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I. LOCATOR INFORMATION

Course: NURS 430, Community Health Nursing
Curriculum Level: IV (senior level only)
Course Credit: 5 Credit Hours (3 hours didactic and 2 hours of lab)
Pre-requisites: NURS 300, NURS 310, and NURS 320
Pre/Co-requisite: NURS 400
Semester: 
Class Meets: 
Instructor: 
Office: 
Office Hours: 
Office Phone: 
E-mail Address:

FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail.

Rules and regulations governing the use of FSU email may be found at the FSU website.

II. COURSE DESCRIPTION

NURS 430 is designed to provide students the opportunity to assist culturally diverse populations and aggregates in the community to achieve an optimum level of wellness. Special emphasis will be placed on advanced theoretical concepts related to health promotion, risk reduction, disease prevention, and developmental processes. The process of professional role development will be fostered through both independent and interdependent clinical experiences. This is an online course. See Course Calendar in Course Documents for the beginning and ending of each week, as well as assignment due dates.

NURS 430 is a service-learning course at Fayetteville State University. Students will spend a minimum of 32 Hours over the course of the 15-week semester on community Practicum/Service-Learning activities. NURS 430 experiences will address a need in our community, support the course objectives, involve a connection between the campus and the world around it, challenge students to be civically engaged, and involve structured student reflection. Students will spend time reflecting on practicum/service-learning experiences and integrate experiences into the course through a weekly Journal.

To pass the course, your practicum/service-learning efforts will be the core of much of the learning in the course. Therefore, your grade for practicum/service-learning will come from the tangible class projects that come out of it rather than simply from completion of the hour minimum.

It is the student's responsibility to let the instructor know in advance of any obstacles!
III. DISABLED STUDENT SERVICES
In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability to please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

IV. Title IX – Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:

- Ms. Pamela C. Fisher
  Licensed Professional Counselor
  Spaulding Building, Room 165
  (910) 672-387
  psmith@uncfsu.edu

- Ms. Linda Melvin
  Director, Student Health Services
  Spaulding Building, Room 121
  (910) 672-1454
  lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct - The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:

- Ms. Victoria Ratliff
  Deputy Title IX Coordinator for Students
  Spaulding Building, Room 155
  (910) 672-1222
  vratliff@uncfsu.edu

Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible.

Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

V. NURSING DISCLAIMER
This syllabus is not an unchangeable contract, but instead, an announcement of present course requirements and policies only. Implicit in each student's enrollment is an agreement to comply with the course requirements and policies, which the professor may modify to exercise properly
his/her educational responsibility.

VI. TEXTBOOKS

Required:

Recommended:
OWL. (n.d.). Purdue online writing lab. Retrieved from http://owl.english.purdue.edu/owl/resource/560/01/

VII. COURSE OBJECTIVES

Upon completion of this course, the student will be able to:
- Describe the defining characteristics of families, communities, and aggregates as client.
- Contrast population-focused practice with nursing care of individuals and families.
- Identify relevant and appropriate data and information sources for population-focused practice.
- Discuss determinates and contributing factors of health needs in vulnerable populations.
- Link the health care needs of families, communities, and aggregates as client to relevant community health services.
- Critique the application of ethical and legal standards to the nursing care of families, communities, and aggregates as client.
- Analyze the role of the public health nurse in disaster management and bioterrorism.
- Synthesize knowledge, theory, and research in planning, implementing, and evaluating nursing care provided to families, communities, and aggregates as client.
- Apply the essential services of public health and the public health core functions to the process of community assessment and analysis.
- Identify the relationship between social justice and citizenship and nursing practice - focusing on minority health, environmental health, poverty, medically underserved, and uninsured populations.
**VIII. EVALUATION CRITERIA**

Grade Distribution/Assignment

NURS 430 Didactic:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Quizzes</td>
<td>14%</td>
</tr>
<tr>
<td>Discussion Board Postings</td>
<td>35%</td>
</tr>
<tr>
<td>Reflective Journal Postings</td>
<td>7%</td>
</tr>
<tr>
<td>Community Meeting</td>
<td>4%</td>
</tr>
<tr>
<td>Community Assessment Project</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**NURS 430 Community Practicum/Service-Learning Experiences**

Community Practicum/Service-Learning Hours (Clinical) - 96 hours (See below for specifics) and a Community Assessment Project (CAP) utilizing the nursing process within the community.

Successful completion of both Didactic and Community Practicum/Service-Learning Experiences are required to pass NURS 430.

Required for NURS 430 Community Practicum/Service-Learning Experiences Satisfactory grade:

Student must maintain documentation of the community practicum/service-learning experience hours in two separate locations, see below for specifics.

First, Practicum Experience Hours must total 96 hours. These 96 hours are a combination of at least 32 Face-to-Face practicum/service-learning hours; the remainder of the 96 practicum experience hours comes from a variety of practicum experiences.

