levels of prevention, communicable

aggregates, and in preventing disease outbreaks.	Nursing Practice	diseases, transmission of disease, vaccine preventable diseases, reportable diseases
Examine strategies for community assessment, health promotion, health literacy, quality and safety as they apply to healthcare delivery.	Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential IX- Baccalaureate Generalist Nursing Practice	Community assessment, community asset model, environmental health, health promotion, health literacy, disease prevention, quality improvement, safety
Relate changes in the infrastructure of health care delivery systems and the impact on the public’s health and the role of the community/public health nurse.	Essential V: Health Care Policy, Finance, and Regulatory Environments Essential IX- Baccalaureate Generalist Nursing Practice	Nursing roles, population health, primary care, prevention, health promotion, wellness, health care coverage, health insurance, Medicare & Medicaid, levels of Government, legislation
Discuss health promotion/disease prevention efforts, health status/access patterns, and/or gaps in health care of individuals, families, communities, aggregates, or populations.	Essential VII: Clinical Prevention and Population Health Essential IX- Baccalaureate Generalist Nursing Practice	Health promotion, disease prevention, access of health care, vulnerable populations, ethical considerations in nursing & health care, levels of intervention, family health, community-based services

**Required Textbooks:** Stanhope, M., & Lancaster, J. (2014). Foundations of Nursing in the Community (4th ed.). St. Louis, MO: Mosby-Elsevier

NURS 450: Mental Health text

**Faculty:** Section 01 & 02: Kim Toole, DNP, APRN, CPNP  
Cohen Center 105  
Office Phone: 513-745-3095  
E-mail: [toolek@xavier.com](mailto:toolek@xavier.com)  
Office Hours: Monday 1-4 pm and by appointment

Hello and welcome to Community Nursing! My Name is Dr. Toole and I will be your professor this semester. A little about me: I am a nurse practitioner and currently practice pediatrics at the City of Cincinnati Primary Care (CCPC) health centers in inner city neighborhoods. Besides teaching community nursing, I also coordinate and teach in the FNP Program.

Prior to coming to XU, I was the Director of Nursing at the Cincinnati Health Department. I have worked in community/public health for over 30 years. I have a strong public health family. My husband and mother were public health nurses. My oldest daughter is a public health attorney and my youngest daughter is a public health dentist. You might say it is in the genes! I may not be able to convince any of you to enter public health nursing or work in the community, but I will try to give you a comprehensive overview of this independent, specialized area of

nursing practice so you realize the significance of public/population health. This course will take a holistic approach to nursing care of individuals and families in the community focusing on mind-body-spirit. We will begin each class with a minute of quiet “Mindfulness”. You can use the minute of silence any way you prefer, but please be silent without phones, and respect each other by being quiet. If you come to class late, please come in quietly and take a seat. Think about a presentation topic related to public health/community health for your group project. We will discuss this the first day. I am looking forward to meeting all of you!

<p><b><u>Grading Scale:</u></b></p> <p><b>A 94-100</b>  <b>A- 90-93</b>  <b>B+ 87-89</b>  <b>B 84-86</b>  <b>B- 80-83</b>  <b>C+ 77-79</b>  <b>C 75-76</b>  <b>C- 70-74 non-passing</b>  <b>D+ 67-69 non-passing</b>  <b>D 64-66 non-passing</b>  <b>F ≤63 non-passing</b></p>	<p><b><u>Grading Weights</u></b></p> <p><b>Book/Reflective Journal.....15%</b>  <b>Presentation.....15%</b>  <b>Five Tests.....60%</b>  <b>(12% each test)</b>  <b>ATI Practice Exams/Remediation.....2%</b>  <b>ATI Proctored Comprehensive Exam/Remediation....8%</b></p>
	<p><b>NOTE:</b> Attendance is expected as well as class participation.  <b>You must get a C or 75% average to pass the course.</b>                  Rounding of percentages: All final grades will be rounded up to next whole number if equal or greater than 0.5 and grade is 75% or over.</p>

