

Doane University

NRS320 Course Syllabus

Course Information

NURS320
Community Health
WINII (January 15-March 11, 2017)
3 Credit Hours

Instructor Information

Jill Weyers RN, MPA, MSN
Doane University

Contact Information

jill.weyers@doane.edu

Communicating With the Instructor

This course uses a “three before me” policy for student to faculty communications. When questions arise during the course of this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The Q & A discussion board

This policy will help you in potentially identifying answers before I can get back to you and it also helps your instructor avoid answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the Q & A questions discussion board. Here your question can be answered for the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question in order to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. I will usually respond to email and phone messages from 8am to 5pm on weekdays, please allow 24 hours for me to respond.

If you have a question about the technology being used in the course, please contact the Doane University Help Desk for assistance (contact information is listed below).

Course Catalog Description

This course emphasizes the health of communities and populations and the professional nursing role in health promotion and disease prevention. Topics include population-based health issues such as environmental health, epidemiology, and communicable disease. In a clinical setting, students will work with persons in a variety of community settings and learn how to assess and screen individuals and families within communities, address identified needs, educate people across the lifespan, collaborate with other health care professionals, make referrals, and participate in health promotion clinics. Students will gain an understanding of the interdisciplinary nature of public health and the overall effects on health in the U.S. and abroad.

Course Prerequisites

N/A

Course Textbook and Materials

Required

There is no required textbook for this course.

Required Technology and Applications:

1. **Webcam and microphone** (you may also use your phone camera and mic)
2. **Flipgrid**
 - *Option 1:* Download the app from the App Store for iPhones or Google Play for Android phones.
 - *Option 2:* Use your computer's webcam and microphone to record videos, no app needed.

For more information on accessing Flipgrid in this course see syllabus area of the course website.

Learning Objectives

See Course Objectives Matrix below.

NRS 320 Course Objectives	Module Number/ Topic	Module Objectives	Activity	Technology
<p>Define public health concepts, goals and core functions that lead to improving population health.</p> <p>Describe the different meanings and characteristics of community and your role.</p>	1	<ol style="list-style-type: none"> 1. Describe the five key elements and core functions of Public/Community Health Nursing. 2. Identify and explain the three key levels of prevention and levels of practice used by Public/Community Health Nursing 3. Examine the determinants of health that impact the health of community. 4. Discuss the concepts of a project. 5. Define characteristics of various communities. 	<p>Introductions Discussion</p> <p>Blog #1: Public Health and Community Concepts</p> <p>Blog Post #2: Community and Projects</p>	<p>Flipgrid</p> <p>Blogger Bb Assignment Tool</p> <p>Blogger Bb Assignment Tool</p>
<p>Define public health concepts, goals and core functions that lead to improving population health.</p> <p>Describe the different meanings and characteristics of community and your role.</p> <p>Describe the key concepts of cultural</p>	2	<ol style="list-style-type: none"> 1. Compare and contrast population-based and primary health care concepts. 2. Analyze the role of data in making effective community health assessments. 3. Explain cultural competency and application to community health practice. 4. Describe various methods of communication used to effectively communicate with a variety of stakeholders. 	<p>Flipgrid #1: Exploring What Is Community?</p> <p>Blog #3: Population Health and Cultural Competency</p> <p>Blog #4: Communication and Community</p>	<p>Flipgrid</p> <p>Blogger Bb Assignment Tool</p> <p>Blogger Bb Assignment Tool</p>

competency, communication and interdisciplinary collaboration strategies that promote health across populations.		5. Identify community health issues impacting the health of a community.		
<p>Define public health concepts, goals and core functions that lead to improving population health.</p> <p>Describe the different meanings and characteristics of community and your role.</p> <p>Describe the key concepts of cultural competency, communication and interdisciplinary collaboration strategies that promote health across populations.</p>	3	<ol style="list-style-type: none"> 1. Explain the relationship between the environment, human health and communicable disease. 2. Compare and contrast health disparities and inequities related to population health. 3. Identify advantages and challenges of diversity in communities. 4. Explore cultural differences within your community. 5. Explain why evidence-based community health approaches are an essential part of public health practice. 6. Identify your community and a community health issue within your community. 	<p>Flipgrid #2: Exploring What Is Community?</p> <p>Blog #5: Climate Change and Health Disparities</p> <p>Blog #6: Your Chosen Community</p>	<p>Flipgrid</p> <p>Blogger Bb Assignment Tool</p> <p>Blogger Bb Assignment Tool</p>
Define public health concepts, goals and core functions that lead to improving population health.	4	<ol style="list-style-type: none"> 1. Describe the identified health issue for your identified community. 2. Write a comprehensive description of community 	<p>Flipgrid #3: Exploring What Is Community?</p> <p>Blog #7: Data Collection and</p>	<p>Flipgrid</p> <p>Blogger Bb Assignment Tool</p>

