Helen and Arthur E. Johnson Beth-El College of Nursing and Health Sciences
University of Colorado Colorado Springs
Syllabus: Spring 2022

COURSE TITLE
NURS 4450 Public Health Nursing: Population Focused Care

PREREQUISITES
- NURS 3040 Patterns of Knowing
- NURS 3050 Health Assessment
- NURS 4015 Nursing Research
- NURS 4250 Professional Nursing Practice
- NURS 4350 Nursing Management

For dual-enrolled students, all clinical courses toward the RN should be completed prior to taking NURS 4450.

SEMESTER OFFERED
Spring, Summer, Fall

COURSE DESCRIPTION
This course will develop the student competencies for population-focused nursing care. The content addresses competencies for public health nursing through *The Essentials: Core Competencies for Professional Nursing Education* by the American Association of Colleges of Nursing. This course aligns with several domains for professional nursing education to contribute to a foundational level of knowledge for public health nursing practice:
- Domain 3: *Population Health*
- Domain 7: *Systems Based Practice*
- Domain 9: *Professionalism*
- Domain 10: *Personal, Professional, and Leadership Development*

CREDIT HOURS
Six (6) credit hours comprised of Theory: Three (3) credit hours & community clinical experience: Three (3) credit hours (96 clinical hours total). You will want to set aside 10 hours weekly for classroom and clinical preparation, and eight (8) hours/weekly for onsite public and community health practice. All clinical hours must be completed and logged to pass this course. Our expectation is that you will execute a population health project that is a win-win for you and your community site placement in terms personal and professional satisfaction. Self- study and project hours will contribute to overall hours, as detailed in this syllabus.

FACULTY

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TEACHING PHILOSOPHY

We hope you will see your nursing practice from the broader perspective of population health. The goal of population-based practice is to improve population health. The interventions you consider may be directed at populations in a geographic community, or groups with common characteristics that put themat health risk, such as teenage mothers or school age children.

You will be able to integrate your patient care with health prevention and promotion and equipped to connect your patients and families to needed resources. Do we hope you want to practice in community/public health? Yes, indeed! There will be a tremendous need for nurses in community-basedpractice, as the current cohort of PHNs retire, and as healthcare moves into community settings.

As adult learners in an online environment, the faculty are here to guide you through weekly discussions,your clinical experiences, and give you guidance and frequent feedback on your work. Each of you may have different clinical experiences but follow the same steps in developing your community projects.

Because you all have professional and life experiences, the discussion boards and assignments are richwith your perspectives as well as the chapters and readings you will integrate into the assignments.

OBJECTIVES
Upon satisfactory completion of the course students will:

1. Assess the health of individuals, families, and populations to improve health outcomes using evidenced-based, public health science.
2. Promote health and wellness though providing essential community-driven health education.
3. Demonstrate culturally appropriate, socially just, and inclusive public health nursing practice with individuals, families, groups and community members.
4. Collaborate with community partners to improve and promote the health and safety of individuals,

families, and groups within a population.

TEACHING/LEARNING STRATEGIES

Course lead faculty will grade discussions and support clinical instructors in the clinical assignments. Interactive discussion boards, clinical activities, community engagement, and the teaching project assignment with peer evaluation provide your experiences. How you implement your clinical hours willbe a mutual decision by you, your clinical site mentor, and your clinical instructor. Your clinical instructor will help guide you with initial, midterm and final conferencing. Unlike some courses, your final project is not theoretical. It must be implemented.

COURSE EVALUATION

The Johnson Beth-El College of Nursing and Health Sciences is committed to providing the best possible learning experience to every student. A key mechanism to provide ongoing excellence in teaching and learning is to gather your thoughts on your learning experience. Students will be asked to provide feedback by completing an online evaluation at midterm at course completion. Course lead faculty will adjust based on student feedback, even at midterm. For final UCCS course evaluation, additional instructions will be provided in CANVAS. Please know that student feedback isextremely valuable to your instructors, and an expectation of the course.

METHODS OF STUDENT EVALUATION

Assignments

To be successful in this course, **all assignments must be completed** and posted **in Canvas on** or before the due date. Proactive communication is required for any extensions which maybe offered. There are no examinations or quizzes in the course, so your written discussions and assignments are weighted as follows:

Discussion Boards   **Total Weighted Grade 40%**

Discussions are done within your clinical group to maximize learning in small groups. Discussions willalso be used to clarify your project steps. Post of minimum of **three weekly** (required) for the week discussion is due. One posting must be a cited and original contribution on the weekly topic, and two must be a response to a posting from fellow classmates (citations required). Discussions run Monday through Sunday, with the **initial post due on Wednesday**, and peer comments by Sunday evaluated per rubric. Details are within the Canvas Course modules. Postings without responses to peers lose 5/15 points.