**Practicum Experiences (64 hours)**

Practicum Experience Hours activities are as follows:

- Online Blackboard activities titled “Practicum Online Experiences” (POE),
- Community Association Meeting
- Community Agency meeting, and
- Community Assessment Project (CAP)
  - The time it takes to research, plan, prepare, implement, and evaluate counts.
  (Clarification: the time it takes to write CAP assignments are not to be included.)

All applicable time and activities must be documented on the "NURS 430 Practicum Experiences” log. It is submitted via Blackboard during weeks specified as per the NURS 430 course calendar.

Attending one Community Agency Meeting
  Note: Section VIII E, there is a graded assignment related to this meeting.

Attending one Community Association Meeting
  Note: Section VIII E, there is a graded assignment related to this meeting.

Instructor will update POE hours in Blackboard grade book routinely as to ensure student is aware of number of total hours accumulated. If the student’s calculations differ, it is the student’s responsibility to follow-up with the instructor to resolve.
**Face-to-Face practicum/service-learning hours (32 hours)**

Face-to-Face practicum/service-learning hours are primarily coordinated through the Office of Civic Engagement & Service-Learning (CE&SL) at (910) 672-2460.

A minimum of 4 hours must occur in a "free clinic" setting (i.e. CARE clinic, BetterHealth). Be sure to call CE&SL and schedule your hours by the end of Week 1 as these volunteer slots disappear quickly! Do not call the Fayetteville free clinic directly; all scheduling and questions are to be presented to CE&SL.

You are to coordinate your Free Clinic Hours if you are completing this requirement at a Free Clinic outside of Cumberland County, NC.

**Practicum/Service-Learning Approval Process**

You must complete the "Placement Confirmation Form" for each agency and submit it to the instructor (via email) before any practicum/service-learning experience hours may begin. The instructor will review and approve or seek clarification via email. **Once approved**, you may begin your practicum/service-learning experiences there.

Practicum/service-learning opportunities are not limited to current places with CE&SL Partnerships. The approval process is the same as above.

All time must be documented on the "SL_timesheet 05212013.pdf" (See Practicum/Service-Learning Orientation – Service-Learning Forms on Blackboard). This sheet is to be submitted to CE&SL on the 1st and 15th of each month. Please note the following:

- Do not submit a timesheet more than once.
- A different timesheet is needed for each agency.

Face-to-Face Practicum/Service-Learning Hours, as per CE&SL, will be updated in Blackboard grade book regularly by instructor. Students are responsible to communicate with instructor if they submit a time log to CE&SL and accumulated hours are not adjusted timely on Blackboard.

**Participation and written expression of a Community Assessment Project (CAP) and the nursing process.** (See Section VIII.B for specifics.)

NURS 430 Final grades will not be posted until complete POE and practicum/service-learning timesheets are received and validated. Total of validated hours are in the BB gradebook.

**Professional/Academic Identification**

You are required to dress professionally (casual business, not scrubs) and wear a white lab coat with the FSU BSN logo patch on the left upper sleeve (available at Castle Uniforms, Tallywood Shopping Center, 910-485-4429). Please notify me if the practicum/service-learning facility requests a varying dress code.

If you are completing practicum/service-learning hours in a location that either requires a badge or prefers you not to wear a white lab coat, then you are to go to Castle (www.castleuniforms.com or the Tallywood shopping center location) and order the FSU RN to BSN engraved badge.).
As you are all Registered Nurses and your involvement in the community is a service it is your responsibility to be sure your nursing license is up to date, BLS is up to date, and malpractice insurance is in place. Please see Weekly Assignment section below for deadline to submit copies of each to the instructor.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage</td>
<td>93-100</td>
<td>85-92</td>
<td>78-84</td>
<td>70-77</td>
<td>&lt;69</td>
</tr>
</tbody>
</table>

Please note that the cumulative percentage will be rounded to the nearest integer by using the symmetric arithmetic rounding. For example, if your final grade is 84.5%, it will be rounded up to 85%. On the other hand, if you have 84.4%, it will be rounded to 84%.

**Late Assignments Policy**

Assignments submitted late may receive a 5% deduction for each day it is late. The student is responsible for all work submitted.

**Grading Rubrics/Criteria**

Assignments will be evaluated using the grading rubrics/criteria posted on Blackboard.

**FSU Clinical Experience Policies**

Students enrolled in a nursing course with clinical component (NURS 430) are responsible for providing the course coordinator with documentation (as required by FSU and clinical agency). Please review the FSU Nursing Handbook located on the FSU Nursing website for clinical requirements/policies.

No student may participate in a clinical setting/unit where he or she is employed full-time as a registered nurse. This policy allows the student the freedom of inquiry needed in the educational process.

**IX. COURSE ASSIGNMENTS**

See specific assignment rubric and course outline for content expectations.

