

2013

## 470-02-03 Community Health Nursing

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**Xavier University College of Social Sciences, Health, and Education School of Nursing**  
**NURS 470 – Community Health Nursing Syllabus**  
**Fall Semester 2013**

**02 Mondays and Wednesdays and Fridays: 10:00 AM – 10:50 AM Cohen 34**

**03 Mondays and Wednesdays and Fridays: 11:00 AM – 11:50 PM Cohen 34**

**Faculty:** Kim Toole, DNP, APRN, CPNP  
Cohen Center 105  
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E-mail: toolek@xavier.com  
Office Hours: By appointment

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

**Number of Credits:** 3 Semester Credit 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, and financial issues related to community/public health are explored.

**Course Objectives:**

1. 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.
2. Explore the historical transitions of public health and community health nursing.
3. Analyze epidemiological concepts directing community/public health nursing practice in the care of families, communities and population aggregates, and in preventing disease outbreaks.
4. Examine strategies for community assessment, and health literacy and management principles as they apply to the delivery of health promotion programs.
5. 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.

6. Discuss health promotion/disease prevention efforts, health status/access patterns, and/or gaps in health care of individuals, families, communities, aggregates, or populations.

**Required Textbooks:**

Stanhope, M., & Lancaster, J. (2010). *Foundations of Nursing in the Community* (3<sup>rd</sup> ed.). St. Louis, MO: Mosby-Elsevier

**Grading Scale:**

A = 92 - 100  
B = 84 - 91  
C = 75 - 83  
D = 74 - 66  
F = 65 & Below

**Grading Weights**

Book/Reflective Journal.....20%  
Group Presentation.....25%  
Five Tests.....40% (8% each)  
Final Semester Examination.....15%

**NOTE:**

- Rounding of percentages: All grades will be rounded up.
- Students with an overall weighted grade average of 94% or above without extra credit will be exempt from taking the final.

**Study Guides:** Study Guides will not be graded.

**Group Presentation:** For the oral presentation, each assigned small group 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 (prevalence/incidence); role of the public/community health nurse; 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. At least 3-5 recent scholarly peer-reviewed journal articles must be included in the reference list. Preferably, references are from the last five years. Slides must be legible and cited correctly using APA. The presentation will be graded as a group based on the listed evaluation criteria. **See grading rubric. Students need to get faculty approval for presentation topic.**

**Reflective Journal**

**The student will read one of the following books:**

*The Glass Castle* by Jeannette Walls  
*Life on the Color Line* by Gregory Howard Williams  
*The Immortal Life of Henrietta Lacks* by Rebecca Skloot

While reading the student will journal thoughts, feelings and insights related to class content. A few examples of issues to discuss might be homelessness, substance abuse, domestic violence, poverty. **Journals must be typed, but may be written in a casual style and you may use personal pronouns.** Entries should be made frequently. There is no minimum length but there must be an entry for every chapter. **The journal must have depth & insight and must be related to class content.**

**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.

**Attendance:** Attendance & promptness are expected for all classes. **If the student must be absent due to**

**illness or family circumstances, the student must e-mail the professor before class.** Class participation is expected and appreciated. Attendance at guest speakers and student presentations is required.

**Cell Phones:** Are not allowed during class time.

**Laptops, IPADS, Notebooks, etc.:** May be used in class for note taking, following PPTs, class related searches. **No social media sites.**

**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 your student handbook or 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.

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

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GROUP PRESENTATION: GRADING RUBRIC