**Late Assignments:** Five points will be deducted from each assignment for each day the assignment is late.

**Work Sheets:** Work Sheets will not be graded. The sheets are for the students own use.

- **Group Presentation**: For the oral presentation, each assigned small group of 3 students must prepare a professional class presentation on a topic relevant to community or public health nursing. Presentations are to be 20 minutes long. The presentation must include a description of the issue/topic; relevance to community nursing or public health; current statistics, local, state and national (prevalence/incidence); role of the public/community health nurse; benefits of interprofessional collaboration; prevention strategies on various levels; and impact on the community or population. The presentation must be well organized and flow logically from speaker to speaker. The presentation will be graded as a group based on the listed evaluation criteria on the grading rubric.
- Background evidence for the presentation must come from **at least 3 scholarly peer-reviewed journal articles, as well as other reliable sites such as government databases.**
- **Slides must be uploaded to CANVAS before the day of the presentation.**
- **A reference list must be turned in to the professor the day of the presentation.** Preferably, reference articles are from the last five (up to ten) years.
- **Slides must be legible (24-28 pt) and cited appropriately.**
- **Bright backgrounds or font such as red, yellow, or lime green should not be used.**
- **Students need to get faculty approval for presentation topic.**
- **All groups must post their presentation on Canvas before the presentation.**

**Reflective Paper (See Grading Rubric below & make sure you use this rubric)****The student will read one of the following books:***The Glass Castle* by Jeannette Walls*Life on the Color Line* by Gregory Howard Williams

\*\*\*Students will journal thoughts and reflections about the book in a scholarly paper describing how the book/family story relates to concepts and issues in public health/community nursing and in the text. \*\*\***Focus needs to be on the community/public health issues and not the story. All significant issues should be discussed with relevant incidence and prevalence rates.** Citations should come from the textbook and other **appropriate, reliable primary sources.** **You do not need to cite the novel. The PPTs and study guides are not primary sources.** In addition, please do not simply relay or summarize the story or include extra class content that is not in the book. Length should be about 10 double-spaced pages with maximum length being 12 typed pages double spaced. The journal will be graded by how the student's observations and reflections relate to the concepts discussed in class and in the textbook, and how well the student integrates the issues found in the book with what was discussed in class this semester, as well as writing style and grammar. **Please perform spell/grammar check before submitting.**

**Please NOTE: Post on Canvas in this format: Your name: Glass Castle or Your Name: Life on the Color Line.**

**Academic Honesty:** Please refer to the Xavier University catalog (on line) and the Department of Nursing Student Handbook. Plagiarism will not be tolerated and is subject to disciplinary action.

**Civility:** Civility and respect are expected in all correspondence (verbal and written) with professor, guest speakers, and peers. Incivility or disrespect to professor or peers will not be tolerated and will be subject to disciplinary action.

**Professional Dress: Professional dress is expected for speakers and presentations. No jeans for presentations.**

**Attendance:** Attendance & promptness are expected for all classes. **If the student must be absent for any reason including illness or family circumstances, the student must e-mail the professor before class.** Class participation is expected and appreciated. Attendance for guest speakers and student presentations is expected.

**Laptops, IPADS, Notebooks:** May only be used in class for note taking, following PPTs, class related searches. **No social media sites or e-mail allowed. Cell Phones are not allowed during class time. Students will be asked to leave class if they cannot comply.**

**Social Media:** Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student's reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain violations in the use of social media may expose the offender to criminal and civil liability. Refer to the student handbook or the handbook policy addendum for more information and to view the Social Media Policy <http://www.xavier.edu/nursing/current-students.cfm>

**Examinations:** Attendance at the scheduled time for all tests is expected unless prior arrangements with the professor have been made.

**ATI:** The ATi exam will be administered on the date indicated on the course calendar. The score achieved will be weighted in the student's final grade. All students are required to do some form of remediation based upon their score.

**Speakers:** Speaker material may be included on tests &/or final examination. Students are expected to take notes if necessary. Please wear business casual.