**Scholarly References** (for DB and CAP assignments):

Accepted citations: articles not > 5 years old from peer reviewed journals only, books, and websites (only if .gov, .edu, and .org). Any others web sites utilized, the student must pre-prove credible, reliable, and validity to the instructor.

Intext citations and reference page, both appropriately formatted, must be present to receive total point value.

Incorporate APA 6th ed.

**A. Discussion Board Questions/Participation (35%)**

Six weeks will have a discussion activity that will be posted in Blackboard. (Week 3 has two discussion board activities.) Please note that this equals seven discussion boards; the lowest discussion board grade is dropped. The CAP PPT DB (primary and response) is not optional; hence, this grade is not one eligible to be dropped.
Students are required to make a scholarly post addressing each element of the content in an organized, clear, and logical manner using correct spelling, grammar, and punctuation. ONE thorough and thoughtful scholarly response is required to someone else's post. Only those posts made within the hours of the week's class will be considered for grading.

**B. Community Assessment Project/Paper (CAP) (40%)**:

NURS 430 Learning Objectives Specific to CAP:

- Synthesize knowledge, theory, and research in assessing, diagnosing (nursing), planning, implementing, and evaluating nursing care provided to families, communities, and aggregates as client
- Apply the essential services of public health and the public health core functions to the process of community assessment and analysis.

Below, are **brief summaries of each section of the CAP paper**. There are rubrics and examples in BB – You are strongly encouraged to utilize this resource.

You are to choose a specific aggregate of people that interest you. Assess the community in which the aggregate is located by identifying and prioritizing the health needs and problems and the strengths of the community. You will present this assessment in a paper where you will discuss the determinants and contributing factors of the priority needs.

Students are encouraged to utilize credible, reliable, and valid sources of health and community data, including vital statistics, web resources, textbooks…. After data collection is completed, the student will synthesize the data, explore Healthy People 2020 Topics and Objectives and identify an actual or potential health problem that has nursing implications, i.e., nursing diagnoses. Be sure to identify and expand on the Healthy People topic and objective. [http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx](http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx)

You are to create a plan of action (this is your community project that you will implement and evaluate) to meet the identified health need. Describe the actual implementation event, how the project provides a service to the community, and describe your collaboration with healthcare colleagues and community resources. What is the main objective of your project? Did you meet that objective? What was the aggregate and agency reaction? What are the projected benefits and limitations of your project?

Once you have completed your paper/project, discuss the evaluations, conclusion and recommendations for the future. Finally, reflect on the community experience and the personal feelings evoked.

This paper is to be organized, clear, and logical with correct spelling, grammar, and punctuation. Accepted citations: articles not > 5 years old from peer reviewed journals only, books, and websites (only if .gov, .edu, or .org) Citation in text must be present to receive total point value. The format will be APA.
To reduce the stress of one large paper/project due at one time this paper/project has been broken up into weekly due dates/sections as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>CAP Section</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CAP Outline</td>
<td>3%</td>
</tr>
<tr>
<td>3</td>
<td>Introduction and Assessment</td>
<td>9%</td>
</tr>
<tr>
<td>4</td>
<td>Data Analysis &amp; Plan</td>
<td>6%</td>
</tr>
<tr>
<td>6</td>
<td>Implementation</td>
<td>7%</td>
</tr>
<tr>
<td>7</td>
<td>Evaluation, Future Recommendations, and Conclusion</td>
<td>15%</td>
</tr>
<tr>
<td>8</td>
<td>CAP PPT and respond scholarly to at least 1 peer</td>
<td>DB grade</td>
</tr>
</tbody>
</table>

*This section will include a compilation of all previous sections with revisions based on instructor feedback previously given.

**C. Reflective Journal (7%):**
The purpose of this journal is for you to reflect on your practicum/service-learning experience. How does it affect you and those you serve? They say that the hyphen in Service-Learning is the reflection.

Your journal can only be read by the instructor and you. It does not appear to your peers and you are unable to read anyone else's journal. (*Any Graduate nursing students assigned to course as teaching assistants will also have confidential access to journal.)*

Reflective Journal Assignments will be due at various points of your practicum/service-learning experiences.

1. Pre-Practicum/Service-Learning Experiences
2. Free Clinic Experience
   Remaining 28 hours: At the following practicum service learning hours:
   3. 0-7 hours,
   4. 8-14 hours,
   5. 15-21 hours, and
   6. 22-28 hours.
3. Post Practicum/Service-Learning Experiences

**D. Unit quizzes (14%):**
Seven quizzes will be completed as assessments of learning the outlined material and/or meeting the course objectives. As the quizzes are part of your learning experience, you will take each quiz once; however, you will have an unlimited time, during each designated week, to complete each quiz.

Each quiz has a deadline for completion of 11:59 p.m. the last day of class for the week. All quizzes can be taken early. Each quiz is worth 2 percent. There are 10 questions.