<p>Describe the different meanings and characteristics of community and your role.</p> <p>Describe the key concepts of cultural competency, communication and interdisciplinary collaboration strategies that promote health across populations.</p> <p>Analyze the socioeconomic, political, environmental, behavioral, biological and epidemiological factors that impact population health.</p> <p>Create a final community health project to improve population health in a defined community.</p>		<p>that will guide your final project.</p> <ol style="list-style-type: none"> 3. Conduct research in order to align data collection methods with your final project assessment outcomes. 4. Determine potential health care professionals for collaborative partnerships to improve population health. 5. Design a communication strategy for engaging your target community. 	Communication Strategies	
Describe the different meanings and characteristics of community and your role.	5	<ol style="list-style-type: none"> 1. Write the sections of your document: assessment, planning, implementation and evaluation regarding identified community health 	<p>Flipgrid #4: Exploring What is Community?</p> <p>Blog #8: Initial Project Draft</p>	<p>Flipgrid</p> <p>Blogger</p> <p>Bb Assignment Tool</p>

<p>Describe the key concepts of cultural competency, communication and interdisciplinary collaboration strategies that promote health across populations.</p> <p>Develop strategies for applying public health concepts, goals and core functions to nursing practice.</p> <p>Create a final community health project to improve population health in a defined community.</p>		<p>issue.</p> <ol style="list-style-type: none"> 2. Select the types of data and develop the survey tools that apply to your final project design. 3. Develop objectives and interventions for your project using evidence based approaches for population health improvement. 4. Incorporate within your project design identified needed strategies of engagement, collaboration, relationship building and if needed, policy development. 		
<p>Define public health concepts, goals and core functions that lead to improving population health.</p> <p>Describe the different meanings and characteristics of community and your role.</p>	6	<ol style="list-style-type: none"> 1. Assemble your final project 2. Apply principles of project design to assess peers' final projects. 3. Appraise project designs based on community health principles and concepts. 4. Assess project design for the key strategies of: engagement, collaboration, 	<p>Flipgrid #5: Exploring What is Community?</p> <p>Blog #9: Appraise and Revise Your Project</p>	<p>Flipgrid</p> <p>Blogger</p> <p>Bb Assignment Tool</p>

<p>Describe the key concepts of cultural competency, communication and interdisciplinary collaboration strategies that promote health across populations.</p> <p>Analyze the socioeconomic, political, environmental, behavioral, biological and epidemiological factors that impact population health.</p>		<p>relationship building and policy development.</p> <p>5. Refine final project development based on module objectives 1-4.</p>		
<p>Define public health concepts, goals and core functions that lead to improving population health.</p> <p>Describe the different meanings and characteristics of community and your role.</p> <p>Describe the key concepts of cultural competency, communication and interdisciplinary</p>	7	<p>1. Determine what you learned from peer's projects regarding community health, community health issues and community.</p> <p>2. Incorporate peer and instructor feedback in order to improve your project.</p>	Discussion: Peer Project Critiques	Bb Discussion Tool

<p>collaboration strategies that promote health across populations.</p> <p>Analyze the socioeconomic, political, environmental, behavioral, biological and epidemiological factors that impact population health.</p> <p>Develop strategies for applying public health concepts, goals and core functions to nursing practice.</p> <p>Create a final community health project to improve population health in a defined community.</p>				
<p>Define public health concepts, goals and core functions that lead to improving population health.</p> <p>Describe the different meanings and characteristics of community and your</p>	8	<p>Critique the statement: Public health promotes and protects the health of people and the communities where they live, learn, work and play. Describe your understanding of community. Explain the relationship between your role as a professional nurse and community.</p>	<p>Wrap-Up Discussion: Drawing Conclusions about Community</p> <p>Submit Final Project Draft</p>	<p>Bb Discussion Tool</p> <p>Blogger Bb Assignment Tool</p>

<p>role.</p> <p>Describe the key concepts of cultural competency, communication and interdisciplinary collaboration strategies that promote health across populations.</p> <p>Analyze the socioeconomic, political, environmental, behavioral, biological and epidemiological factors that impact population health.</p> <p>Develop strategies for applying public health concepts, goals and core functions to nursing practice.</p> <p>Create a final community health project to improve population health in a defined community.</p>		<p>Based on what you have learned about community health and community, define changes that you plan to apply to your professional practice.</p>		
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Course Requirements

Online Course

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet-based technologies.

