Edson College of Nursing and Health Innovation

Arizona State University

NUR 440: Community/Public Health Nursing in the United States

<mark>*This is a draft version of the syllabus. For the most accurate version, please review the syllabus contained within the Canvas course shell, which will open to students three days prior to the start of the semester. The most up-to-date book list can be found through the ASU Bookstore. If you have questions, please reach out to the lead faculty/course coordinator listed on the syllabus or Natalie Heywood at nheywoo1@asu.edu.</mark>

Lead Faculty Information

Section # 76493

Name: Lorraine Hirani DNP, RN

Office: Virtual

Phone: (602)-810-4044

Email address: lorraine.hirani@asu.edu (preferred)

Office hours: Arranged via email

Co-Faculty Information

Course Information

Course Session

2022 Fall A

Course Number

NUR 440

Course Title

Community/Public Health Nursing in the United States

Credit Hours

4

Course Modality

oCourse (ASU Online)

Prerequisites

- NUR 391: Professional Nursing Theory and Practice
- NUR 318: Nursing Research and Evidence Translation
- TWC 361: Writing for Health Care Management

Corequisites

- None

Help

For technical support, use the Help icon in the black global navigation menu in your Canvas course or call the ASU Help Desk at +1-(855) 278-5080. Representatives are available to assist you 24 hours a day, 7 days a week.

Course Description

This course examines selected concepts, theories and applications of epidemiology, community assessment and population-centered health education for community/public health nursing in the United States.

General Course Overview/Objectives

This course focuses on the application of epidemiology, biostatistics, community assessment, community/population planning, population-centered health promotion, risk reduction and environmental health. This course builds on the core professional values of community/public health nursing practice of Community/Population as a Client, Prevention, Partnership, Healthy Environment, and Diversity.

Student Learning Outcomes

At the completion of this course, students will be able to:

Critical Thinker

1. Analyze basic principles of epidemiology and biostatistics to assess communities/populations and to support nursing interventions that sustain and/or improve the health of communities/populations.
2. Interpret the potential impact of variations in language, culture, race, ethnicity, socioeconomic status, religion, spiritual and health beliefs, and lifestyle preferences on population-centered health care delivery.

Evidence-Based Practitioner

3. Critically analyze population health status indicators utilizing health information technology.

4. Apply strategies that address levels of prevention to sustain and improve health in communities through evidence-based community health interventions.

5. Promote environmental health and safety through education and referral based on hazards in the home, school, work sites, and communities.

Innovative Professional

6. Demonstrate persuasive communication skills to facilitate positive health behaviors among diverse populations through learner-centered health education.

7. Propose community health interventions informed by population health, resource gaps, and community strengths.

8. Value community partnership/collaboration, solution-based interventions, and relationship building in community/ population healthcare delivery.

Topical Outline

1. Core Professional Values of Community Public Health Nursing
This ungraded topic serves as a foundation for NUR440 and NUR495 and resides in both courses.

- Community/Population as Client
- Prevention
- Partnership
- Healthy Environment
- Diversity

2. Epidemiology and Biostatistics in Community Planning

- Essential Terminology
- Vital Statistics
- Social Determinants of Disease
- Epidemiologic Triangle

3. Informatics in Community/Public Health Practice

- Health Information Exchanges
- Communicable Disease Registries

4. Environmental Health and Safety

- Environmental Exposures
- Regulatory Agencies

5. Community/Population Assessment

- Community as Partner
- Community Assessment Model

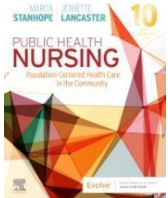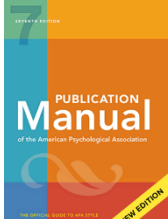6. Population-Centered Health Promotion and Risk Reduction

- Immunizations
- Health Education
- Genetics/Genomics

7. Community/Population Planning

- Evidenced Based Population-Centered Health Promotion Programs

Course Materials

Required Materials

	Stanhope, M., & Lancaster, J. (2019). *Public health nursing: Population-centered health care in the community* (10th ed.). Elsevier.
	American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.).

