FACULTY: Deb Schuhmacher, RN, MA

FACULTY CONTACT INFORMATION:
Deb Schuhmacher: schuhmac@augsburg.edu; deb.schuhmacher@co.ramsey.mn.us; wk: 651-765-7744; home: 612-869-2666

COURSE CREDITS: 1 Course or 4 Semester Credits

CLASS TIMES: 4:15 PM to 8:15 PM


Quantitative Reasoning graduation skill is met by this course. All students who are taking this course must have met the Math Placement 3 (MP3) skill or have taken Math 105.

COURSE OVERVIEW

This course introduces the student to community health nursing. It prepares the student to identify, plan and care for individuals, families, groups and communities across care settings with particular emphasis on health inequities locally and globally. Students explore the complex social and health care systems in communities that influence the health and well being of population groups. Students examine ethical principles specific to community and public health and compare and contrast the application of ethical principles in this nursing specialty compared to their current practice setting.

Students are introduced to the seventeen interventions of public health nursing in the model developed by Public Health Nursing Section of the Minnesota Department of Health; the essential services of public health and the core competencies of public health nursing. Students will use epidemiological methods in completing an analysis assignment using resources from the Minnesota Department of Health and the CDC.

The students will identify a community or community health problem to examine and systematically assess by: 1) completing a windshield survey and identifying the assets of the community; 2) interview two key informants and report the interviews; 3) identify the appropriate epidemiological data; 3) interpret the data and compare the data to regional, state or national standards; 4) develop a population based nursing diagnosis; 5) develop a population based nursing plan; 6) Present their findings in class.

OBJECTIVES OF THE COURSE

1. Demonstrate respect for the inherent uniqueness and personal rights of the individual, groups, and communities within the context of society by:
   a. Identifying the effect of culture on person's health care practices.
   b. Critically reflecting on personal and cultural values as a health care professional.
   c. Identifying populations at high risk of illness, disability, premature death or poor recovery.

2. Apply nursing theories to nursing practice decisions with individuals, families, groups, systems and community in selected situations by:
   a. Utilizing public health theory and other professional frameworks to discuss the environment, the family, and individuals across the life span.
   b. Defining the core functions and essential services of public health
c. Define and give examples of the seventeen interventions of public health nursing in the model developed by Public Health Nursing Section of the Minnesota Department of Health.

3. Synthesize knowledge from the liberal arts with the arts and science of nursing by:
   a. Utilize epidemiological principles: incidence, distribution, and control of disease in a population, as well as the risk factors and environmental factors in community assessment.
   b. Applying an ethical framework to interventions with individuals, families, systems and communities.
   c. Demonstrating an understanding of the use of biostatistics for reporting on the community and in the setting of health goals.
   d. Incorporating the Healthy People 2010 objectives into the assessment of the community.

4. Utilize a holistic nursing process to assist individuals, families, groups, systems and community to maximize their health potential by:
   a. Using an assessment framework to analyze a community or community health problem.
   b. Presenting the assessment of a community.
   c. Identifying community services, institutional resources, and other health care providers useful for assisting in promoting the health of populations.
   d. Apply the nursing process in the community health setting.

REQUIRED TEXTS AND WEB SITES


- Public Health Nursing Section. (2001). Public health interventions: Applications for public health nursing practice. Minnesota Department of Health: St. Paul. This can be retrieved at http://www.health.state.mn.us/divs/cfh/ophp/resources/db.html This is a large document and you may want to print only the pages assigned. For example in week 1, we will look at pages 1 to 11, but there are several pages prior to getting to page #1. Please pay attention to the numbers at the bottom of the page. This is a PDF document. The assignments in the grid will refer to the document as Public Health Interventions


- Resources on EVOLVE (student resources from the publisher of the text): http://evolve.elsevier.com/stanhope/foundations
This is also listed on the inside of your text book cover.
This is what you find on this site. Please note, you may be referred to web links through this site to assist in your learning.

Other Web Sites:
• Minnesota Department of Health: http://www.health.state.mn.us/
• Community Assessment: http://www.health.state.mn.us/divs/hpcd/chp/hpkit/text/phase1.htm
• Centers for Disease Control: http://www.cdc.gov/
TEACHING METHODS

Lecture, discussion, audio-visual presentations, pre-class reading/writing assignments, small group activities, computer discussion groups, and class participation will be utilized.

