GRAYSON COLLEGE
RN TO BSN
NURSING PROGRAM

COMMUNITY AND PUBLIC HEALTH

NURS 4355

Course Information: *NURS 3432, Community Health Nursing*

Professor Contact Information

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Course Pre-requisites, Co-requisites, and/or Other Restrictions

Must have a current, unencumbered RN nursing license in your state of residence.

Course Placement: Any time during the RN to BSN Program. Acceptance into the RN to BSN Program required. This course is a co-requisite to NURS 4160 Community and Public Health Clinical

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Course Description: This course discusses community health nursing including the history, structure, and economics of community healthcare systems, program development, and impact of health disparities, health education, and access to resources.

End of Program Student Learning Outcomes

1.0   Member of the Profession:

1.1   Demonstrate responsibility and accountability in the quality of care for patients, families, populations and communities.

1.2   Promote the profession of nursing through advocacy and leadership activities.

2.0   Provider of Patient-Centered Care

2.1   Incorporate theoretical knowledge and evidence-based research findings in the coordination of care for patients, families, populations, and communities.

2.2   Synthesize knowledge from comprehensive health assessment data and evidence-based research to provide care for culturally, ethnically, and socially diverse patients, families, populations, and communities

2.3   Develop, implement, and evaluate teaching plans for patients, families, populations, and communities to address health maintenance, health promotion, and risk reduction

2.4   Utilize clinical reasoning, knowledge, evidence-based practice, theoretical foundations, and research findings as basis for decision-making and comprehensive patient care

3.0 Patient Safety Advocate

3.1 Develop goals and outcomes utilizing theoretical knowledge and analysis, research, and evidence-based data to reduce patient and community risks

3.2 Develop and implement measure to promote a quality and safe environment for patients, self, families, communities, and populations

4.0 Member of the Healthcare Team

4.1 Utilize leadership and management principles to assign and/or delegate nursing care to other members of the healthcare team in relationship to patient and organizational need

4.2 Integrate referral needs, cost considerations, confidentiality, efficiency of care, and continuum of care as it relates to patients, families, communities, populations, and the healthcare organization

Course Outcomes

Upon successful completion of the course, students will have demonstrated the ability to:

1. Synthesize knowledge gained from pre-requisite and co-requisite courses included in the program of study.
2. Analyze the history and evolution of community health nursing.
3. Examine the structure and economics of community healthcare systems at the local and state level.
4. Analyze the steps involved in a community assessment.
5. Examine the process of planning, development, and evaluation of programs that facilitate health delivery in the community.
6. Determine the impact of health disparities on vulnerable aggregates emerging in the community.
7. Analyze the provision of health education and access to resources in the community setting.
8. Explore principles of public health science and population-focused care at local, national, and global levels.

Required Textbooks and Materials
Books can be purchased in print or electronic form

ISBN	Author	Title
9781455707621	Maurer, F. & Smith, C.	Community/Public Health Nursing Practice, 5th ed.

Course & Instructor Policies

Attendance

The RN to BSN program adheres to the Grayson College Student Handbook attendance policy. Should absences occur which do not allow for full evaluation of student performance (quality

and consistency) faculty will be unable to assign a passing grade. In addition, the following policies are specific to the theory course.

1. Regular attendance is expected for all classes.
2. Attendance is verified within Canvas for all courses.
3. Students **must** notify the faculty in case of an absence during test times at least one hour prior to the scheduled test time.

Methods of Instruction (face-to-face and online)
- Discussion boards
- Recorded lectures
- Assigned textbook readings
- Quizzes
- PowerPoint presentations
- Online coursework
- Case study
- Self-reflection/Peer review
- Students are expected to be "active learners." It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) in discovering, processing, and applying the course information using peer-reviewed journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

EVALUATION AND GRADES
Graded activities and percent of the overall course grade:

Graded Activity	Percent of Course Grade
Online Quizzes: 8 @ 5%	40%
Online Discussion Forums: 4 @ 5%	20%
Public Health Contact Tracing Course	20%
Community Health Case Study with Virtual Simulation	20 %
Total	**100%**

Course Grading Policy

The grading policy for the RN to BSN program follows that of the college for the letter grading system and grade point determination. This policy is found in the Grayson College Catalog. RN to BSN course grades are assigned as follows:

Letter Grade	Interpretation	Numerical Grade	Grade Points/Semester Hour
A	Excellent	89.50-100	4
B	Good	79.50-89.49	3
C	Satisfactory	74.50-79.49	2
D	Failing	64.50-74.49	1
F	Failing	64.49 and below	0

According to college policy a letter grade of "D" is considered unsatisfactory in a student's major field of study and generally does not transfer. Therefore, a grade of "C" or better is necessary in all RN to BSN courses for satisfactory completion of each level and progression to the next nursing course.