Additional/Optional Materials

All additional and optional materials are in the Canvas shell and can be viewed there.

General Topic Schedule

Modules	Topics/Lessons	Activities	Assignments
Module 0			● **Syllabus Quiz** ● **Academic Integrity Agreement** ● **Create TCEO Account** ● **Introduction Discussion**
Module 1	**Community/Population Assessment & Overview of Community Health**	● **Stanhope & Lancaster 10th edition –** o **Chapter 1** Public Health Foundations	● **SoftChalk Module: Orientation to Public Health – Core Professional Values in Public Health Nursing**

		and Population Health (pp. 3-21); o **Chapter 3** Public Health, Primary Care, and Primary Health Care Systems (pp.45-53); o **Chapter 17** Community as Client: Assessment and Analysis (pp. 381-387, How to Conduct a Community Assessment) ● **Additional Canvas readings & resources**	● **PAA: Health Resources Scavenger Hunt: PAA 10 hours**
Module 2	**Community/Population Assessment & Epidemiology**	●**Stanhope & Lancaster 10th edition –** o **Chapter 8** Achieving Cultural Competence in Community Health Nursing (pp. 165-195); o **Chapter 13** Epidemiology (pp. 269-298); o **Chapter 29** Major Health Issues and Chronic Disease Management of Adults Across the Life Span (pp. 653-677) ● **Additional Canvas readings & resources**	● **University of MN School of Public Health: Introduction to Epidemiology** ● **PAA: Vulnerable Population/Windshield Survey: PAA 10 hours**
Module 3	**Community/Population Assessment & Health Literacy**	● **Stanhope & Lancaster 10th edition –** o **Chapter 16** Health Education Principles Applied	● **PAA: Community Health Education Project (CHEP) - Part 1** ● **CDC Module: Literacy**

		to Communities , Groups, Families (pp. 415-425); o **Chapter 18** Building a Culture of Health to Influence Health Equity Within Communities (pp. 395-413); o **Chapter 28** Child and Adolescent Health (pp. 626-652) ● **Additional Canvas readings & resources**	**(CHEP Project Parts 1-4 worth PAA 50 hours)**
Module 4	**Community/Populati on Assessment, Vulnerable Populations, & Immunizations**	● **Stanhope & Lancaster 10th edition –** o **Chapter 7** Application of Ethics in the Community (pp.149-164); o **Chapter 31** Health Equity and Care of Vulnerable Populations (pp. 697-715); o **Chapter 14** Infectious Disease Prevention and Control (pp. 299-332); o **Chapter 15** Communicable and Infectious Disease Risks (pp. 333-356) ● **Additional Canvas readings & resource**	● **PAA: Community Health Education Project (CHEP) – Part 2** ● **CDC Module: Immunizations**

Module 5	Community/Population Assessment & Environmental Health	● **Stanhope & Lancaster 10th edition –** o **Chapter 6** Environmental Health (pp. 129-147, Environmental Health Assessments); o **Chapter 32** Population-Centered Nursing in Rural and Urban Environments (pp. 716-734) o **Additional Canvas readings & resources**	● **PAA: Community Health Education Project (CHEP) – Part 3** ● **ATSDR Module: Pediatric Environmental Health Toolkit & Quiz**
Module 6	Community/Population Assessment & End-of-Life Care	● **Stanhope & Lancaster 10th edition –** o **Chapter 41** The Nurse in Home Health, Palliative Care, and Hospice (pp. 899-927). ● **Additional Canvas readings & resources**	● **PAA: Community Health Education Project (CHEP) 5-Slide Elevator Speech – Part 4: * Key assignment** ● **End-of-Life Care Quiz:**
Module 7 & Reflection	Genomics & Reflections	● **Stanhope & Lancaster 10th edition –** o **Chapter 36 (Optional)** Mental Health Issues (pp. 800-810, National Objectives for Mental Health Services); o **Chapter 37 (Optional)** Alcohol, Tobacco, and Other Drug	● **PAA: Community Health Education Project (CHEP) – Peer and Course Reflections**

		Problems (pp. 811-835) ● **Additional Canvas readings & resources**	
			Points : 100
			PAA Hours Total: 70
	*KEY ASSIGNMENT: This is a key assignment that assesses program learning outcomes; students must earn 70% on the key assignment competencies prior to any late point deductions.		

