

**THE WILLIAM PATERSON UNIVERSITY OF NEW JERSEY
COLLEGE OF SCIENCE AND HEALTH
DEPARTMENT OF NURSING**

Syllabus

TITLE OF COURSE AND COURSE NUMBER

NUR 4290: Dimensions of Public Health Nursing, 4 Credits (3 cr. Theory, 1 cr. Lab)

SEMESTER OFFERED Winter 2020

**FACULTY MEMBER'S NAME, OFFICE HOURS, TELEPHONE NUMBER AND
E-MAIL ADDRESS**

Faculty: Dr. Nadine Aktan aktann@wpunj.edu (201) 280-0622
Office Hours: Online and by appointment

STUDENT LEARNING OUTCOMES:

1. Describe components of the healthcare delivery system including public health services and public health nursing.
2. Critically evaluate the effects of health policy including financial implications upon health care delivery in the community at the global, national, state and local levels.
3. Demonstrate application of principles of epidemiology, including use of data tracking systems.
4. Discuss selected leading health indicators described in Healthy People agendas.
5. Analyze health indicators, focus areas and current initiatives within Healthy People.
6. Develop a creative initiative to address an objective of Healthy People agenda for a selected age group.
7. Explain the role of nursing in achieving goals set forth in the current healthy people agenda.
8. Work effectively in a group to identify, locate and analyze assessment components defining a community's health status.
9. Collaborate with consumers, health team members and others to implement strategies for improvement of health care including vulnerable populations.
10. Use best practices to improve health care in a community/ public health setting.

**REQUIRED TEXTS, SUGGESTED READINGS, AND OTHER MATERIALS FOR
STUDY**

Required

Stanhope, M. & Lancaster, J. (2018). Foundations of Nursing in the Community: Community Oriented Practice. Fifth edition. Mosby: St. Louis, MO.

Healthy People 2020 <https://www.healthypeople.gov/sitemap>

Recommended Resources:

American Journal of Public Health	Home Healthcare Nurse
Journal of Gerontological Nursing	Journal of Community Health Nursing
Nursing Outlook	Public Health Nursing
Home Health Care Management and Practice	Nursing Research

TEACHING METHODS

This course will emphasize critical thinking skills as students develop an understanding of public health principles. Technology based activities are included in content. Methods in the lab will include group activities and experiences in local communities. The lab environment is supportive with emphasis on group work and personal growth in refining critical and analytical thinking.

COURSE EXPECTATIONS

Students are expected to participate in online discussions and activities by providing meaningful, insightful thoughts about the content. Projects will demonstrate student leadership and team building skills by working effectively in a group to further the health of the selected community. Each team is responsible for a focused effort in planning, goal setting, and implementation of the community project. Group members will engage in critical reflection regarding their project. Participation of each member of the group is inherent in the course. ALL students must participate in the project in order to receive a course grade.

GRADING AND OTHER METHODS FOR ASSESSING STUDENT ACADEMIC PERFORMANCE

Discussion Board Assignments	50%
Components of public health services/nursing	12.5%
Health policy and financial implications	12.5%
Principles of epidemiology	12.5%
Leading health indicators, focus area, initiatives	12.5%
Community Assessment Project	50%
Breakdown: Community Assessment	10%
Proposal of Project	10%
Implementation	10%
Reflection Paper	10%
Peer Assessment of Participation	10%

Community Project

As part of the lab portion of this course, students will work in teams to complete an assessment of a local community and implement a project. Working in teams, students will assess a community's progress in meeting the *Healthy People 2020* objectives in one of the focus areas, determining whether primary, secondary and tertiary preventive levels of care have been initiated to meet these objectives. In collaboration with the community partner, students will then develop

a proposed community intervention. A reflection paper will be completed after the project has been implemented. **The papers and implementation grade will be graded as group assignments.**

Assessment:

Complete a survey of the population and fulfill the following criteria:

1. Include a demographic description of the selected community, including population characteristics such as age, gender, race and ethnicity, education, and income. Compare with county, state and US figures.
2. Obtain the mortality rates for the three leading causes of death for your community and compare the figures with that of the county, state and the U.S. Discuss the implications.
3. Select 3 objectives from the topic areas of Healthy People 2020 and assess to what extent the objectives are being met. Give an explanation for the community's success or failure in meeting these objectives.
4. Describe the community resources that are needed to meet the objectives. Are these available to the residents? Accessible? Is there cooperation and collaboration in providing services designed to meet the objectives?
5. What are some of the possible solutions to meeting the objectives? Cite primary, secondary and tertiary levels of prevention as approaches for each of the chosen objectives (#3).

*This paper is to be submitted to the faculty member and addressed to the community partner. Write the paper to the target audience of the community partner to inform on what you have assessed about their community needs and the gaps you have discovered. **Due 1/3/20.***

Proposal:

In collaboration with your community partner and your faculty member, develop a proposal designed to implement one of the solutions to an identified problem. This should follow a "gap analysis" where the HP Goals and the community served are compared and a gap is found in services whereby the student input could serve to shrink that gap. Your proposal should include a rationale for the project, behavioral objectives related to the outcome, a specific method(s) of intervention and ways to evaluate achievement of the objectives. The proposal should cite similar efforts in the public health research literature. After confirming as a group, with your instructor and community liaison, agree on an intervention to address one of your identified needs. Be sure to determine the mode of delivery. For an online course, a computer-based module is acceptable. The proposal should include 1) a deep discussion of the health problem to be addressed, 2) goals and behavioral objectives, 3) intervention strategies, and 4) a plan for program evaluation if appropriate. Each component should include a discussion of the specific rationale behind the choice. Accuracy of information, applicability and consideration for the target audience will be graded. **Paper should be 5 pages in APA format and submitted via email no later than 1/7/20.**