**E. Community Agency and Association Meetings (1 each- 2% each for a total of 4%):**
One page reflection for each type of meeting. Title page and APA format required; however, no references required.

**Community Agency Meeting**
Examples: Local Red Cross, Shelters, Food Banks, Senior Centers, Better Health, Operation Sickle Cell, Support Groups - AA, OA, Alanon, must be OPEN meetings, etc.
Community Association Meeting
Examples: open to the public; Local Government Meetings, School Board Meetings, Law Enforcement Meetings - such as crime prevention meetings, rape prevention, or community watch meetings

Meeting Reflective Content Expectations:

- What topics are on the agenda?
- How and are these topics related to the public health?
- Who is in attendance at this meeting? (i.e., parents, children)
- What role might the public health nurse play at this meeting?

X. TEACHING STRATEGIES
Asynchronous discussion, Questioning techniques, Individual assignments, Instructor feedback/evaluation, and Audio-visual aids

XI. ACADEMIC INTEGRITY*
Academic dishonesty is the giving, taking, or presenting of information or material by a student with the intent of unethically or fraudulently aiding oneself or another on any work, which is to be considered in the determination of a grade or the completion of academic requirements. It is expected that all members of the University community will work to actively deter academic misconduct and thus will share in the responsibility and authority to challenge and make known to the appropriate authority acts of apparent academic dishonesty.

Violations
A student shall be guilty of a violation of the Academic Dishonesty Policy if he or she engages in act(s) of:

- Facilitating Academic Dishonesty. Such conduct includes, but is not limited to, giving unauthorized assistance to another in order to assist that person in cheating or plagiarizing.
- Attempt. Such conduct shall include, but not be limited to, attempting any act that if completed would constitute a violation as defined herein.
- Cheating. Such conduct includes, but is not limited to, a student receiving unauthorized aid or assistance on any form of academic work.
- Falsification. Such conduct shall include, but not be limited to, the unauthorized changing of grades or conduct involving any untruth, either spoken or written regarding circumstances related to academic work.
- Plagiarism. Plagiarism includes, but is not limited to, copying the language, structure, ideas and/or thoughts of another, without giving appropriate recognition and/or adopting the same as one's own original work.

Sanctions
Possible sanctions for a finding of academic dishonesty include the following:

- Academic Community Service. A student may be given community service hours in lieu of a more severe sanction. Such service shall be supervised by a University employee.
- Academic Integrity Probation. A student may be placed on academic integrity probation
for the remainder of his or her academic career at the University. A student who is found to have committed another act of academic dishonesty while on academic integrity probation may be subject to suspension or expulsion from the University.

- Failing Grade. A student may be given a failing grade on the assignment, paper, program, test, or exam on which the violation occurred and/or no credit/failing grade for the course.
- Suspension. A student may be separated from the University for a specified period of time if he or she has previously engaged in an act of academic dishonesty or if a student commits an act or attempts to commit an act that warrants suspension. In cases where a student will complete graduation requirements during the current semester, suspension is to take effect immediately.
- Expulsion. Expulsion is a permanent separation from the University and a student will be expelled if he or she is a repeat offender or commits an act(s), which is considered to be a substantial violation of academic integrity. Expulsion results in a permanent transcript notation.
- Expulsion requires approval by the Chancellor.

*Directly quoted from the FSU Student Handbook.

**Turnitin/SafeAssign**
Instructors have the option of utilizing Turnitin/SafeAssign to evaluate student submissions for plagiarism. It is at the discretion of the instructor whether students have the ability to upload personal review before final submission to instructor.

**XII. ACADEMIC SUPPORT RESOURCES**
Academic support resources available in this class are Smarthinking, FSU Writing Center, Blackboard resources, and University College Learning Center.

**XIII. ONLINE NETIQUETTE:**
- Never divulge your user name or password to others.
- Immediately delete email with attachments from senders you do not recognize. It is most likely "spam". Do not click open web links in messages from unknown sources.
- Never run an executable file (e.g., .exe) from an email. The university has security precautions in place for most of these situations, but computer hackers are getting more sophisticated all the time.
- Do not forward personal email without the author's knowledge and permission.
- Do not forward chain letters. Delete them.
- Delete unwanted messages to conserve space.
- Never answer "spam". Your response will confirm your email address. Delete the message instead.
- Keep acronyms to a minimum. They can be confusing to your readers.
- Please do not forward virus hoaxes. Contact your instructor if you have a question.
- Do not use all capital text (Caps Lock); it is perceived as shouting.
- Do not use red font color; it is also perceived as shouting.
- Please use a 10 point or 12 point font and do not use italics. Remember that others may be attempting to read your work on an electronic device that is backlit and using non-traditional fonts or italics make it more difficult for some to read your work.
- Golden Rule: "Do Unto Others As You Would Have Them Do Unto You."
“Netiquency” is important and you are expected to follow the rules. You are entitled to express your opinion. You are entitled to an audience. You are expected to learn. You are expected to teach. You have a right to disagree. You have a right to respond. It is your privilege to change your mind. It is your privilege to remain silent.

