

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, the student 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 the nursing major's objectives, the promotion of optimum health for individuals, families, and communities.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

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

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Word and PowerPoint

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 to demonstrate the nature and scope of the role of the community/public health nurse.
- B. Apply complete nursing process and practices in performing family and community assessments.
- C. Analyze the complexity of health care needs represented in diverse populations and locales.
- D. Integrate a biblical worldview into a variety of community health issues.
- E. Conduct a comprehensive assessment of a vulnerable population.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (2)

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be at least 300 words and demonstrate course-related knowledge. For each thread, the student must support his/ her assertions with at least 2 citations in current APA format and 1 biblical reference. In addition to the thread, the student is required to reply to 2 other classmates' threads. Each reply must be at least 200 words and incorporate at least 1 citation and 1 biblical reference.

- D. Community Clinical Location Submission

The student will choose a location and preceptor for the Community Clinical Experience and Log and submit it to the instructor for approval in Blackboard.

- E. Cultural Assessment Group Project (CAGP)

The student will work in a group to develop a 15–20-slide PowerPoint presentation that assesses health issues within a selected culture.

CAGP Part 1: Group Assignment and Topic Selection

In Module/Week 2, each student will self-enroll in a group based upon a specific culture to research and present. Once enrolled in the group, the students must collaborate to choose a group leader. Then, **the group** will collaborate to fill out a Team Contract provided in the course and select topics from the provided list to discuss amongst themselves. Once topics are selected, the student will also work with his/her group to outline the role of the community health nurse for this

culture, including how the Christian worldview will be integrated into nursing care. At least 2 citations in current APA format are required.

CAGP Part 2: Individual Slides

Due at the end of Module/Week 3, each group member will research and create 4–6 PowerPoint slides for the topics he/she is responsible for researching. These slides must include a completed “Notes” Section with appropriate documentation. In addition, each group member must reference at least 2 scholarly sources in current APA format.

CAGP Part 3: Final PowerPoint

The group leader will create a single PowerPoint presentation incorporating all cultural assessment topics. The final PowerPoint must include 15–20 slides (not including the title slide and the required reference slide) and must reference at least 10 scholarly sources in current APA format. Each group member (including the leader) will submit a reflection of 50–100 words describing how the project has changed his/her view of the selected culture. This part of the assignment is due at the end of Module/Week 4.

F. Health Education Program (HEP)

This assignment will be submitted in 2 parts. The student will outline a Community Health Plan and Health Education Lesson Plan for his/her community and implement this in his/her community.

HEP Part 1: Topic and Site Selection

In Module/Week 2, the student will research a social issue that is affecting the health of his/her community. He/she will then write a 100–250-word rationale addressing why he/she has chosen his/her topic and where the presentation will be given.

HEP Part 2: Final Presentation

Using the PRECEDE model noted in the textbook, the student will outline a Community Health Plan and then develop a Health Education Lesson Plan. Using the Health Education Lesson Plan, the student will deliver a 30-minute presentation, including a 10-minute question and answer period at a community venue of his/her choice. The student will create a survey and hand it out to the audience upon completion of his/her presentation. He/she will then write a minimum 500-word synopsis of the presentation and survey results. Current APA format must be used with at least 4 scholarly sources cited. This will be due at the end of Module/Week 6.

G. Community Assessment (CA)

This assignment will be submitted in 3 parts. Using the student’s own community, subjective and objective information will be gathered to develop 2 community diagnoses. The nursing process will be further utilized to devise a plan to implement and evaluate 1 of the devised diagnoses. The final product must be 11–

15 pages (not including the title and reference pages) and follow current APA format.

Part 1

In Module/Week 2, the student will complete a windshield survey to assess the community.

Part 2

After completing the windshield survey, the student will research information to gather objective data for his/her community. The information must be presented using a table or be in paragraph format. The student will also research the environmental health of his/her community and write a 200–250-word essay. Finally, the student will interview 3 community members to gather insight regarding his/her community's health. The assignment must follow current APA format.