Clinical Application Reports   **Total Weighted Grade: 10%**

CARs are required assigned journals during the course. CARs are themed and directed to application oflearning from theory, text, and discussions to your clinical site. Directions foreach CAR are provided asassigned. Supplemental CARs, called "OTHER HOURS" will be posted when a student attends a special function as part of clinical hours. An example would be a student attending hearings at city council on a health-related issue. Details are within the Canvas Course modules. Check with your clinical professor to see if an OTHER HOURS assignment will be needed.

Clinical Log, Readiness, and Self, Site Evaluations, and Final Self Evaluations   **Total Weighted Grade 10%**

The clinical readiness assignment provides dialog points between you and your clinical instructor. The clinical log is a running document that provides the instructor with evidence of your completed work. Clinical Midterm, Site and Final Self-Evaluations provide evidence of your ability to meet course outcomes within your community health setting. These logs and evaluations must be 100% complete topass this course. Details are within the Canvas Course modules.

Community Health Project   **Weighted Grade 40%**

The community health project provides students with the opportunity to research a community issue specific to their clinical population. Students identify a public health problem based on a target population assessment and create a program plan/intervention in conjunction with a community agency. Students will implement the

intervention, evaluate the outcomes, and present their work to their peers online. **You will be allowed to credit up to 30 hours** for your project time, which is broken down by steps. You may spend more or less time on these steps, but the breakdown generally represents past student work in the class. This is an individual assignment. The following table outlines the weighted total of the project steps. Specific details and rubrics are within the Canvas course modules.

STEP	Assignment	Weighted Total
	Weighted total of course grade= 40%	
1	Windshield Survey	5%
2	Target Population Assessment and Analysis	10%
3	Health Issue Literature Review	5%
4	Community Project Budget and Implementation	10%
5	Project Results Presentation and Peer Review	10%

Step 1: Windshield Survey
The *windshield survey* is a first look at the community through the car's windshield. Observers use their senses as they drive, walk, or use public transportation to get around the community. They then make observations about the physical and social environments that point toward possible health needs. The windshield survey usually takes about 2 hours to perform, and 1 hour to write up. **Total of 3 hours may be used toward clinical hours, posted in the clinical log.**

Step 2: Target Population Assessment and Analysis
The community/population assessment allows students to assess both the population and specific community for health issues, prevention or health promotion needs related to a target group. Data and resources for this project come from national, state and community resources (like the CDC, Morbidity and Mortality Weekly, county public health department) as well as identified community site resources and needs. Students prioritize the needs of the community and develop a diagnosis to identify a specific community issue. Students employ the use of research and data collection to analyze findings to make decisions. **Total of 12 hours may be allowed toward clinical hours, posted in the clinical log**.

Step 3: Health Issue Literature Review
The purpose of this assignment is synthesizing three chosen evidenced-based articles that support the identified health needs for your selected target population. This assignment will be submitted to Turnitin.com prior to final submission. **Total of 5 hours may be allowed toward clinical hours, posted in the clinical log.**

Step 4: Community project budget, implementation and evaluation plan
This portion of the community health project includes planning an intervention based on the identified nursing diagnosis. Students will describe how the plan will be implemented including a timeline and budget. Health literacy, practical concerns, legal and ethical issues will also be addressed as potential barriers for intended intervention strategies. This assignment steps the students through the process of program planning utilizing the nursing process as the community becomes the client. **Total of 5 hours may be allowed toward clinical hours, posted in the clinical log.**

Step 5: Project Results Presentation and Peer review evaluation
The purpose is to present the community project and intervention strategies as applied through the nursing process to your peers. The presentation will be presented online as a Power Point or webinar, and will be critiqued by classmates and your instructor. **Total of 5 hours may be allowed toward clinical hours, posted in the clinical log.**

Grading Scale
Grades will be posted in Blackboard during the course. Final Grades will be posted through the university course

management system. To be successful in this course, all assignments must be completed on or before the due date, and must have**74% or higher** for a **passing grade**.