Responsibility on all sides will ensure that the forums will not be subject to improper censorship. The hosts of the forum will also make sure that coarse language or any form of racist, ageist, sexist or homophobic language is banned from the online discussions. “Netiquette” adapted from Yale University Library and growingupdigital.com
<table>
<thead>
<tr>
<th>CLASS</th>
<th>LEARNING OBJECTIVE(S)</th>
<th>ACTIVITIES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
</table>
| WEEK 1 | 1. Critique the application of ethical and legal standards to the nursing care of families, communities, and aggregates as client. | **Read:**  
- The Syllabus  
- Truglio-Londrigan & Lewenson (TL&L) Ch 17, 1, and 2  
One way we get to know one another in the online medium is to introduce ourselves not just with our credentials, but also with a greeting. To that end, I have posted my personal introduction on the Discussion Board in the Introduction thread.  
After reading my introduction, post your own introduction and include two places in your community where you may complete your practicum/service-learning hours. Finally, please identify where you live; therefore, I may have other practicum/service-learning agencies for you to consider. |
|       | 2. Identify the relationship between social justice and citizenship and nursing practice - focusing on minority health, environmental health, poverty, medically underserved, and uninsured populations. | **Practicum Online Experiences (POE):**  
- The Office of Civic Engagement & Service-Learning (CE&SL) orientation online (located in Blackboard in the course menu, Practicum/Service-Learning Orientation).  
- Review PPT *Reflecting on Service*  
- [CDC: The Public Health System and the 10 Essential Public Health Services](http://www.cdc.gov/nphpsp/essentialServices.html)  
- Review PPT: *10 Essential Public Health Services*  
- Review PPT: *Public Health 101* | **2) Syllabus Quiz:**  
Complete the non-graded course syllabus quiz. Please note the final question on the quiz is an Acknowledgment of having read the Syllabus and understand to ask any questions in BB “Discussion” link. You also verify that you will provide the instructor the following:  
- An active unencumbered RN license  
- Personal, professional malpractice insurance, and |
3) If you submit to your instructor the malpractice insurance, RN licensure, and BLS card as well as submit to CE&SL their required paperwork by Sept 2nd; then you will earn one "Life Gets in the Way" pass.

This pass will allow you to submit one assignment one day late without penalty during this NURS 430 course.

CE&SL requires successful completion of the following paperwork:
- SL/Volunteer Information form
- FSU Waiver of Liability
- Service-Learning Pre Evaluation

4) Week 1 Discussion Board (DB):
Using the "10 Essential Services of Public Health" (TL&L, p.12), the URL provided, and the CDC PPTs provide a correlating action for each Essential Service that a Public Health Agency might use to address Social Justice.

5) Assessment:
- Quick quiz
<table>
<thead>
<tr>
<th>WEEK 2</th>
<th>Community as Client: Community Assessment Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Describe the defining characteristics of families, communities, and aggregates as client.</td>
</tr>
<tr>
<td>2.</td>
<td>Contrast population-focused practice with nursing care of individuals and families.</td>
</tr>
<tr>
<td>3.</td>
<td>Identify relevant and appropriate data and information sources for population-focused practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read:</th>
<th>Truglio-Londrigan, M, &amp; Lewenson Ch 3, 6, and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Healthy Places Leading to Healthy People: Community Engagement Improves Health for All <a href="http://www.publichealthgrandrounds.unc.edu/places/webcast.htm">http://www.publichealthgrandrounds.unc.edu/places/webcast.htm</a></td>
</tr>
<tr>
<td>POE:</td>
<td>Review PPTs:</td>
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<tr>
<td></td>
<td>o Community Assessment Process</td>
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<td>o Goals &amp; Measures</td>
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<td>o Community as Client</td>
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</tbody>
</table>

**CE&SL Requirement Reminder:**
- Service-Learning/Volunteer Information form,
- FSU Waiver of Liability, and the

<table>
<thead>
<tr>
<th>1) Week 2 DB</th>
<th>Review the Healthy People 2020 Determinants of Health and answer the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>How does the physical environment affect the health of your community? (for example: water and air quality, availability of safe walking paths or sidewalks, housing standards)</td>
</tr>
<tr>
<td>2.</td>
<td>How does access to health services affect the health of your community?</td>
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<tr>
<td>3.</td>
<td>How do biology and genetics affect the health issue you are trying to address?</td>
</tr>
<tr>
<td>4.</td>
<td>How does the social environment affect the health of your community? (for example: income level, education level, unemployment, language)</td>
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<td>5.</td>
<td>How does individual behavior affect the health issue you are trying to address?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2) Assessment:</th>
<th>Quick quiz</th>
</tr>
</thead>
</table>
| WEEK 3 U.S. Health Care System & Health Policy Vulnerable Populations | 1. Discuss determinates and contributing factors of health needs in vulnerable populations. | Read:  
- Truglio-Londrigan, M, & Lewenson Ch, 7, 8, and 13  
The following have attachments in BB Week 3.  
- Shaping Public Health Nursing Practice: A Policy Development Toolkit. (pages 1-13)  
POE:  
- The Supreme Court's Decision on the |