This course information and course activities will be on Moodle at the Augsburg College site: www.augsburg.edu. The directions on how to access Moodle are on the Web. You will have to click into Augnet and click into Moodle. Moodle will be used for posting assignments, the syllabus, and the weekly grid.

In accordance with Augsburg policy, all e-mail communication with students will be initiated through the student’s official Augsburg e-mail address. Forwarding of e-mail to personal accounts is the responsibility of the student.

TEACHING-LEARNING RESPONSIBILITIES:

Teaching and learning is a mutual commitment on the part of students and faculty. Students are responsible for their own learning and are responsible for meeting the requirements of the class. These expectations include, but are not limited to, appropriate preparation, attendance and participation in class, on-time submission of written work, on-going self-assessment of learning needs and professional growth.

The instructors are responsible for teaching by creating an environment conducive to student learning, acting as a learning resource and support, guiding the students to appropriate sources of information, identifying relevant learning activities and being available as needed to help the student achieve the stated course objectives. Thus, it is intended that, throughout this course, a continuous and mutual process of teaching/learning will occur resulting in the personal and professional growth of all concerned.

Students with special learning or physical differences (formally diagnosed) have legal rights to course modifications. Please identify yourself to the professor so that the professor may assist you with your course progress. All students have the right to use the Augsburg College Class Office and the Augsburg College Counseling Office, as well as to receive tutoring assistance from the Writing Lab program. Writing lab hours will be presented on the first night of class.

Appropriate grammar and spelling are a basic expectation of all work submitted. APA style format is required for all papers, unless otherwise specified.

Unless there are exigent circumstances, no extensions will be granted in this course since this course is a prerequisite for NUR 411. Incomplete grades are given only in accordance with Augsburg College policy and are intended to be used when a student has an event such as an illness or special family need. Incomplete grades cannot be used to complete work or to rewrite work that was not satisfactory.

COURSE GRADING

This course is a full credit course and the total number of points is 400

Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
<th>Percent</th>
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<tbody>
<tr>
<td>372-400</td>
<td>4.0</td>
<td>93%</td>
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<tr>
<td>352-371</td>
<td>3.5</td>
<td>88%</td>
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<tr>
<td>332-351</td>
<td>3.0</td>
<td>83%</td>
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<tr>
<td>312-331</td>
<td>2.5</td>
<td>78%</td>
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<tr>
<td>292-311</td>
<td>2.0</td>
<td>73%</td>
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<tr>
<td>Title of Assignment</td>
<td>Points</td>
<td>Date Due</td>
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<tr>
<td>Individual-Focused Population-Based Assessment and Intervention</td>
<td>80</td>
<td>Week 4 02/05/08</td>
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<tr>
<td>Community Assessment Project</td>
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<tr>
<td>Windshield survey and description of the selected community – Individual grade</td>
<td>40</td>
<td>Week 5 02/19/08</td>
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<tr>
<td>Two key informant interviews – Individual Grade</td>
<td>80</td>
<td>Week 6 03/04/08</td>
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<tr>
<td>Identify statistical data appropriate to the selected community – Individual Grade</td>
<td>20</td>
<td>Week 6 03/04/08</td>
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<tr>
<td>Interpretation of statistical data for the specific community with comparisons to regional data -Individual Grade</td>
<td>30</td>
<td>Week 6 03/04/08</td>
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<tr>
<td>Statement of a population nursing diagnosis/problem – Individual Grade</td>
<td>20</td>
<td>Week 7 03/18/08</td>
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<tr>
<td>Development of a population based – public health nursing intervention plan – Individual Grade</td>
<td>30</td>
<td>Week 7 03/18/08</td>
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<tr>
<td>Prepare a PowerPoint presentation of the findings for the final class -Group grade*</td>
<td>40</td>
<td>Week 8 03/25/08</td>
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<tr>
<td>Epidemiology Assignment</td>
<td>60</td>
<td>Week 8 03/25/08</td>
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TOTAL POINTS POSSIBLE 400

No extensions can be granted for NUR 410 as this is a prerequisite course for NUR 411.

GENERAL INFORMATION

ATTENDANCE POLICY: This class is conducted in accordance with the attendance policies of the Weekend College. If the student is unable to attend class due to illness, the student must notify her/his instructor. If the student is absent twice for any reason the instructor reserves the right to ask the student to drop the class and retake the class at a later date.

