

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

NURS 440

STRATEGIES FOR COMMUNITY HEALTH CARE

COURSE DESCRIPTION

This course focuses on the application of the nursing process to a population or community group. Emphasis is placed on community assessment process and the development of nursing strategies to assist multi-problem families, considering health on a continuum, throughout the lifespan. Family systems theory, theories of adaptation and educational needs of various populations will be addressed. The clinical focus is on the development of a broader perspective of the nurse's role in a variety of clinical and environmental settings. In addition, the nurse's role on the community health team and an understanding of health care needs of different cultural groups will be studied.

RATIONALE

To develop a broad-based understanding of nursing in today's changing environment, students must be aware of historical, ethical and professional developments relevant to nursing beyond the acute care setting. Community Health nursing integrates all aspects of the nursing process and considers the holistic care needs of a variety of populations and community groups. It is an integral part of baccalaureate education and is congruent with one of nursing's major objectives, the promotion of optimum health for individuals, families, and communities.

I. PREREQUISITES

BIOL 203, NURS 301, 302, 352 and 353; Must be a Registered Nurse, be in good standing with the State Board of Nursing, and hold a current licensure. It is the student's responsibility to make up any prerequisite deficiencies, as stated in the Liberty University Catalog, which would prevent the successful completion of this course. NURS 350 required prior to taking this course.

II. REQUIRED RESOURCE PURCHASE

Click the following link to view the required resources for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with Internet access (broadband recommended)
- B. Microsoft Word
(Microsoft Office is available at a special discount to LU students.)
- C. Textbook Publisher Website: <http://evolve.elsevier.com>

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Synthesize theoretical and empirical knowledge from nursing and public health concepts.
- B. Analyze the scope of community health nursing practice.
- C. Analyze the nurse's role in health planning, health education, and delivery of care in a variety of settings.
- D. Evaluate the effects of legislation that provide funding for health care services and the effects on the delivery of health care.
- E. Apply complete nursing practices in performing family and community assessments.
- F. Compare and contrast the role of the nurse in the acute care setting to the population/community-oriented setting.
- G. Define high-risk families and vulnerable populations.
- H. Identify resources that may meet the needs of high-risk families and vulnerable populations.
- I. Synthesize collaborative and multidisciplinary approaches of community health into their practice.
- J. Evaluate cultural influences on health-related behaviors using values clarification to build effective nurse-client relationships.
- K. Conduct, in collaboration with other students, a comprehensive assessment.
- L. Describes the community assessment process and its application to the nursing process.
- M. Demonstrate accountability in accurate and appropriate communication of observations and interactions in the clinical setting within the parameters of legal regulations and program policies.
- N. Initiate independent and interdependent nursing actions, primarily in the roles of care provider, collaborator, client advocate, educator, and researcher.
- O. Develop and write professional CHN goals and objectives and determine outcome criteria, adaptable to any professional RN setting.
- P. Assess their personal value system related to nursing care and the role of the nurse in various community settings.
- Q. Evaluate their assessment of their value system related to nursing care and the role of the nurse in various community settings.
- R. Promote the awareness of the complexity of health care needs represented in diverse populations and locales.
- S. Identify a characteristic of Christian nursing as a ministry of demonstrating Christ's love to hurting people of all religions, creeds, and cultures.

- T. Show support in the beliefs, values, and experiences of others.
- U. Formulate a broader perspective of the nature and scope of the role of the community health nurse.
- V. Value the importance of continuing education and personal and professional growth and development within the context of the community through both formal and informal learning.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings

- B. Discussion Board forums (4)

The student will participate in four Discussion Board forums, each addressing a given topic and consisting of two parts: an initial thread (due no later than 11:59 p.m. (ET) Friday) and at least two replies to other students' threads (due no later than 11:59 p.m. (ET) Monday).