**Students With Disabilities:** Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at [jonesc20@xavier.edu](mailto:jonesc20@xavier.edu) , to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

**Office of Student Success:** The Staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to our work. Please visit [www.xavier.edu/student-success](http://www.xavier.edu/student-success) to learn more or visit us in the Conaton Learning Commons.

Location: 514 Conaton Learning Commons

Phone: 513-745-3036

Email: [studentretention@xavier.edu](mailto:studentretention@xavier.edu)

### **Caveat**

The schedule and procedure in this course are subject to change in the event of extenuating circumstances or student needs.

**SCHOLALRY PRESENTATION GRADING RUBRIC**

<i>Category (points possible)</i>	<i>Does Not Meet Standard</i>	<i>Nearly Meets Standard</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>	<i>Score</i>
<b>10</b>	<b>&lt;7</b>	<b>7-8</b>	<b>9</b>	<b>10</b>	
<b>Introduction</b>	Topic/issue not clearly introduced. Does not explain relationship &/or relevance of topic to public health.	Topic/issue minimally introduced. Minimally explains relationship &/or relevance of topic to public health.	Good introduction of topic/issue. Explains relationship &/or relevance of topic to public health in satisfactory manner.	Excellent introduction of topic/issue. Issue clearly defined Explains relationship &/or relevance of topic to public health in exemplary manner.	
<b>20</b>	<b>&lt;14</b>	<b>14-15</b>	<b>16-18</b>	<b>19-20</b>	
<b>Value to nursing &amp; health care outcomes on population level</b> <ul style="list-style-type: none"> <li>• <b>Relates issue to patient care &amp;/or health care outcomes on community/ population level</b></li> <li>• <b>Role of community/ public health nurse described</b></li> </ul>	Does not relate issue to patient care &/or health care outcomes on community/ population level. Does not describe role of community/ public health nurse.	Minimally relates issue to patient care &/or health care outcomes on community/ population level. Minimally describes role of community/ public health nurse.	Satisfactorily relates issue to patient care &/or health care outcomes on community/ population level Describes role of community/ public health nurse satisfactorily.	Relates issue to patient care &/or health care outcomes on community/ population level in exemplary manner. Role of community/ public health nurse described in exemplary manner	
<b>5</b>	<b>&lt;2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Describes benefit of interprofessional collaboration to issue</b>	Does not describe benefit of inter-professional collaboration to issue.	Minimally describes benefit of inter-professional collaboration to issue.	Describes benefit of interprofessional collaboration to issue in a satisfactory manner	Describes benefit of interprofessional collaboration to issue in exemplary manner	
<b>20</b>	<b>&lt;14</b>	<b>14-15</b>	<b>16-18</b>	<b>19-20</b>	
<b>Topic Development</b> <ul style="list-style-type: none"> <li>• <b>Interventions on local, state, federal level</b></li> </ul>	Does not include interventions on local, state, federal level.	Minimal interventions on local, state, federal level.	Satisfactory interventions on local, state, federal level.	Exemplary interventions on local, state, federal level.	