| <i>Component</i>   | <i>Points Possible</i> |
|--|------------------------|
| <ul style="list-style-type: none"> <li>• Purpose of presentation</li> <li>• Issue introduced &amp; clearly defined</li> <li>• Relationship &amp; relevance of topic to public health &amp;/or community nursing explained</li> </ul>   | /5                     |
| Value to nursing and health care outcomes <ul style="list-style-type: none"> <li>• Provides useful information related to community nursing/ public health</li> <li>• Relates issue to patient care and/or health care outcomes on community/population level</li> <li>• Role of community/public health nurse described</li> </ul>    | /5                     |
| Topic Development <ul style="list-style-type: none"> <li>• Logical and flows well from each speaker</li> <li>• Thorough and well organized</li> <li>• Interventions on local, state, federal level</li> <li>• Includes prevention strategies (primary, secondary, tertiary)</li> <li>• Includes current relevant statistics</li> </ul> | /10                    |
| Presentation style <ul style="list-style-type: none"> <li>• Slides well done: Easy to see, read (28 pt. font) and understand</li> <li>• Presenters are prepared, articulate, knowledgeable and enthusiastic on topic</li> <li>• Speak loud and clear</li> <li>• Presenters are dressed professionally</li> </ul>                       | /8                     |
| Background evidence <ul style="list-style-type: none"> <li>• Present appropriate background evidence</li> <li>• <b>Minimum of 3-5 scholarly peer-reviewed journal articles</b></li> <li>• Appropriate references used to obtain relevant statistics on issue</li> <li>• Research is recent (within past 5-10 years)</li> </ul>         | /8                     |
| Format requirements met <ul style="list-style-type: none"> <li>• APA style</li> <li>• Correct grammar with minimal typos</li> <li>• Stay within timeline of 15-20 minutes</li> <li>• Leaves time for questions and answers appropriately</li> </ul>  | /4                     |
| <b>TOTAL POINTS</b>  | <b>/40</b>             |

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REFLECTIVE JOURNAL: GRADING RUBRIC

While reading the book, journal your thoughts and reflections about the book and how it relates to public health/community nursing. The journal can be informal, but you ***must*** relate the book to concepts you learn about in class/text throughout the semester. There is no minimum or maximum length. You will be graded by how **insightful** your observations and reflections are and how well you integrate issues found in the book with what you have learned in class.

| <i>Component</i>  | <i>Points Possible</i> |
|---|------------------------|
| Description of multiple issues r/t community or public health <ul style="list-style-type: none"> <li>• Description of issues or problems</li> <li>• Background including definitions</li> <li>• Relationship &amp; relevance of topic to public health/community nursing explained</li> </ul> | /30                    |
| Prevalence of problems in community or US <ul style="list-style-type: none"> <li>• Include any relevant statistics</li> </ul>   | /20                    |
| Discussion <ul style="list-style-type: none"> <li>• Includes possible prevention strategies (primary, secondary, tertiary)</li> <li>• Role of community/public health nurse described (hypothetical)</li> <li>• Include any relevant cultural, ethical, or economic factors</li> </ul>        | /30                    |
| <b>TOTAL POINTS</b>   | <b>/80</b>             |

**Xavier University College of Social Sciences, Health, and Education School of Nursing**  
**NURS 470 – Community Health Nursing Topical Outline**  
**Fall Semester 2013**

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

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

**Faculty:**

Kim Toole, DNP, APRN, CPNP  
 Cohen Center 105  
 Office Phone: 513-745-3095  
 E-mail: toolek@xavier.com  
 Office Hours: By appointment

| Date   | Topic  | *Preparatory Learning Assignment/<br>Class Activities   |
|--|--|---|
| <b>Week 1</b><br>Monday<br>August 26, 2013                           | Introductions<br>Review syllabus, assignments,<br>grading rubrics, class objectives  | Formation of Working Groups for<br>presentations- selection of preliminary topic                      |
| Wednesday<br>August 28, 2013   | <b>Unit I: Perspectives in Health<br/>Care Delivery &amp; Nursing</b><br>1. Overview<br>2. What is Public Health &<br>Public Health Nursing?<br>3. The U. S. Health & Public<br>Health Systems | Text:<br>Chapter 1 except community oriented vs.<br>community-based<br>Chapter 3 (skip pgs. 4, 40-44) |
| Friday<br>August 30, 2013  | <b>Unit I:</b> cont.<br>4. History of Public Health<br>Nursing   | Text: Chapter 2 (skip milestones pgs. 24, 28)   |
| <b>Week 2</b><br><b>Monday</b><br><b>September 2,</b><br><b>2013</b> | <b>Labor Day</b>   | <b>No Class</b>   |
| Wednesday<br>September 4, 2013                                       | <b>Unit VII: Nursing Practice in the<br/>Community</b><br>5. Nursing in Schools  | Text: Chapter 31 (skip pgs. 591-594)  |
| Friday<br>September 6, 2013  | <b>Unit II: Influences on Health<br/>Care Delivery &amp; Nursing</b><br>1. Ethics and Community<br>Nursing   | Text: Chapter 4   |
| <b>Week 3</b><br>Monday<br>September 9, 2013                         | <b>Unit II:</b> cont.<br>2. Cultural Influences  | Text: Chapter 5   |