- C. Legislative Letter

The student will write a 1-page letter to a member of Congress advocating for a specific legislative act important to nursing/healthcare. The letter must include a reference page and be submitted no later than 11:59 p.m. (ET) Monday of Module 1.

- D. Applying Principles of Epidemiology

The student will complete an Epidemiology Exercise and submit it no later than 11:59 p.m. (ET) Monday of Module 2. The assignment will take roughly 1½ to 2½ hours to complete.

- E. Cultural Self-Assessment

The student will complete a Cultural Competence Self-Test and then write a brief narrative (1–2 pages) explaining what was learned from completing the exercise. The assignment must be submitted no later than 11:59 p.m. (ET) Monday of Module 2.

- F. Multi-Problem Families Case Study

The student will use fictitious family information provided to complete a Multi-Problem Families Case Study. The case study must be submitted no later than 11:59 p.m. (ET) Monday of Module 3 and then submitted, again, to the appropriate Discussion Board forum.

- G. Family Assessment

The student will select a television show of his or her choice that depicts family life. The student will then explain what form the family represents, identify family strengths and limitations, and remark on how the family was depicted in the program. This assignment must be completed no later than 11:59 p.m. (ET) Monday of Module 3.

H. Windshield Survey

Using his or her own community, the student will answer the questions in a Windshield Survey. Based on the results of the survey, the student will develop 2–3 community diagnoses. The student will then create a table listing all of the data and submit the survey, diagnoses, and table no later than 11:59 p.m. (ET) Monday of Module 4.

I. PowerPoint Presentation

The student will develop a PowerPoint presentation that discusses the phases of dealing with a disaster situation and the nurse's role as a community/public health nurse. The completed PowerPoint presentation will be submitted in Module 6 via the Discussion Board.

J. Research Paper

The students will complete a 5–6-page Research Paper on a chosen topic related to the material in the textbook. The paper must be written in APA style and be submitted no later than 11:59 p.m. (ET) Friday of Module 8.

VI. COURSE GRADING AND POLICIES

A. Points

Discussion Board forums (4 at varying pts.)	150
Legislative Letter	55
Applying Principles of Epidemiology	125
Cultural Self-Assessment	40
Multi-Problem Families Case Study	100
Family Assessment	70
Windshield Survey	125
PowerPoint Presentation	115
Research Paper	220
Total	1000

B. Scale

A = 930–1000 B = 850–929 C = 770–849 D = 680–769 F = 0–679

C. Late Assignments

All assignments and postings are expected to be completed on time. For each day the assignment is late, 10% of the total assignment grade will be deducted. For example, a 100 point assignment at one day late is 90, two days is an 80, and so on. And at Day 5, the assignment will not be accepted, and the grade will be a 0.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations.

COURSE SCHEDULE

NURS 440

Textbooks: Maurer & Smith, *Community/Public Health Nursing Practice* (2009).

WEEK/ MODULE	READING & STUDY	ASSIGNMENTS	POINTS
1	Maurer: chs. 1–6 Textbook Resources	Course Requirements Checklist	0
		Discussion Board Forum 1	10
		Legislative Letter	55
		Begin Powerpoint Presentation	0
		Begin Research Paper	0
2	Maurer: chs. 7–10 Textbook Resources	Applying Principles of Epidemiology	125
		Cultural Self-Assessment	40
3	Maurer: chs. 11–14 Textbook Resources	Multi-Problem Families Case Study	100
		Family Assessment	70
		Discussion Board Forum 2	40
4	Maurer: chs. 15–17 Textbook Resources	Windshield Survey	125
5	Maurer: chs. 18–20 Textbook Resources	Discussion Board Forum 3	75
		Discussion Board Forum 4	25
6	Maurer: chs. 21–25 Textbook Resources	PowerPoint Presentation	115
7	Maurer:chs. 29–33 Textbook Resources	Develop Research Paper	0
8	None	Research Paper	220
TOTAL			1000

NOTE: Each course week (except week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.