| 1) Week 3 DB | Discuss Health Care Reform (#1) |  
Go to the ANA Healthcare Reform websites, [http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy/HealthSystemReform](http://www.nursingworld.org/MainMenuCategories/Policy-Advocacy/HealthSystemReform)  
Pick any of the topics related to nursing and healthcare reform. There are quite a few on the main page under the two red boxes. On the left, you can also click on health care reform resources and there are several more articles. (You may also choose the webinar r/t the Affordable Care Act.)  
Discuss your thoughts, including scholarly support, with your colleagues in this class. How do these issues affect us and our community?  
And  
Nurse Evers’ Boys (#2)  
a. Why do you think the filmmakers began the |
### Affordable Care Act: Implications for Prevention and Public Health
http://wpc.0948.edgecastcdn.net/000948/webinar/policy/ACA/court_decision/lib/playback.html

  http://www.nwcphp.org/training/opportunities/webinars/paying-for-prevention-a-critical-opportunity-for-public-health

- The Future of Health Care in the United States

- Miss Evers’ Boys
  http://www.youtube.com/watch?v=9ymd0P1sCBQ
  *(This movie is in 9 parts, each is 10-15min. for a total of 2 hours of POE viewing.)*

### Miss Evers’ Boys

- a. Movie with the Florence Nightingale pledge?
- b. How did Nurse Evers live up to or not live up to this pledge?
- c. Refer to the American Nurses’ Association Code of Ethics. Discuss 3 Provisions of the ANA Code of Ethics and how Nurse Evers acted within or violated each.
- d. Incorporating the Principles of the Ethical Practice of Public Health, what advice would you offer Nurse Evers if she asked how you would have handled her situation?

### 2) Assessment:
Quick quiz

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<table>
<thead>
<tr>
<th>WEEK 4</th>
<th>Concepts and Strategies in Epidemiology</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Analyze the role of the public health nurse in disaster management and bioterrorism.</td>
</tr>
<tr>
<td><strong>Read:</strong></td>
<td>Truglio-Londrigan, M, &amp; Lewenson Ch 4, 9, and 14</td>
</tr>
<tr>
<td><strong>POE:</strong></td>
<td>Antimicrobial Resistance: Old Bugs, New Threats, and the Public Health Response</td>
</tr>
<tr>
<td><strong><a href="http://www.publichealthgrandrounds.unc.edu/">http://www.publichealthgrandrounds.unc.edu/</a></strong></td>
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<tr>
<th>WEEK 4</th>
<th>DB</th>
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<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Week 4 DB</td>
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<tr>
<td><strong>Regarding the Watersedge Game:</strong></td>
<td>Create a Public Service Announcement, Press Release, or a mock Press Conference about an outbreak.</td>
</tr>
<tr>
<td>If you would like to make this an audio or video attachment, we will all be greatly impressed, but a written assignment is fine!</td>
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<tr>
<td>To explore environmental health issues include</td>
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</table>
### Week 5