Grading Scale

A	95 -100		C	74-76
A-	90 - 94		C-	70-73
B+	87-89		D+	67-69
B	84-86		D	64-66
B-	80-83		D-	60-63
C+	77-79		F	59 and below

COMMUNICATION AND INTERACTION POLICES

- Participate in all online activities in the course as listed in the syllabus unless they make prior arrangements.
- Commit to spending a minimum of 8 hours in clinical, and 8 hours in Canvas per week to complete the requirements for the course.
- Check UCCS email daily for updated messages sent via Canvas by the professor, and reply to these messages within 24 hours, except weekends.
- Practice "Netiquette" and civility for online discussions, written work, email, and all forms of communication.
- Submit all assignments through Canvas by the stated deadline.
- Know the policies and procedures for late work or missed assignments.
- Ask for help

CLINICAL GUIDELINES
COVID19 Considerations
Some of you will be working virtually for some of your hours as sites get toa "new normal". Telehealth hours are acceptable for working with clients and mentors. If you are flexible, there may be opportunities in other sites other than the one you have chosen. If, in week 1, youdetermine that you may not have enough onsite or virtual hours, please let me and your clinical instructor know right away.

Dress Code
Site dependent. Please check with your agency.

HIPPA Quiz
Will be taken the first week of class online, and must be passed at 100% prior to beginning clinical hours

Punctuality
Punctuality is expected. Remember, you are a guest in the community- be respectful when working with community agencies and when inclients' homes.

Clinical Validation and Documentation
Points are assigned to the clinical assignments and must be completed on time. Students who are unsuccessful in the clinical portion will need to repeat the entire course. Students who are not able to begin clinical for any reason by end of the **second week of clinicalmay be required** to drop the course, as clinical success is highly unlikely.

Documentation of clinical progress will be assessed through the **weekly clinical logs**, **Clinical application**

reports (CARs), and **midterm and final self- evaluations**. **Clinical logs must be updatedweekly, or students will be placed on probation by the second missed log**.

A total of 96 hours of clinical time is required, approximately 12 hours/week (including project and other hours) for 8 weeks. **You must log a minimum of 56 hours on your clinicallog at your community site**.

The rest of the hours are more flexible. You will have your mentorsign your clinical log at midterm and final meetings.

Note below that up to **30** clinical hours may be utilized toward the total as noted here. **All hours must be documented in your clinical log as described below. ***

Your clinical instructor is a resource for guidance of clinical hours.

- **Community Heath Project Implementation of Nursing Project (~30)** hoursallowed toward project): See project steps assignments in Canvas
- **Clinical Application Reports (CAR-similar to a journal) (~ 1 hours per CAR)** allowed. This reflective journal documents application of course content in the clinical setting. You also receivepoints for the CAR, and this gives your clinical prof a window into the clinical setting, and your part in it.
- **Motivational Interviewing Learning Activities (~2 hours**). Motivational interviewing providesa foundation for your community education and public health skills. Use this time to practice motivational interviewing with others: work, home, or peers in your clinical group.
- **Self-Study (Other) hours and/or outside events (10 hours).** Self-study opportunities are found in Canvas in the introductory modules. Also, on occasions where either the student or instructor finds a community event that is relevant and important to public health, your attendance/completionwill receive clinical hours. If you find an event that you think is relevant, please email me and cc your clinical instructor for approval. A **CAR** may be required to journal this event or education.

  ***Communicate** with your clinical instructor if you are having difficulty withcompleting your hours/logging hours.

REQUIRED TEXTBOOK(S)

- Porta, C., Shaffer, M., & Schoon, P. (2019). *Population based public health clinical manual: The Henry Street Model for Nurses (Third Edition)*. Indianapolis, IN: Sigma Theta Tau. ISBN:9781945157752
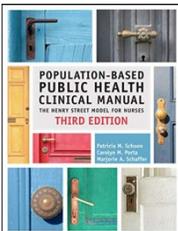
  - Please be sure to use the **third edition**.
  - Online versions may not have the same page numbers as the hardcopy.
  - The book may also be rented from Amazon, and it is in the UCCS bookstore.

  - **Publication Manual of the American Psychological Association**.(2020) (7th ed.). Washington, ISBN-13: 978-1433832161

ATTENDANCE & ASSIGNMENT POLICIES

You are expected to participate **in all discussions and assignments**, which means that you will be online in the course weekdays, and at least one time over the weekend. To be successful in this course, you must submit your assignments **on the due date** including documentation of clinical time and activities. Late assignments may not be accepted. For emergency events promptly notify your assigned clinical instructor. There will be a 10% reduction per day for late assignments past any agreed extension.A learning plan (probation document) will be negotiated between the student, clinical instructor, and lead faculty, should there be a pattern of nonparticipation/and or late assignments.