Part 3

Using all of the information identified in Parts 1–2, the student will write 2 community health nursing diagnoses. Then, the student will use the ADPIE model to address 1 of the diagnoses. This section must be 300–450 words. This will be due at the end of Module/Week 6.

H. Epidemiology Case Study

In Module/Week 3, the student will review and complete a 2-part epidemiology case study. At least 2 citations published within the last 5 years in current APA format are required.

I. Family Assessment

In Module/Week 5, the student will identify and interview a multi-problem family (this may not be a personal friend or family member) as defined and described in the textbook to collect data for the completion of a Genogram diagram that must cover at least 3 generations. The student will use the same information gleaned from the interview to complete an EcoMap diagram. Using the provided discussion topics, the student will write a narrative of at least 300 words summarizing his/her assessment of the family. The student will devise diagnoses based on the family information as well as consider the role of the community health nurse as he/she addresses how to support needs that are identified. Current APA format must be used with at least 2 citations noted.

J. Disaster Response PowerPoint

Utilizing the textbook and at least 4 other scholarly sources, the student will develop a 10–15-slide (excluding the title and reference slide) PowerPoint presentation that addresses the phases of a disaster and the roles of the community nurse in a disaster. This is due at the end of Module/Week 7.

K. Patient Education Assessment

Using the Simple Measure of Gobbledygook (SMOG) method, the student must select and analyze a piece of patient education literature. The student will discuss the SMOG method, research health literacy statistics and other vital statistics in his/her community, and then analyze the results to determine if the literature is appropriate. In addition, the student will write a narrative in current APA format of at least 500 words discussing the findings. At least 2 citations are required, and it will be due in Module/Week 8.

L. Community Clinical Experience and Log

The student will complete 2 eight-hour shifts at a designated community location or with a community preceptor. **All clinical experiences are subject to faculty approval. Completion of this clinical component is required to pass the course.** The student will submit a clinical log documenting his/her experience using the template provided in the course. The student must note that since the course assignments contribute to the clinical requirement (even though they are not part of the 2 eight-hour shifts), **completion of all assignments in the course is required** to satisfactorily pass the clinical component of this course.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (2 at 50 pts ea)	100
Community Clinical Location Submission	0
Cultural Assessment Group Project	
Part 1: Group Assignment and Topic Selection	15
Part 2: Individual Slides	50
Part 3: Final PowerPoint	35
Health Education Program	
Part 1: Topic and Site Selection	15
Part 2: Presentation	100
Community Assessment	
Part 1	50
Part 2	50
Part 3	100
Epidemiology Case Study	75
Family Assessment	150
Disaster Response PowerPoint	75
Patient Education Assessment	60
Community Clinical Experience and Log	125
Total	1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. 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. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

NURS 440

Textbook: Maurer & Smith, *Community/Public Health Nursing Practice* (2013).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Maurer & Smith: chs. 1–6 1 presentation	Course Requirements Checklist Class Introductions DB Forum 1 CC Location Submission	10 0 50 0
2	Maurer & Smith: chs. 10, 15 2 presentations	CAGP Part 1: Group Assignment and Topic Selection Health Education Program Part 1: Topic and Site Selection Community Assessment: Part 1	15 15 50
3	Maurer & Smith: chs. 7–9	CAGP Part 2: Individual Slides Epidemiology Case Study	50 75
4	Maurer & Smith: chs. 21, 26–28	CAGP Part 3: Final PowerPoint Community Assessment: Part 2	35 50
5	Maurer & Smith: chs. 11–14	Family Assessment	150
6	Maurer & Smith: chs. 18–20 1 presentation	Health Education Program Part 2: Presentation Community Assessment: Part 3	100 100
7	Maurer & Smith: chs. 21–22 1 presentation 1 website	DB Forum 2 Disaster Response PowerPoint	50 75
8	Maurer & Smith: chs. 29–31	Patient Education Assessment CC Experience and Log	60 125
TOTAL			1010

DB = Discussion Board CC = Community Clinical CAGP = Cultural Assessment Group Project

NOTE: Each course module/week (except Module/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 module/week ends at 11:59 p.m. (ET) on **Friday**.