**Environmental Health and Safety**

<table>
<thead>
<tr>
<th>1. Discuss determinates and contributing factors of health needs in vulnerable populations.</th>
<th><strong>Read:</strong></th>
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<p>| 2) Assessment: Quick quiz | | 1) Week 5 DB: John Snow Case Study |</p>
<table>
<thead>
<tr>
<th><strong>NURS 430, -16 Weeks COURSE SYLLABUS</strong></th>
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<th><strong>Page 20 of 26</strong></th>
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<tbody>
<tr>
<td><strong>Week 6</strong></td>
<td><strong>Disaster</strong></td>
<td><strong>1. Analyze the role of the</strong></td>
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<td><strong>Disaster</strong></td>
<td><strong>Preparedness</strong></td>
<td><strong>public health nurse in</strong></td>
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<td><strong>Preparedness</strong></td>
<td><strong>and</strong></td>
<td><strong>disaster management and</strong></td>
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<td><strong>Bioterrorism</strong></td>
<td><strong>Bioterrorism</strong></td>
<td><strong>bioterrorism.</strong></td>
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<td><strong>Read:</strong></td>
<td><strong>Read:</strong></td>
<td><strong>1) Week 6 DB</strong></td>
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<td></td>
<td><strong>When I think of disaster preparedness and</strong></td>
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<td><strong>bioterrorism, I think of the continuing crisis in</strong></td>
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<td><strong>Japan, the Gulf oil spill this past summer,</strong></td>
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<td><strong>Hurricane Katrina, Hurricane Sandy, and of</strong></td>
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<td><strong>course the tragedy on 9/11/01. Disasters put</strong></td>
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<td></td>
<td><strong>unimaginable stressors on communities.</strong></td>
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<td></td>
<td><strong>Preparedness helps communities plan ahead to</strong></td>
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<td></td>
<td><strong>make functioning during these times possible.</strong></td>
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<td><strong>There are four stages of disaster management:</strong></td>
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<td><strong>prevention, preparedness, response, and</strong></td>
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<td><strong>recovery. Nurses have skills in assessment,</strong></td>
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<td><strong>assessment,</strong></td>
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<td><strong>and intervention.</strong></td>
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<td><strong><a href="http://www.google.com%2Furl">www.google.com%2Furl</a></strong></td>
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<td><strong>Climate change : The Public Health Response</strong></td>
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<td><strong><a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC">http://www.ncbi.nlm.nih.gov/pmc/articles/PMC</a></strong></td>
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<td><strong>POE:</strong></td>
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<td><strong>Global Climate Change: Implications for Public</strong></td>
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<td><strong>Health</strong></td>
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<td><strong>ate/webcast_archive.htm</strong></td>
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<td><strong>Frontiers in one health- Disease resurgence from</strong></td>
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<td><strong>climactic and ecological change</strong></td>
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<td><strong><a href="http://www.uctv.tv/shows/Frontiers-in-One-">http://www.uctv.tv/shows/Frontiers-in-One-</a></strong></td>
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<td><strong>Health-Disease-Resurgence-From-Climactic-and-</strong></td>
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<td><strong>Ecological-Change-22558</strong></td>
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<td><strong>1. Analyze the role of the</strong></td>
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<td><strong>bioterrorism.</strong></td>
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<td><strong>Truglio-Londrigan, M, &amp; Lewenson Ch 15</strong></td>
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<td></td>
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<td><strong>and 16</strong></td>
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<td><strong>Integrating Social Media into Emergency</strong></td>
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<td><strong>Preparedness Efforts (57 minutes)</strong></td>
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<td><strong>(Attachment in BB)</strong></td>
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<td><strong>ANA: Adapting Standards of Care Under</strong></td>
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<td><strong>Extreme Conditions: Guidance for</strong></td>
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<td><strong>Professionals During Disasters, Pandemics,</strong></td>
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<td><strong>and Other Extreme Emergencies</strong></td>
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</table>
|  |  | **http://nursingworld.org/MainMenuCategories/
WorkplaceSafety/Healthy-Work-Environment/DPR/TheLawEthicsofDisasterResponse/AdaptingStandardsofCare.pdf

POE:
- Bioterrorism Preparedness: A Progress Report
  http://www.publichealthgrandrounds.unc.edu/bioter02/webcast.htm
- Disasters and Public Health: Learning from Recent History
- Emergency Distribution of Pharmaceuticals
  http://www.nwcphp.org/training/opportunities/online-courses/emergency-distribution-of-pharmaceuticals
- An Effective Incident Command System: Public Health Response to Katrina Evacuees
- Ethical Decision Making in Times of Public setting priorities, collaboration, prevention, and addressing acute needs; hence, have the knowledge and abilities to be crucial in disaster preparedness.

Select a vulnerable population (see DB for listing) in your community at greatest risk for disruption after a disaster (See Week 6 DB to "claim". Each population must be "claimed" before a population can be "claimed" twice. No more than 2 students may "claim" each population.)

Review the peer-reviewed scholarly literature and determine what special needs the group would have in time of disaster.

Create a PPT to describe at least 2 special needs. What local community resources are currently available to help this population? If the current community resources are inadequate, what resources are needed? What is the role of the Community Health Nurse?

Min-5 slides (not including title and reference slide). Do not forget the speaker notes to explain the presentation.

2) Assessment:
Quick quiz
WEEK 7
Family as Client

1. Contrast population-focused practice with nursing care of individuals and families.

2. Identify relevant and appropriate data and information sources for population-focused practice.

3. Link the health care needs of families, communities, and aggregates as client to relevant community health

Read:
Truglio-Londrigan, M, & Lewenson Ch 5

POE:
- Caregiving 101: Exploring the Complexities of Family Caregiving
  http://caregiver.org/caregiver/jsp/content_node.jsp?nodeid=2448

- Area Agency on Aging The Four Stages of Caregiving
  http://www.agingcarefl.org/caregiver/fourStages
  Review each of the four stages links

- Approaches to Care giving University of California
  http://www.youtube.com/watch?v=K-

Assessment:
Quick quiz
### WEEK 8

**Nurse Roles and Functions in the Community**

1. Identify the relationship between social justice and citizenship and nursing practice—focusing on minority health, environmental health, poverty, medically underserved, and uninsured populations. CAP

<table>
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<tr>
<th>Read:</th>
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<tbody>
<tr>
<td>• Truglio-Londrigan, M, &amp; Lewenson Ch 10, 11, &amp; 18</td>
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</tbody>
</table>