Topical Outline for Course Content
Responsibilities of a Community Health Nurse (CHN)
Origins and Future of a CHN
United States Healthcare System
Financing Healthcare: Context for CHN
Global Health
Epidemiology
Communicable Disease
Reliance on Culture and Values for CHN
Environmental Health Risks
A Family Perspective in CHN
Multiproblem Families
Community Assessment
Community Diagnosis, Planning, and Intervention
Evaluation of Nursing Care with Communities
Health Promotion and Risk Reduction in Community
Screening and Referral
Vulnerable Populations
Disaster Management

ASSIGNMENT DESCRIPTIONS
*Please note: Rubrics for all assessments are located at the end of this syllabus.

Quizzes will be open book and correspond with the weekly chapter readings. Only one attempt will be given. This is not a group activity and should be completed by the individual enrolled in the course.

Discussion forums will correspond with the weekly chapter readings. Make sure you have completed your readings before participating in the discussions. The discussions will only be open for the week they are assigned, and no late work will be given credit. Answer the discussion prompts and respond to 2 peers. You must include 2 references from textbook or peer-reviewed journals. See rubric for details.

Contact tracing is an important tool in pandemic response in our communities. Public health officials have used this option to break the chain of transmission of infectious diseases and limit the spread of infections. The COVID-19 pandemic requires new strategies to this public health strategy. John Hopkins University if offering a free 6-hour course on traditional and digital contact tracing, as well as tracking data on the adoption of these efforts in the US and around the world. After successful completion of this free online course, you will submit your certificate of completion for NURS 4355 course credit. This trains you to complete contact tracing and should be placed as continuing education on your professional resume.

Community and Public Health Case Study with Virtual Simulation will require you to choose two of the four virtual simulations provided and explore your topic of choice (disaster management, mental health, vulnerable community) via online simulators. You will complete the simulation and provide picture proof for activity credit.

STUDENT RESPONSIBILITY & ATTENDANCE
Attendance online and is class is strongly encouraged. You will miss a deeper understanding of the materials if you are not participating. There are readings that you will have to complete to be able to adequately participate in assignments. In order to complete this course successfully, you do have to participate in all course activities i.e. homework, discussion board, course project, self–reflections, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope is that students will make substantive contributions that reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average. The clinical practicum course hours are in addition to this time commitment and are required for the didactic course.

COMMUNICATION
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages will be returned in 48 hours.

Written communication via Canvas: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA (2019) 7th edition guidelines for referencing.

Written communication via email: All private communication will be done exclusively through your Viking email address. Check frequently for announcements and policy changes.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, online platform, etc.

Use Good "Netiquette":
• Check the discussion frequently and respond appropriately and on subject.

• Focus on one subject per message and use pertinent subject titles.
• Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
• Be professional and careful with your interaction. Proper address for faculty is by formal title such as Dr. or Ms. /Mr. Jones unless invited by faculty to use a less formal approach.
• Cite all quotes, references, and sources.
• When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
• It is extremely rude to forward someone else's messages without their permission.
• It is fine to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom)

ASSIGNMENT SUBMISSION AND FEEDBACK
In this class, all assignments need to be submitted through the Assignments link in the Canvas course site. This is for grading purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at collinsa@grayson.edu and attach a copy of what you are trying to submit. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Canvas. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work and save your work frequently!

I will make every effort to provide feedback and grade submissions within one week of the due date. If your assignment is submitted late, the feedback timeframe does not apply. I will get to it as soon as possible, but it may take longer than one week.

LATE WORK OR MISSED ASSESSMENTS POLICY
The course is set up on weekly modules. Assignment due dates are shown on the calendar/schedule or posted within Canvas. **Five percentage points per day will be deducted for assignments submitted late. Late assignments will not be accepted after five days.**

SAVING WORK FOR YOUR PORTFOLIO
At the end of the program, you will be required to submit certain assignments from each course to demonstrate that you have met the objectives of the program. Save all assignments so that it will be possible to compile this REQUIRED portfolio.

Student Conduct & Discipline

Refer to the RN to BSN Student Handbook for policies

Academic Integrity

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, and the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the college's policy on plagiarism (see GC Student Handbook for details). Grayson College subscribes to turnitin.com, which allows faculty to search the web and identify plagiarized material.

Plagiarism is a form of scholastic dishonesty involving the theft of or fraudulent representation of someone else's ideas or words as the student's original work. Plagiarism can be intentional/deliberate or unintentional/accidental. Unintentional/Accidental plagiarism may include minor instances where an attempt to acknowledge the source exists but is incorrect or insufficient. Deliberate/Intentional plagiarism violates a student's academic integrity and exists in the following forms:

- Turning in someone else's work as the student's own (such as buying a paper and submitting it, exchanging papers or collaborating on a paper with someone else without permission, or paying someone else to write or translate a paper)
- Recycling in whole or in part previously submitted or published work or concurrently submitting the same written work where the expectation for current original work exists, including agreeing to write or sell one's own work to someone else
- Quoting or copy/pasting phrases of three words or more from someone else without citation, • Paraphrasing ideas without citation or paraphrasing incompletely, with or without correct citation, where the material too closely matches the wording or structure of the original
- Submitting an assignment with a majority of quoted or paraphrased material from other sources
- Copying images or media and inserting them into a presentation or video without citation,
- Using copyrighted soundtracks or video and inserting them into a presentation or video without citation
- Giving incorrect or nonexistent source information or inventing source information
- Performing a copyrighted piece of music in a public setting without permission
- Composing music based heavily on someone else's musical composition.