<ul style="list-style-type: none"> <li>• <b>Prevention strategies (primary, secondary, &amp; tertiary)</b></li> <li>• <b>Relevant statistics in US (prevalence, incidence, etc)</b></li> </ul>	<p>Does not include prevention strategies on all levels (primary, secondary, tertiary). Does not include current or relevant statistics related to issue (local, state &amp; federal)</p>	<p>Includes minimal prevention strategies on all levels (primary, secondary, tertiary). Includes minimal statistics (or not current or relevant) related to issue (local, state &amp; federal)</p>	<p>Includes Satisfactory prevention strategies on all levels (primary, secondary, tertiary). Includes satisfactory current &amp; relevant statistics related to issue (local, state &amp; federal)</p>	<p>Includes exemplary prevention strategies on all levels (primary, secondary, tertiary). Includes exemplary current &amp; relevant statistics related to issue (local, state &amp; federal)</p>	
<b>15</b>	<b>&lt;10</b>	<b>10-12</b>	<b>13-14</b>	<b>15</b>	
<p><b>Background evidence</b></p>	<p>Less than 2 <b>scholarly peer-reviewed journal articles</b> used to support presentation. No references used to obtain statistics related to issue.</p>	<p>Minimum of 2 appropriate <b>scholarly peer-reviewed journal articles</b> used to support presentation. Non-reliable references used to obtain relevant statistics related to issue.</p>	<p>Minimum of 3-4 appropriate <b>scholarly peer-reviewed journal articles</b> used to support presentation. Appropriate references used to obtain relevant statistics related to issue.</p>	<p>Minimum of 5-6 appropriate <b>scholarly peer-reviewed journal articles</b> used to support presentation. Exemplary references used to obtain relevant statistics related to issue.</p>	
<b>15</b>	<b>&lt;10</b>	<b>10-11</b>	<b>12-13</b>	<b>14-15</b>	
<p><b>Format requirements met</b></p> <ul style="list-style-type: none"> <li>• <b>APA 6<sup>th</sup> edition style used</b></li> <li>• <b>Correct grammar with minimal typos</b></li> <li>• <b>Slides well done: Easy to</b></li> </ul>	<p>Incorrect APA style. Slides poorly done with numerous errors/typos. Slides difficult to read &amp;/or understand.</p>	<p>Some errors in APA style. Slides have multiple errors/typos. Slides somewhat difficult to read &amp;/or</p>	<p>Correct APA style used. Well written slides with few typos. Slides well done- easy to read &amp; understand.</p>	<p>Correct APA style used. Well written slides with no typos. Slides exemplary- easy to read &amp; understand.</p>	

see and read (24-28 pt. font)		understand.			
15	<10	10-11	12-13	14-15	
<p><b>Presentation Style &amp; Time Management</b></p> <ul style="list-style-type: none"> <li>• <b>Presenters are prepared, articulate, knowledgeable &amp; enthusiastic on topic, speak loud &amp; clear</b></li> <li>• <b>Manages time well and does not exceed time allotted.</b></li> <li>• <b>Presenters are dressed professionally</b></li> <li>• <b>Organization</b></li> </ul>	<p>Unprofessional appearance, demeanor, language. Unable to hear or understand. Poor time management over/under time.</p>	<p>Casual appearance. Difficult to hear or understand. Difficulty with time management over/under time or rushed.</p>	<p>Professional appearance and demeanor. Loud and clear articulation. Minor time management issues. Leaves time for questions and answers appropriately</p>	<p>Exemplary professional appearance and demeanor. Loud and clear articulation. Manages time well and does not exceed time allotted. Leaves time for questions and answers appropriately. Organization is logical &amp; flows well from each speaker; Thorough &amp; well organized</p>	
<p><b>Total Points Possible: 100</b></p>	<p>F= &lt;70</p>	<p>C+ = 76-79 C = 70-75</p>	<p>B+ = 87-89 B= 83-86 B-= 80-82</p>	<p>A= 94-100 A- = 90-93</p>	
<p><b>Posts presentation &amp; reference list must be posted on Canvas prior to presentation</b></p>				<p>Will deduct 5 points per day</p>	

**REFLECTIVE JOURNAL: GRADING RUBRIC**

Read one of the assigned books and journal your thoughts and reflections about the book and **how the book relates to concepts and issues in public health/community nursing**. It would be worthwhile to not leave this until the end of the semester although you will need to wait until all topics are discussed in class. The journal should be written in a scholarly manner and **relate to concepts discussed in class and in the text throughout the semester**. **Please do not simply relay or summarize the story**. Focus should be on community/public health issues found in the book. Please do not include extra class content that is not in the book. **Maximum length is 12 typed pages double spaced**, but can be shorter as long as you are thorough and insightful. You will be graded by how your observations and reflections relate to the concepts discussed in class and the textbook and how well you integrate issues found in the book with what you have learned this semester. Paper and citations should be well written in APA style (6<sup>th</sup> edition).