TOPICAL OUTLINE

- Introduction to public health nursing practice and the community health project
- Application of the public health nursing process to communities, systems, individuals, andfamilies
- Basic epidemiological processes in public health
- Understanding public health nursing roles ethically, legally, and professionally
- Professional responsibility for improving public health practice
- Communication among public health professionals, individuals, families, and appointed elected leaders
- Getting health messages out: effective outreach strategies
- Social justice, vulnerable populations, reduction of health disparities
- Environmental health
- Spiritual health
- Disaster preparation and management

STUDENT HANDBOOK: Students are required to follow these guidelines.

ACADEMIC HONOR CODE
The Beth-El College of Nursing and Health Sciences has a commitment to maintain and encourage academic integrity. See: Academic Dishonesty Policy in the Beth-El Undergraduate Nursing Student Handbook. Review the UCCS Student Academic Ethics Code. Each student is expected to assist in the enforcement of academic standards.

ACADEMIC FREEDOM STATEMENT
The materials, classroom lectures, and assignments for thiscourse have been developed for educational purposes at UCCS by Dr. Judith Scott and constitute intellectual property. Therefore, they may not be distributed outside the membership of this classwithout written permission of Dr. Judith Scott.

STATEMENT OF PROFESSIONAL BEHAVIOR
Education within the College of Nursing and Health Sciences supports and facilitates the development of knowledge and the professional qualities ofwarmth, empathy, and congruence requisite to the creation of caring. Core values that reflect the philosophy and framework of Beth-El College of Nursing and Health Sciences and reflect behavior congruent with professional practice will include but is not limited to the following:

- Development of a relationship that exhibits a caring philosophy.
- Respectful and collaborative decision making as a foundation for relationships with clients, colleagues,faculty, staff, preceptors and health care providers.
- An ethic of caring reflected by appropriate emotional responses, communication, punctuality, hygiene,and attire that seeks to preserve the wholeness and dignity of self and others.
- Appropriate self-disclosure and adherence to confidentiality of patients and others. Behavior that reflectsresponsibility and accountability for the safety of clients, self, and others.
- Authenticity and trust are key attributes of caring students and conduct issues such as plagiarism orcheating may result in failure of course and dismissal from the program.

Beth- El College of Nursing and Health Sciences will also adhere to UCCS policies related to: Plagiarism, cheating, fabrication and falsification, multiple submission of works, misuse of academic materials, and complicity in academic dishonesty.

STUDENT SERVICES AND SUPPORT

Accommodations
If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with Disability Services and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay, you should contact Disability Services as soon as possible. Please note that accommodations are not

retroactive and disability accommodations cannot be provided until a Faculty Accommodation Letter has been given to me. in Hallroom 105, 719- 255-3354 or email dservice@uccs.edu .

Military and Veteran Students
Office of Veteran and Military Student Affairs provides the following syllabus statement: "Military students who have the potential to participate in military activities including training and deployment should consult with faculty prior to registration for any course, but no later than the end of the first week of classes." At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student's commander, to allow the instructor to evaluate and advise the student on the possible impact of the absences. In this course, the instructor will consider absences due to participation in verified military activities to be excused absences, on par with those due to other unavoidable circumstances such as illness. If, however, it appears that military obligations will prevent adequate attendance or performance in the course, the instructor may advise the student to register for the course at another time, when she/he is more likely to be successful.

UCCS Academic Support Services
Access to a range of university academic support services is available via the Academic Support Services page and the **UCCS Resources for Students** in the **Student Canvas and UCCS Resources** course module.

UCCS Student Services & Resources
Access to a range of university student support services is available via the **UCCS Resources for Students** in the **Student Canvas and UCCS Resources** course module. If you need access to these services directly, please contact the Student Success Center.

The Excel Centers
The UCCS Excel Centers include the Language and Social Sciences Center, the Mathematics Center, the Communication Center, the Science Center, and the Writing Center. These five academic centers are designed to provide critical academic and individual support to all students in the University in all major academic areas, both within and beyond the classroom. All Excel Centers offer online services by appointment.

Kraemer Family Library
Library skills are essential to your success as a college student. Librarians are available to help students select and locate appropriate books, articles, and other resources needed to complete course assignments. Research help is available in person at the Reference Desk, by phone at 719.255.3295, and through email or chat via the Library's website, www.uccs.edu/library.

Course and Institutional Policies
In addition to the course policies, all UCCS students are also expected to know and comply with policies set by the campus and the Regents of the University of Colorado. The most important include:

> **Attendance, Preparation, and Participation**
> Students are expected to maintain high standards of ethical and professional conduct. This includes being adequately prepared, contributing to class discussions, submitting high caliber work, and representing your own work fairly and honestly. You must actively engage in class and group work to maximize your learning in this course.