| Date   | Topic  | *Preparatory Learning Assignment/<br>Class Activities  |
|--|--|--|
| Wednesday<br>September 11,<br>2013               | <b>Test 1</b>  |  |
| Friday<br>September 13,<br>2013                  | <b>Unit II</b> cont.<br>3. Environmental Health  | Text: Chapter 6 (skip laws 101-102)  |
| <b>Week 4</b><br>Monday<br>September 16,<br>2013 | <b>Unit II</b> cont.<br>4. Healthcare<br>Reform/Economic<br>Influences                           | Text: Chapter 8 (skip pgs. 133-138)<br><b>Guest Speaker Trey Daly, Esq.</b>  |
| Wednesday<br>September 18,<br>2013               | <b>Unit II</b> cont.<br>5. Government, the Law, &<br>Policy Activism                             | Text: Chapter 7 (skip pgs. 113-117)<br>Watch You Tube: Schoolhouse Rock- How a<br>Bill Becomes a Law<br><b>Guest Speaker: Amanda Toole, Esq.</b> |
| Friday<br>September 20,<br>2013                  | <b>Unit III: Conceptual Framework<br/>applied to Community/PH<br/>Nursing</b><br>1. Epidemiology | Text: Chapter 9 (skip pg. 153)   |
| <b>Week 5</b><br>Monday<br>September 23,<br>2013 | <b>Unit III:</b> cont.<br>2. Epidemiology cont.  | Text: Chapter 9 (skip pg. 153)   |
| Wednesday<br>September 25,<br>2013               | <b>Unit III</b> cont.<br>1. Infectious Disease<br>Prevention & Control                           | Text: Chapter 15   |
| Friday<br>September 27,<br>2013                  | <b>Unit III</b> cont.<br>2. Surveillance & Outbreak<br>Investigations                            | Text: Chapter 26 (skip pgs. 495, 497, 500-506)   |
| <b>Week 6</b><br>Monday<br>September 30,<br>2013 | <b>Unit III</b> cont.<br>3. STI's  | Text: Chapter 27 (skip 517-518, 521)   |
| Wednesday<br>October 2, 2013                     | <b>Test 2</b>  |  |



| <b>Date</b>                                 | <b>Topic</b>  | <b>*Preparatory Learning Assignment/<br/>Class Activities</b>   |
|---|---|---|
| Friday<br>October 4, 2013                   | <b>Library/Group Work</b>   | <b>Meet with your group and work on presentation</b>  |
| Monday<br>October 7, 2013                   | <b>Fall Break</b>   | <b>No Class</b>   |
| Wednesday<br>October 9, 2013                | <b>Unit III: Epidemiology cont.</b><br>4. Infant Mortality  | <b>Text: Chapter 9 (skip pg. 153)</b><br><b>Hand-outs</b><br><b>Guest Speaker: Barb Rose MPH</b>      |
| Friday October 11,<br>2013                  | <b>Unit III cont.</b><br>1. Evidence-Based Practice<br>2. Health Education & Group Process<br>3. Health Literacy  | Text: Chapter 10<br>Chapter 11 (skip pgs. 194,196-198, 200-206)<br><b>Outline of presentation due</b> |
| Monday<br>October 14, 2013                  | <b>Unit IV Issues &amp; Approaches in Health Care Populations</b><br>1. Community Assessment & Evaluation   | Text: Chapter 12 (skip 228-233)   |
| Wednesday<br>October 16, 2013               | <b>Unit IV cont.</b><br>2. Case Management<br>3. Program Management   | Text: Chapter 13 (skip 242-245, 249)<br>Text: Chapter 16 (skip pgs. 286-287)<br>Peace Corps           |
| Friday<br>October 18, 2013                  | <b>Unit IV cont.</b><br>4. Managing Quality<br>5. Safety in Community Health  | Text: Chapter 17 (skip pgs. 300, 302-305)<br>QSEN resources   |
| <b>Week 9</b><br>Monday<br>October 21, 2013 | <b>Unit IV cont.</b><br>6. Disaster Management  | Text: Chapter 14 (skip pgs. 261-262)<br><b>Guest Speaker: Dr. Edward Otten</b>                        |
| Wednesday<br>October 23, 2013               | <b>Test 3</b>   |   |
| Friday<br>October 25, 2013                  | <b>Unit V: Issues &amp; Approaches in Family &amp; Individual Health Care</b><br>1. Family Theory<br>2. Family Development & Assessment<br>3. Family Health Risks | Text: Chapter 18 & Chapter 19 (skip pgs. 320-323, 337-338)<br>Text: Appendix G2                       |