**POE:**
- Parish Nurse Clinic St Paul’s Clinic

<table>
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<tr>
<th>Assessment:</th>
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<tbody>
<tr>
<td>a. Quick Quiz</td>
</tr>
<tr>
<td>b. CAP Outline Due</td>
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</table>

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**SAh1pkYRe**
- How can our communities help family caregivers?
- End of Life Planning: Education, Advocacy and Decision Making
- *Family Intervention in Community Health Nursing*
  [http://www.youtube.com/watch?v=lcL1GoGZfIQ](http://www.youtube.com/watch?v=lcL1GoGZfIQ)
<table>
<thead>
<tr>
<th>WEEK 9</th>
<th></th>
<th>Due: CAP Introduction and Assessment</th>
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<tbody>
<tr>
<td>WEEK 10</td>
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<td>WEEK 11</td>
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<td>Due: CAP Data Analysis and Plan</td>
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<td>WEEK 12</td>
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<td>WEEK 13</td>
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<td>Due: CAP Implementation</td>
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<td>WEEK 14</td>
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<td>WEEK 15</td>
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<td>Due: CAP Evaluation, Future Recommendations, Conclusion, &amp; Reflection</td>
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<tr>
<td>WEEK 16</td>
<td>CAP DB (Final Exam Assignment)</td>
<td>Due: CAP DB:</td>
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<td>• CAP PPT: Through your Community Assessment Project, you have experienced firsthand the role of the public health nurse to identify a specific community, assess the data, identify potential needs, create a viable educational project, implement this education, and evaluate the educational session and aggregate response.</td>
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<tr>
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<td>• You will create a PPT to share your CAP with your peers. It must be sufficient to illustrate your CAP journey. However, please know you are not expected to share your reflection, as this is a contractual confidential agreement between you and I.</td>
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<td>• Don't forget speaker notes, title slide, and references.</td>
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</table>

[http://www.youtube.com/watch?v=wDVxtzNQsXI](http://www.youtube.com/watch?v=wDVxtzNQsXI)

- Care Partners Hospice Nurses Tell Stories [http://www.youtube.com/watch?v=Xz8vRE3UsaY](http://www.youtube.com/watch?v=Xz8vRE3UsaY)
### Practicum Service-Learning Reflective Journal Assignments (Self-Paced based on student SL hours)

| **Pre Practicum/Service-learning** |  
|---|---|
| **Don't forget to bring the Placement Confirmation Form to the interview so it can be completed at the same time.**

A Placement Confirmation form is to be completed for each practicum/service-learning agency you give time to. There are a few exceptions; the CE&SL staff will notify you of exceptions. Once you complete the Placement Confirmation form, be sure to send to me so that I can approve. Only after approval can you start practicum/service–learning hours.  

| **Hours 0 to 7** |  
|---|---|
| a. In your nursing career, have you volunteered your services? If so, please describe the facility and your experience. If not, why?  
b. Describe your beliefs, assumptions, and attitudes regarding community service and/or volunteerism.  

| **Hours 8-14** |  
|---|---|
| a. Prior to each new practicum/service-learning agency, write down 1-2 personal learning goals.  
b. Record and reflect on your practicum/service-learning experiences in your Journal.  
c. Describe what you will do to ensure you meet your personal goals.  

| **Hours 15-21** |  
|---|---|
| a. What parts of your community experience have been most challenging?  
b. Record and reflect on your practicum/service-learning experiences in your Journal.  

| **Hours 22-28** |  
|---|---|
| a. How has volunteering changed your perspective of your community?  
b. Record and reflect on your practicum/service-learning experiences in your Journal.  
c. Reflect on your personal practicum/service-learning goals. How would you assess your effectiveness in meeting your goals?  

A Placement Confirmation form is to be completed for each practicum/service-learning agency you give time to. There are a few exceptions; the CE&SL staff will notify you of exceptions. Once you complete the Placement Confirmation form, be sure to send to me so that I can approve. Only after approval can you start practicum/service–learning hours.
<table>
<thead>
<tr>
<th><strong>Free Clinic</strong></th>
<th>d. In reflection, were the goals appropriate? How would you &quot;fine-tune&quot; these personal goals?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. How was your free clinic experience similar or different from what you expected?</td>
<td></td>
</tr>
<tr>
<td>b. Record and reflect on your practicum/service-learning experiences in your Journal.</td>
<td></td>
</tr>
<tr>
<td><strong>Post - Practicum/Service-learning</strong></td>
<td>a. Reflect on your Pre-Practicum/Service-Learning Journal; compare and contrast how your beliefs, assumptions, and attitudes regarding community service and/or volunteerism have evolved.</td>
</tr>
<tr>
<td>b. Give your final reflection on this course.</td>
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<td>c. Reflect and integrate how this course has transformed or evolved your future nursing practices.</td>
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