Class attendance is valued and students who choose not to attend class unless the student has had the absence approved by the faculty member, will have ½ grade taken from the total grade, e.g. if a student would have been awarded a 4.0 based on completed assignments, unless the student has an excused absence, the final grade will be a 3.5 for the course. Students who consistently leave class prior to the end of class or consistently arrive late without consultation with the faculty member will be similarly graded.

DEPARTMENT OF NURSING POLICY ON CITATIONS

It is the policy of the Department of Nursing that papers or tests containing plagiarized material will be given a grade of zero and there will be no opportunity for re-writes. Omitted citations are considered plagiarism. Please review the student handbook and the Nursing Department Handbook to review the consequences of engaging in plagiarism. APA style is required.
FACULTY OFFICE HOURS

Instructor/Student meeting times can be arranged by calling or emailing: Deb Schuhmacher at: wk. 651-765-7744; deb.schuhmacher@co.ramsey.mn.us; debschuh@earthlink.net; schuhmac@augsburg.edu
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Objectives</th>
<th>Readings / Assignments</th>
<th>Class Activities</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Public Health Nursing.</td>
<td>The student will: 1. Define population-focused nursing practice health.</td>
<td>Stanhope and Lancaster: Chapter 1</td>
<td>Lecture</td>
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<td></td>
<td>Review of course requirements and content.</td>
<td>2. Compare and contrast community based nursing practice with community</td>
<td>Public Health Interventions: go to the web site at <a href="http://www.health.state.mn.us/divs/cfh/ophp/resources/db.html">http://www.health.state.mn.us/divs/cfh/ophp/resources/db.html</a> Click on Public Health Interventions Applications for Nursing Practice. On that document read pp. 1-11. Please note that there are several pages before you reach page 11. This can be downloaded but it is an extremely large document to print.</td>
<td>Small group activity</td>
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<td>Initial discussion of NUR 411 practica.</td>
<td>3. Identify core functions of public health</td>
<td>Stanhope and Lancaster: Minnesota Department of Health Public Health Nursing Interventions Wheel, Appendix H.4, p. 734-736.</td>
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<td>4. Give three examples of the public health nurse participating in essential</td>
<td>Read Public Health Interventions: Cornerstones, pp.339</td>
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<td>5. List the core competencies for Public Health Professional</td>
<td>Stanhope and Lancaster: Core Competencies Appendix H.3, p. 733</td>
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<td>7. Differentiate between individual, community, and system focused care.</td>
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<td>Week 1</td>
<td>Origins and Future of Community Health Nursing</td>
<td>The student will: 1. Identify historical events that have influenced how</td>
<td>Stanhope and Lancaster: Chapter 2</td>
<td>Lecture</td>
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<td>health care is delivered in the community.</td>
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<td>2. Discuss the contributions of community health nurses to social and</td>
<td><a href="http://www.nlm.nih.gov/exhibition/phs_history/intro.html">Visit Website: History of the USPHS</a></td>
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<td>health care reform.</td>
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| The United States Health Care System | The student will:  
1. Identify two federal agencies, two state agencies and two local agencies that are responsible for or have an effect on health care policy.  
2. Discuss the positive and negative aspects of a national health care system.  
3. Discuss the Healthy People 2010 objectives and the relevance to the practice of public health nursing. | Stanhope and Lancaster:  
Chapter 3  
Healthy People 2010  
Stanhope and Lancaster,  
Appendix A.1, p 653  
Visit Web Sites:  
Department of Health and Human Services  
http://www.hhs.gov/  
Minnesota Goals for 2004  
http://www.health.state.mn.us/divs/chs/phg/intro.html  
Healthy People 2010  
http://www.healthypeople.gov/document/html/u1h/u1h_bw/u1h_2.htm#obj | Lecture |
| Week 1 State and Local Health Departments | The student will:  
1. Identify state and local health agencies and current initiatives from each.  
2. Discuss the responsibilities of the local health departments in Minnesota.  
3. Distinguish between federally and state mandated activities and individual community based initiatives in response to particular issues. | Stanhope and Lancaster:  
Chapter 7  
Visit 2 Minnesota County Web Sites | Lecture |