<i>Category (points possible)</i>	<i>Does Not Meet Standard</i>	<i>Nearly Meets Standard</i>	<i>Meets Standard</i>	<i>Exceeds Standard</i>	<i>Score</i>
<b>10</b>	<b>&lt;7</b>	<b>7-8</b>	<b>9</b>	<b>10</b>	
<b>APA Style (10)</b> <ul style="list-style-type: none"> <li>• Citations in Paper</li> <li>• Reference Page, References</li> <li>• Format: font, layout, margins</li> <li>• Limited use of quotes</li> </ul>	Major problems with implementation of APA in paper, citations, &/or reference page. Font, layout, &/or margins do not adhere to APA format.	Missing 3-5 APA elements in paper, citations, reference page, font, layout, and/or margins.	Missing 1-2 APA elements in paper, citations, reference page, font, layout, and/or margins.	Fulfills all APA criteria in paper, citations, and/or reference page. Font, layout, and/or margins adhere to APA format.	
<b>5</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Introduction</b>	There is no introduction to paper.	The introduction does not state the purpose clearly.	The introduction clearly states the paper's purpose.	Clearly and concisely states the paper's purpose. Introduction is engaging and thought provoking & states the main topic.	
<b>5</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Background and Definitions of Issues</b>	No background information or definitions given.	Limited background information given. Limited	Satisfactory or adequate background information and	Exemplary background information and definitions give on	

		definitions.	definitions given.	multiple <u>major</u> issues.	
<b>20</b>	<b>&lt;15</b>	<b>15-16</b>	<b>17-18</b>	<b>19-20</b>	
<p><b>Description of <u>multiple (at least 5) key issues</u> related to community or public health</b></p> <ul style="list-style-type: none"> <li>• Description of issues or problems</li> <li>• Relationship &amp; relevance of topic to public health/community nursing explained</li> <li>• Reflections and insights</li> </ul>	<p>Very minimal discussion of issues. No discussion &amp;/or explanation of relationship &amp;/or relevance of topic to public health/community nursing. Very minimal reflection or insight.</p>	<p>Limited discussion of issues. Limited discussion &amp;/or explanation of relationship &amp;/or relevance of topic to public health/community nursing. Limited Reflection or insight.</p>	<p>Satisfactory discussion of multiple issues. Satisfactory discussion &amp;/or explanation of relationship &amp;/or relevance of topic to public health/community nursing. satisfactory reflection and insight.</p>	<p>Exemplary discussion and description of multiple issues. Exemplary discussion &amp;/or explanation of relationship &amp;/or relevance of topic to public health/community nursing. Exemplary Reflection and insight.</p>	
<b>5</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<p><b>Prevalence of problems in US</b></p> <ul style="list-style-type: none"> <li>• <b>Includes relevant statistics in US (incidence &amp; prevalence) related to issues- (cites appropriate, reliable sources)</b></li> </ul>	<p>No statistics included</p>	<p>Minimal statistics included &amp;/or inappropriate sites used.</p>	<p>Adequate statistics included and appropriate/reliable sites used.</p>	<p>Exemplary statistics included and appropriate/reliable sites used.</p>	
<b>10</b>	<b>&lt;7</b>	<b>7-8</b>	<b>9</b>	<b>10</b>	
<p><b>Includes possible prevention strategies (primary, secondary, tertiary)</b></p>	<p>Does not describe prevention strategies at all levels (primary, secondary, tertiary)</p>	<p>Minimally describes prevention strategies at all levels (primary, secondary, tertiary)</p>	<p>Describes satisfactory prevention strategies at all levels (primary, secondary, tertiary)</p>	<p>Describes exemplary prevention strategies at all levels (primary, secondary, tertiary)</p>	