| Date   | Topic  | *Preparatory Learning Assignment/<br>Class Activities  |
|--|--|--|
| <b>Week 10</b><br>Monday<br>October 28, 2013     | <b>Unit V cont.</b><br>4. Health Risks/Life Span<br>5. Ageism<br>6. Childhood Obesity  | Text: Chapter 20   |
| Wednesday<br>October 31, 2013                    | <b>Unit VI: Vulnerability:<br/>Predisposing Factors</b><br>1. Vulnerable Populations<br>2. Poverty<br>3. Homelessness<br>4. Mental Illness | Text: Chapter 21 (skip pgs. 390-395)<br>Chapter 23   |
| Friday<br>November 1, 2013                       | <b>Unit VI cont.</b><br>5. Teen Pregnancy Prevention<br>6. Postpartum Depression   | Text: Chapter 21 (skip pgs. 390-395)<br>Chapter 23   |
| <b>Week 11</b><br>Monday<br>November 4, 2013     | <b>Unit VI cont.</b><br>7. Substance Usage (ATOD)  | Text: Chapter 24<br>Brief Intervention hand-out  |
| Wednesday<br>November 6, 2013                    | <b>Unit VI cont.</b><br>8. Motivational Interviewing<br>Scenarios  | Motivational Interviewing videos   |
| Friday<br>November 8, 2013                       | <b>Test 4</b>  |  |
| <b>Week 12</b><br>Monday<br>November 11,<br>2013 | <b>Unit VI cont.</b><br>9. Violence & Human Abuse  | Text: Chapter 25 (skip pgs. 465, 477)<br>Ace Study hand-out  |
| Wednesday<br>November 13,<br>2013                | 10. Child maltreatment   | <b>Guest Speaker: Professor Shelagh Larkin<br/>MSW, LISW</b>   |
| Friday<br>November 15,<br>2013                   | <b>Unit VI cont.</b><br>11. Rural and Migrant Health   | Text: Chapter 22 (skip pg. 402)  |
| <b>Week 13</b><br>Monday<br>November 18,<br>2013 | <b>Unit VII: Nursing Practice in the<br/>Community</b><br>Nursing Practice at Local,<br>State, & National Levels in<br>Public Health       | Text: Chapter 28   |
| Wednesday<br>November 20,<br>2013                | <b>Unit VII: cont.</b><br>1. Home Health Care<br>2. Occupational Health  | Text: Chapter 30 (Skip pgs. 562-565, 573-574);<br>Text: Appendix B: Oasis B<br>Text: Chapter 32 (skip pgs. 599-602, 608-613) |
|  |  |  |

| Date  | Topic   | *Preparatory Learning Assignment/<br>Class Activities  |
|---|---|--|
| Friday<br>November 22,<br>2013                      | 3. Home Health Panel                              | <b>Guests: Doris Nelson-Frierson (CHD) &amp;<br/>Ann Spore (CCHMC)</b><br><br><b>Reflective Journals due</b> |
| Monday<br>November 25,<br>2013                      | <b>Test 5</b>                                     |  |
| Wednesday<br>November 27 &<br>Friday November<br>29 | <b>Happy Thanksgiving!</b>                        |  |
| Monday<br>December 2, 2013                          |   | Student Presentation<br>Student Presentation   |
| Wednesday<br>December 4, 2013                       |   | Student Presentation<br>Student Presentation   |
| Friday<br>December 6, 2013                          |   | Student Presentation<br>Student Presentation   |
| Monday<br>December 9, 2013                          |   | Student Presentation<br>Student Presentation   |
| Wednesday<br>December 11,<br>2013                   | Final Review                                      | <b>Summary/Slides of group presentation due</b>  |
| Friday<br>December 13,<br>2013                      | Study Day   | No Classes   |
| <b>470-02<br/>TBA</b>                               | <b>Fall Semester Final<br/>Comprehensive Exam</b> | Classroom<br>Cohen Room 34   |
| <b>470-03<br/>TBA</b>                               | <b>Fall Semester Final<br/>Comprehensive Exam</b> | Classroom<br>Cohen Room 34   |

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

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