TITLE IX

GC policy prohibits discrimination on the basis of age, ancestry, color, disability,

gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex, sexual orientation, spousal affiliation and protected veterans status. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct: sexual violence (sexual assault, rape), sexual harassment and retaliation.

For more information on Title IX, please contact:

- Dr. Molly M. Harris, Title IX Coordinator (903)463-8714
- Ms. Logan Maxwell, Title IX Deputy Coordinator - South Campus (903) 415-2646
- Mr. Mike McBrayer, Title IX Deputy Coordinator - Main Campus (903) 463-8753
- Website: http://www.grayson.edu/campus-life/campus-police/title-ix-policies.html
- GC Police Department: (903) 463-8777- Main Campus) (903-415-2501 - South Campus)
- GC Counseling Center: (903) 463-8730
- For Any On-campus Emergencies: 911

**Grayson College is not responsible for illness/injury that occurs during the normal course of classroom/lab/clinical experiences.

**These descriptions and timelines are subject to change at the discretion of the Professor.

** Grayson College campus-wide student policies may be found at the following URL on the College website: https://www.grayson.edu/currentstudents/Academic%20Resources/index.html

RN to BSN Nursing
NURS 4355
Course Overview

Semester Dates	Individual Learning Activities *These assignments correspond with the Community and Public Health Clinical assignments	Assessment	Percent of Grade
Week 1	**Welcome & Introduction to Community and Public Health Nursing: Orientation** Read/Review: Syllabus and Course Schedule, Read Maurer & Smith Chapters 1, 2 View PPTs/handouts in class and posted on Canvas	**Make sure and view the virtual orientation online! It will tell you all about the course, assignments, etc.** Canvas Discussion Introductions Syllabus Quiz	Required, but not graded **5%**
Week 2	Read/Review: Maurer & Smith 15, 16, 17 and v PPTs and course content/lecture posted in Canvas **Practicum Project Assessment and Windshield Survey due in CLINICAL**	Quiz Discussion Board	**5%** **5%**
Week 3	Read/Review: Maurer & Smith Chapter 7, 8, 9 PPTs and course content/lecture posted in Canvas **Project Plan discussion due in CLINICAL**	Quiz Begin John Hopkins Contact Tracing Course (7-hour course due 11-29)	**5%**
Week 4	Read/Review: Maurer & Smith Chapter 10, 12, 14 PPTs and course content/lecture posted in Canvas **Practicum Project Plan due in CLINICAL**	Quiz Discussion Board	**5%** **5%**
Week 5	Read/Review: Maurer & Smith Chapter 3, 4, 5 PPTs and course content/lecture Work on Practicum Project	Quiz Discussion Board	**5%** **5%**
Week 6	Read/Review: Maurer & Smith Chapter 18, 19 and view PPTs and course content/lecture **Practicum Project Presentation due in CLINICAL**	Quiz John Hopkins Contact Tracing Course Completion Certificate	**5%** **20%**
Week 7	Read/Review: Maurer & Smith Chapter 21, 22 PPTs and course content/lecture **Practicum Project Peer Review in CLINICAL**	Quiz Discussion Board Community Health Case Study with Virtual Simulation	**5%** **5%** **20%**
Week 7/8	Course content review activities **Submit Practicum Activity Log in CLINICAL**	Final Comp Quiz	**5%**

NRSG 4355 Community Health Nursing
Group Discussion Grading Rubric

Criteria	Exemplary	Satisfactory	Undeveloped
On Topic **30%**	Perspective on the problem/question is clearly identified in an introductory sentence. All comments are directly related and on topic. Response to peers is in depth and provides new information to continue discussion (30)	Perspective on the problem/question is stated somewhere in the post. Most comments are related to the problem/question that is posed. Failure to provide in-depth response to peers. Response to peers did not continue further discussion with new information (20)	Post does not address the problem/question that is posed. (10)
Participation **30%**	Initial post by Thursday and at least 2 additional responses/comments are submitted by Sunday (30)	Initial post by Thursday OR responses/comments submitted by Sunday (15)	No discussion post or responses/comments posted by the student. (0)
Evidence of references **30%**	Post reflects a good understanding of the ideas presented and references (**at least two**) are from a textbook and/or peer-reviewed journals. No webpages/websites. (30)	Post reflects some ideas from the readings. Author is unable to articulate thoughts and ideas. Less than 2 references used or not from textbooks or peer-reviewed journals. (20)	Post does not reflect or reference ideas from class materials. (10)
Grammar & APA **10%**	No spelling, grammar, APA errors. (10)	Few spelling, grammar, APA errors. (7.5)	Multiple spelling grammar, APA errors. (0)