<b>5</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Describes role of a community or public health nurse (can be hypothetical)</b>	Does not describe role of a community or public health nurse.	Minimally describes role of a community or public health nurse.	Describes role of a community or public health nurse adequately.	Describes role of a community or public health nurse in exemplary manner	
<b>5</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Describes benefits of interprofessional collaboration (be specific)</b>	Does not describe benefits of interprofessional collaboration.	Minimally describes benefits of interprofessional collaboration.	Satisfactorily describes benefits of interprofessional collaboration.	Describes benefits of interprofessional collaboration in an exemplary manner	
<b>10</b>	<b>&lt;7</b>	<b>7-8</b>	<b>9</b>	<b>10</b>	
<b>Discusses relevant social, cultural, ethical, legal, political, or economic factors</b>	Does not discuss relevant social, cultural, ethical, legal, political, or economic factors	Minimally discusses relevant social, cultural, ethical, legal, political, or economic factors	Discusses relevant social, cultural, ethical, legal, political, or economic factors in satisfactory manner	Discusses relevant social, cultural, ethical, legal, political, or economic factors in exemplary manner	
<b>5</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>References used for background evidence</b>	No references used other than novel.	Minimal references used	Adequate references used	Multiple reliable sources (background evidence) & text used for support. Citations and references done correctly using APA (6 <sup>th</sup> ed.) guidelines.	
<b>5</b>	<b>0-2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>Conclusion Summary of thoughts, feelings, ideas/reflections</b>	Incomplete or unfocused conclusion. No summary.	The conclusion is not effective in summarizing the contents of the paper.	The conclusion adequately summarizes the key points and issues in the paper.	The conclusion effectively & clearly summarizes the key points and issues in the paper. Exemplary reflections	

15	<10	10-11	12-13	14-15	
<p><b>Mechanics/ Usage Grammar Spelling &amp; Word Usage Sentence Structure (May use personal pronouns) Organization &amp; Flow/ Paragraphs</b></p>	<p>Numerous and distracting errors in punctuation, capitalization, spelling, sentence structure and word usage. Paper organized poorly and flows poorly due to numerous errors.</p>	<p>Written using incorrect grammar and poor sentence structure. Many errors in punctuation, capitalization, spelling, sentence structure and word usage. Not well organized; does not flow well.</p>	<p>Well written and organized using correct grammar and sentence structure. Minimal errors in punctuation, capitalization, spelling, sentence structure and word usage.</p>	<p>Well written and organized using correct grammar and sentence structure. Almost no errors in punctuation, capitalization and spelling. No errors in sentence structure or word usage. Flows extremely well.</p>	
<p><b>Total Points Possible: 100</b></p>	<p>F= &lt;70</p>	<p>C+ = 76-79 C = 70-75</p>	<p>B+ = 87-89 B= 83-86 B-= 80-82</p>	<p>A= 94-100 A- = 90-93</p>	

**Xavier University College of Professional Sciences School of Nursing**  
**NURS 470 – Community Health Nursing Topical Outline**  
**Fall Semester 2018**

**01 Mondays and Wednesdays and Fridays: 10:00 AM – 10:50 AM**

**02 Mondays and Wednesdays and Fridays: 11:00 AM – 11:50 PM**

Date	Topic	*Preparatory Learning Assignment/ Class Activities
<b>Week 1</b> Monday August 20	Welcome! Introductions Review syllabus, assignments, grading rubrics, class objectives	Formation of Working Groups Selection of preliminary presentation topic
Wednesday August 22	<ul style="list-style-type: none"> <li>• Overview</li> <li>• What is Public Health &amp; Public Health Nursing?</li> <li>• The U. S. Health &amp; Public Health Systems</li> </ul>	Develop your own definitions of nursing, health, community Text: Chapter 1 (skip community oriented vs. community-based on pgs. 10-11) Chapter 3 (skip pgs. 43 chart & departments 10-11) Healthy People 2020
Friday August 24	<ul style="list-style-type: none"> <li>• History of Public Health Nursing</li> </ul>	Text: Chapter 2 (skip pg . 23 & milestones pgs. 27)
<b>Week 2</b> Monday August 27	<ul style="list-style-type: none"> <li>• Nursing in Schools</li> </ul>	Text: Chapter 31 (skip pgs. 579)
Wednesday August 29	<ul style="list-style-type: none"> <li>• Nursing in Schools cont.</li> </ul>	
Friday August 31	<ul style="list-style-type: none"> <li>• Nursing in Schools cont.</li> </ul>	
<b>Week 3</b> <b>Monday</b> <b>September 3</b>	<b>Labor Day</b>	<b>No Class</b>
Wednesday September 5	<ul style="list-style-type: none"> <li>• Nursing in Schools cont.</li> </ul>	
Friday September 7	<ul style="list-style-type: none"> <li>• Community Assessment &amp; Evaluation</li> <li>• Asset Mapping</li> </ul>	Text: Chapter 12 (skip strategies 217-218) Identifying Community Assets and Resources: <a href="http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main">http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/identify-community-assets/main</a>
<b>Week 4</b> Monday September 10	<ul style="list-style-type: none"> <li>• Ethics, Culture and Community Nursing</li> </ul>	Text: Chapter 4 (skip Ethics pg. 55 & Virtue Ethics pg. 58 & Feminist Ethics pg. 59) Text: Chapter 5 (skip pg. 77)
Wednesday September 12	<ul style="list-style-type: none"> <li>• <b>Test 1</b></li> </ul>	
Friday September 14	<ul style="list-style-type: none"> <li>• Environmental Health</li> </ul>	Text: Chapter 6 (skip laws pg. 103)
<b>Week 5</b> Monday September 17	<ul style="list-style-type: none"> <li>• Government, the Law (Legislation), &amp; Policy Activism</li> </ul>	Text: Chapter 7 (skip pgs. 120-121 Legal issues) Watch You Tube: Schoolhouse Rock- How a Bill Becomes a Law