Implementation:

Develop and implement the proposal using the directions and guidelines provided by the community partner and faculty. Content includes evidenced based knowledge regarding the topic and presented in an organized, clearly communicated, logical manner. Criteria include: 1) appropriate methods selected for those served, 2) appropriate implementation style, 3) community engagement in the project, 4) unified program and evidence of team work. Accuracy and comprehensiveness will affect the grade. **Due 1/13/20.**

Reflection:

Each team will submit a written paper that reflects on the project and evaluates the implementation. Reflection should include successes and areas for improvement if the project was repeated. Analysis of the content, strategic methods and community reaction to the project should be included. The potential efficacy of the project should be discussed based on the evaluation tool, community input, consideration of the nursing diagnosis, goals and objectives and critical judgment. Suggested changes, follow up strategies and future implications should be included. **Due 1/14/20.**

Written Assignments

All written assignments must be typewritten, double-spaced, 12-point font and proofread for spelling, punctuation and grammar and emailed to the faculty in accordance with due dates. Late assignments will not be accepted and will result in a grade of 0 unless special arrangements have been made in advance with the faculty. All papers must conform to the Publication Manual of the American Psychological Association (APA) 6th edition with regard to citations.

Group Participation

Students are expected to participate and respond to group members in the following manner:

- Develop a contract outlining group members' responsibilities
- Participate in group discussions and to submit assignments on time
- Critique and provide feedback on written work
- Contributions reflect understanding of relevant literature, including required readings
- Reflections are based upon the students' personal, professional and/or educational experiences and are connected to theories related to community health nursing and the role of the professional nurse

Group members will be evaluated individually by their peers in the group. All group members are expected to participate in the group process and contribute to the group project in a responsible manner as outlined in the contract. This rating will give the instructor the opportunity to discuss the group's rating with the individual who is not carrying his/her weight and to offer help to individuals. Lack of participation will affect that individual's grade for this course. Please do not share your comments with others on your team. Specific comments will not be identified to the team member. **Due 1/15/20.**

PEER EVALUATION OF GROUP MEMBERS Date _____

Criteria for evaluation	Your Name:				
Name of member					
This member attended group meetings.					
If member couldn't attend meeting, s/he contributed via email.					
This member performed his/her assigned task completely					
This member's attitude aided progress on task					
This member participated in group discussions productively.					
This member contributed creative ideas for the paper.					

Use this code: **5 = excellent; 4 = good work; 3 = fair work; 2 = poor work; 1 = unacceptable or no work.**

“Class” Participation

In an online forum, submission of computer based assignments represent class attendance. Assignments are to be submitted no later than midnight on the due date. Late assignments will not be accepted and will result in a grade of 0 unless special arrangements have been made in advance with the faculty. Further, students are required to read and provide insightful comments to their classmates’ postings. Responses such as “I agree” and “nice job” will not be considered.

ACADEMIC INTEGRITY POLICY

Students are expected to be familiar with the University Academic Integrity Policy along with the Department of Nursing Academic Honor Code located in the Student Handbook <http://www.wpunj.edu/dotAsset/b8aad25d-df53-47c8-8f38-6bce1134de02.pdf> under the Academic Policies and Procedures section. Should a violation occur the faculty must complete and submit an ACADEMIC INTEGRITY VIOLATION REPORT to the Dean of the College of Science and Health.

ACADEMIC SUPPORT SERVICES

Anyone who has a disability which may require seating modifications, testing accommodations or accommodations of other class requirements please contact the instructor during the FIRST WEEK so that appropriate arrangements can be made.

- The Nursing Enrichment and Tutoring Center (NET) is available to promote your academic success. Questions may be directed to Coordinator Renee Pevour MS, RN at pevourr@wpunj.edu.
- Bill Duffy – Access Services Librarian at WPUNJ - 973-720-3191

- Sarah Hughes – Nursing Library Liaison – hughess@wpunj.edu
- The Writing Center (www.wpunj.edu/writing-center/) provides one-on-one tutoring for anyone in the university community working on any kind of writing in any stage of development. We are at Atrium 128 and VR 3048.

Topical Outline

Topic One-12/26/19: Review the lecture, read Stanhope & Lancaster Chapters 1-3, and describe the components of the healthcare delivery system including public health services and public health nursing. Provide one example from your current or past nursing practice. Incorporate evidence from one evidence-base source outside of the textbook into your discussion. Cite appropriately.

Topic Two-12/27/19: Review the lecture, read Stanhope & Lancaster Chapters 7-8 and critically evaluate the effects of health policy including financial implications upon health care delivery in the community at the global, national, state and local levels. Provide one example from your current or past nursing practice. Incorporate evidence from one evidence-base source outside of the textbook into your discussion. Cite appropriately.

Topic Three-12/30/19: Review the lecture, read Stanhope & Lancaster Chapters 9, 26 and demonstrate application of principles of epidemiology, including use of data tracking systems. Provide one example from your current or past nursing practice. Incorporate evidence from one evidence-base source outside of the textbook into your discussion. Cite appropriately.

Topic Four-12/31/19: Read Stanhope & Lancaster Chapter 12 and select a leading health indicator described in the Healthy People 2020 agenda. Analyze the literature on this indicator and provide a summary of one evidence based program that has been developed and implemented to address it. Include two possible local populations where this indicator may need to be addressed.