Attendance Policy

You should plan to work on this course everyday. This means that you must have a reliable and consistent internet connection throughout the duration of the course. It is strongly recommended that you not take any vacations during this course. This is a condensed, fast-paced course and it would be extremely difficult to catch up after a prolonged absence.

Course Preparation and Participation

Preparation for class means reading the assigned readings & reviewing all information required for that week. *Attendance* in an online course means logging into the Blackboard and on a regular basis and *participating* in the all of activities that are posted in the course.

Studying and Preparation Time

The course requires you to spend time preparing and completing assignments. A three-credit course requires 144 hours of student work. Therefore expect to spend approximately 18 hours a week preparing for and actively participating in this 8-week course.

Computer Requirements

Minimum computer requirements for the successful use of Blackboard:

http://www.doane.edu/about-doane/offices/its/help-and-support#min_requirements

Minimum computer requirements for success in this course:

- Reliable computer and internet connection
- A web browser (Chrome or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Word processing software—Microsoft Word or Google Docs
- Webcam and mic

Email and Internet

You must have an active Doane University email account and access to the Internet. *All instructor correspondence will be sent to your Doane University email account.* Please plan on checking your Doane Gmail account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The Blackboard Course Site can be accessed at <http://bb2.doane.edu>

Campus Network or Blackboard Outage

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Technical Support Contact Information

For technical assistance 24 hours a day, 7 days a week, please contact the Doane University Technology Office Help Desk:

Phone: 402-826-8411

Email: helpdesk@doane.edu

Web: <http://www.doane.edu/about-doane/offices/its/help-and-support>

Course Grading

Grades and Grading Scale

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A+ 97-100	A 94-96	A- 90-93
B+ 87-89	B 84-86	B- 80-83
C+ 77-79	C 74-76	C- 70-73
D+ 67-69	D 64-66	D- 60-63
F 59 and below		

See the requirements for the specific assignments on Blackboard.

Late or Missed Assignments

ALL assignments must be finished and turned in to complete the course. Unless the instructor is notified BEFORE the assignment is due and he or she provides an opportunity for the student to submit an assignment late, 10% of the point total will be taken off for each day an assignment is late. If the instructor is not notified BEFORE the assignment is due, the student will receive a zero for the late assignment.

Submitting Assignments

All assignments, unless otherwise announced by the instructor, must be submitted via Blackboard. Each assignment will have a designated place for submission.

Drop and Add dates

If you feel it is necessary to withdraw from the course, please contact your advisor for full details on the types of withdrawals that are available and their procedures.

Subject to change notice

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site

regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Academic Integrity

Doane University expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. Academic dishonesty, the act of knowingly and willingly attempting or assisting others to gain academic success by dishonest means, is manifested in various measures. Gehring, et al, (1986) suggests that four categories of academic dishonesty exist:

- a. Cheating
- b. Fabrication
- c. Facilitating academic dishonesty
- d. Plagiarism

For more information on academic integrity, please visit the website:

<http://catalog.doane.edu/content.php?catoid=4&navoid=191>

How to Succeed in this Course

- Check your Doane email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you don't fall behind on assignments

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at Doane University facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. Doane University staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all Doane University regarding disability policies, procedures, and accommodations.

Accessibility Services

Doane University Access/Services for Students with Disabilities

<http://www.doane.edu/disability-services>

Contact Person: Angie Klasek Phone: 402.466.4774 Email: angie.klasek@doane.edu

Academic Support

Contact Person: Tere Francis Phone: 402.466.4774 Email: terese.francis@doane.edu

Student Services

<http://www.doane.edu/gps/student-services>

Student Conduct Statement

Students are required to adhere to the behavior standards listed in *Doane University Policy Manual*.

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

Instructional Technology Accessibility and Privacy Policies

<http://www.doane.edu/instructional-design-services/policies>

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your Doane University email and the course site Announcements often.