Date	Topic	*Preparatory Learning Assignment/ Class Activities
Wednesday September 19	<ul style="list-style-type: none"> <li>• Introduction to Epidemiology</li> </ul>	Text: Chapter 9 (skip predictive values on pg.163)
Friday September 21	<ul style="list-style-type: none"> <li>• Healthcare Finance/Economic Influences (Health Insurance/Medicare/Medicaid)</li> </ul>	Text: Chapter 8 (skip pg. 134-137, 141, 144-145) Guest Speaker: Dr. Jaylene Schaefer
<b>Week 6</b> Monday September 24	<ul style="list-style-type: none"> <li>• Introduction to Epidemiology cont.</li> </ul>	Text: Chapter 9 (skip predictive values on pg.163)
Wednesday September 26	<ul style="list-style-type: none"> <li>• Evidence-Based Practice (review)</li> <li>• Principles of Health Education</li> <li>• Health Literacy</li> </ul>	Text: Chapter 10 Chapter 11 (skip pgs. 195, 202-207) Will cover motivational interviewing later.
Friday September 28	<ul style="list-style-type: none"> <li>• <b>Test 2</b></li> </ul>	
<b>Week 7</b> Monday October 1	<ul style="list-style-type: none"> <li>• Family Theory</li> <li>• Family Development &amp; Assessment</li> <li>• Family Risk Factors</li> </ul>	Text: Chapter 18 & Chapter 19 (skip pgs. 314, 330-334 to Behavioral Risk)
Wednesday October 3	<ul style="list-style-type: none"> <li>• Vulnerable Populations</li> <li>• Poverty &amp; Homelessness</li> <li>• Community Mental Health</li> </ul>	Community Text: Chapter 21 Chapter 23 (will cover pregnant teen later) Mental Health Text
<b>Friday October 5</b>	<b>Fall Break- No Class</b> 	
<b>Week 8</b> Monday October 8	<ul style="list-style-type: none"> <li>• Vulnerable Populations</li> <li>• Poverty &amp; Homelessness</li> <li>• Community Mental Health</li> </ul>	Community Text: Chapter 21 Chapter 23 (will cover pregnant teen later) Mental Health Text
Wednesday October 10	<ul style="list-style-type: none"> <li>• Case Management</li> <li>• Program Management</li> <li>• Managing Quality</li> </ul>	Text: Chapter 13 (skip pgs. 237-239, 240) Text: Chapter 16 (skip pgs. 281-282 Program Planning Models) Text: Chapter 17 (skip pgs. 290-291, 292-295, 298 tracer & sentinel, 302)