TECHNICAL REQUIREMENTS AND SKILLS
You have an email account through UCCS because you are registeredin this course. Students must use their official UCCS e-mail addresses and the course learning platform(Canvas).
- Students are expected to check the course in Canvas and their UCCS student e-mail account daily, and at least once during the weekend**.**
- Students are expected to have the following computer skills:
  - Word processing including formatting word processor documents

- E-mail including sending, receiving and e-mail attachments
- Internet searches
- UCCS library database searches

- Students must keep their anti-virus definitions up to date.

Technical Support

- For more information about using Canvas for this course, refer to the **Student Canvas and UCCS Resources** module.
- For **24/7 Canvas Student Support**, 844-802-9230.
- For issues with logging in or your UCCS e-mail account or campus wireless, contact the **UCCS Help Desk 719-255-4357** or Contact the Help Desk online.
- Canvas Support Live Chat - you do not have to be logged in to Canvas to access the hotline or chat.

CLINICAL PROBATION

RN to BSN students in NURS4450 will receive a progress evaluation at midterm and at the end of the community clinical rotation. If a student demonstrates insufficient hours at midterm, unsatisfactory rating from the clinical mentor, or incomplete/late Steps 1-5 of the clinical project, a probation statement will be generated by the clinical instructor. The process of clinical probation is detailed in the Undergraduate Nursing Student Handbook. Frequent contact with your clinical instructor can head off situations that could lead to a probation statement.

DROPPING THIS COURSE

See the class schedule for dropping a class. After census date, the course may not be dropped unless there are circumstances clearly beyond the student's control (accident, illness), or the student is in good standing (not failing). We strongly suggest that you talk to the instructor of record, Dr. Scott, immediately (very first week) if you feel you may not be successful in this course.

CALENDAR: Spring 2022: Modules/weeks in this course run from Monday-Sunday

Modules: Weeks 1-8	Topic Outline	Weekly Assignments /due date: Sundays at 11:59 pm
Week 1: 1/18-1/23	**Introduction to Population Health Nursing**	- Weekly readings per Canvas **Weekly discussion Participation**: Initial post by Wednesday, and final posts by Sunday night - In person/ Clinical visit/orient - Submit Clinical Readiness Sheet Wednesday 1/19/22 - Weekly Clinical Log **HIPPA Quiz (pass at 100%)**
Week 2: 1/24-1/30	**Applying PHN practice to Community clients: Thinking/doing Population Health**	- Weekly readings per Canvas - Discussion Participation - Weekly Clinical Log - Clinical Application Report #1 - Community Health Project: STEP1: Windshield Survey **Withdraw without penalty by 1/26/22** - Clinical hours must be established by this date to

Modules: Weeks 1-8	Topic Outline	Weekly Assignments /due date: Sundays at 11:59 pm
		remain in the course.
Week 3: 1/31-2/6	**Epidemiological Principlesfor PHN practice**	• Weekly readings per Canvas • Discussion Participation • **STEP 2: Target Pop Assessment** • Weekly Clinical Log
Week 4: 2/7-2/13 **Midterm Eval**	**The Public Health CareSystem Program planning andevaluation**	• Weekly readings per Canvas • Discussion Participation • Weekly Clinical Log update • **Midterm Self-Evaluation Due** • **Midterm Course Survey Due**
Week 5: 2/14-2/20	**Public Health Nursing Ethics, Adolescents and COVID-19 Vaccination**	• Weekly readings per Canvas • Discussion Participation • **STEP 3: Review of literature** • Weekly Clinical Log update • **Clinical Application Report #2**
Week 6: 2/21-2/27	**Environmental Health**	• Weekly readings per Canvas • Discussion Participation • Weekly Clinical Log update • **STEP 4: Budget/Intervention plan**
Week 7: 2/28-3/6	**Emergency/Disaster Preparedness, Response, Recovery**	• Weekly readings per Canvas • Discussion Participation • Weekly Clinical Log update • **Clinical Application Report #3** • **Final Clinical Self-Evaluation Due**
Week 8: 3/7-3/13	**Final Presentations and Self-evaluations**	• Weekly readings per Canvas • **Community Health Project: STEP 5- Final Presentation/Discussion due Wednesday** • **Weekly Clinical Log completion (signed)** • **Clinical Site Evaluation Survey Due (mandatory)** • **Clinical faculty Eval Due (mandatory)** • **FCQ Course Eval Due (mandatory)**