Date	Topic	*Preparatory Learning Assignment/ Class Activities
Friday October 12	<ul style="list-style-type: none"> <li>• <b>Test 3</b></li> </ul>	
<b>Week 9</b> Monday October 15	<ul style="list-style-type: none"> <li>• Infectious Diseases: Prevention &amp; Control</li> </ul>	Text: Chapter 26 and Chapter 15 (skip pgs. 495, malaria on 497)
Wednesday October 17	<ul style="list-style-type: none"> <li>• Infectious Diseases: Prevention &amp; Control cont.</li> </ul>	Text: Chapter 26 and Chapter 15 (skip pgs. 495, malaria on 497)
Friday October 19	<ul style="list-style-type: none"> <li>• Substance Usage (ATOD) Addiction</li> </ul>	Community Text: Chapter 24 Mental health text
<b>Week 10</b> Monday October 22	<ul style="list-style-type: none"> <li>• Substance Usage (ATOD) Addiction cont.</li> </ul>	
Wednesday October 24	<ul style="list-style-type: none"> <li>• Substance Usage (ATOD)</li> <li>• Addiction cont.</li> </ul>	
Friday October 26		<b>NO CLASS- Spend the day in self-reflection, reading, self-care, or community service.</b> <b>How can you use this class to change the way you look at nursing?</b>
<b>Week 11</b> Monday October 29	<ul style="list-style-type: none"> <li>• Health Risks Across the Life Span</li> </ul>	Text: Chapter 20 Guest Speaker: Prof. Dadosky
Wednesday October 31	<ul style="list-style-type: none"> <li>• Teen Pregnancy</li> <li>• Post-Partum Depression</li> </ul> 	Community Text: Chapter 23
Friday November 2	<ul style="list-style-type: none"> <li>• Motivational Interviewing</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch assigned videos</b></li> <li>• <b>Look at PPT</b></li> <li>• <b>Prepare roles</b></li> </ul>
<b>Week 12</b> Monday November 5	<b>Test 4</b>	
Wednesday November 7	<ul style="list-style-type: none"> <li>• Disaster Management/ Preparedness</li> </ul>	Text: chapter 14
Friday November 9	<ul style="list-style-type: none"> <li>• Rural and Migrant Health</li> </ul>	Text: Chapter 22 (skip pg. 390-1, 397)
<b>Week 13</b> Monday November 12	<ul style="list-style-type: none"> <li>• Violence &amp; Human Abuse</li> </ul>	Community Text: Chapter 25 Mental Health Text: <b>ACE Hand-Out</b>

Date	Topic	Preparatory Learning Assignment/ Class Activities
Wednesday November 14	<ul style="list-style-type: none"> <li>Violence &amp; Human Abuse cont.</li> </ul>	
Friday November 16	<ul style="list-style-type: none"> <li>HIV/STI's/TB/Hep</li> </ul>	Text: Chapter 27 (review past notes)
<b>Week 14</b> Monday November 19	<ul style="list-style-type: none"> <li>Home Health &amp;</li> <li>Occupational Health Nursing</li> </ul>	Text: Chapter 30 Skip 556-558 OMAHA System Chapter 32
Wednesday November 21 & Friday November 23	<p><b>Happy Thanksgiving!</b></p> 	
<b>Week 15</b> Monday November 26	<b>MUST DO PRACTICE ATI EXAM</b>	<b>NO CLASS JOURNAL DUE TODAY</b>
Wednesday November 28	<ul style="list-style-type: none"> <li><b>Test 5</b></li> </ul>	
Friday November 30		Student Presentation Student Presentation
<b>Week 16</b> Monday December 3		Student Presentation Student Presentation
Wednesday December 5		Student Presentation Student Presentation
Friday December 7		Student Presentation Student Presentation
<b>Week 17</b> 470-01	<b>Proctored ATI Exam</b>	<b>Monday, December 10 10:00-11:50 am Hailstones 21</b>
470-02	<b>Proctored ATI Exam</b>	<b>Wednesday, December 12 10:00-11:50 am Hailstones 21</b>

**\*\*\*Please come to class having read the assigned chapters, completed study guides, and assigned homework, and prepared to discuss and share your perspectives.**

**Caveat: Dates and class topics and/or guest speakers are subject to change**