Course Grading

Methods of Instruction

This course uses Canvas for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The course site can be accessed at https://my.asu.edu or https://canvas.asu.edu.

Activities in this course include discussion/presentations; textbook and supplemental readings; individual and group activities; and case scenarios.

Methods of Evaluation

Assessment Type	Number in Course	Total Points
Introduction Discussion	1	5
Orientation to Public Health - Core Professional Values in Public Health Nursing	1	5
PAA: Health Resources Scavenger Hunt	1	10

University of MN School of Public Health: Introduction to Epidemiology	1	5
PAA : Vulnerable Population/Windshield Survey	1	10
PAA: Community Health Education Project (CHEP) - Part 1	1	7
CDC Module: Literacy	1	5
PAA: Community Health Education Project (CHEP) - Part 2	1	7
CDC Module: Immunizations	1	5

PAA: Community Health Education Project (CHEP) - Part 3	1	7
ATSDR Module: Pediatric Environmental Health Toolkit & Quiz	1	5
PAA: Community Health Education Project (CHEP) - Part 4	1	14
End-of-Life Care Quiz	1	5
PAA: CHEP – Peer and Course Reflections	1	10
Total	**14**	**100**

Description of Assessments

- **Introduction** - Students introduce themselves through Zoom technology that they will use later for the CHEP presentation.
- **Practical Application Activities (PAAs) -** These activities focus on health promotion at the levels of families, groups, communities, or populations and are specific to the

geographic regions in which students live and practice. These activities allow students to learn and integrate their knowledge in community settings. The assignments are completed through written submissions and discussions.

- **Key assignment- Community Health Education Project (CHEP). Part 4 of this assignment is a key assignment.** Students choose a population and zip code for a community health education project to be completed over the term. The assignments are completed through written submissions, discussions, and a presentation.
    - ○ Key assignments are used to determine a student's attainment of the program completion outcomes for the Bachelor of Science in Nursing program.
    - ○ **All students must earn 70% on the key assignment competencies prior to any late point deductions.**
    - o Students who do not successfully pass this assignment on their first attempt will have a second opportunity to resubmit the assignment and earn a maximum score of 70%.
- **Interactive Learning Modules** - Students are asked to complete learning modules offered by various public health organizations and earn a certificate of completion or complete a quiz on Canvas,
- **Reflection on Course and Your CHEP** - Students complete a written assignment after reflecting on the course content and resources as well as the development of their CHEPs.

Grading

Grade	Percentage	Points Range
A	90 – 100%	90-100
B	80 – 89%	80-89
C	70 – 79%	70-79
D	60 – 69%	60-69
E/F	59% and below	59 and below

To complete a nursing course successfully, the student must meet the following criteria:

- Earn a 70% final course point average on all exams, quizzes, and other course assignments. The final course point average will be determined as a percentage to the hundredths place. Exam scores will not be rounded in this calculation.

Assignment of letter grades is in accordance with established criteria for the Edson College of Nursing and Health Innovation Baccalaureate Nursing Program. A +/- grading scale is not used in upper division junior and senior course work.

Grading Procedure

Grades reflect your performance on assignments and adherence to deadlines. Graded assignments will be available within 7 days of the due date via the Grades tab in Canvas.

The course grade will be based on exams, quizzes, and other course assignments and compliance with deadlines and rubric guidelines. Faculty reserves the right to drop invalid questions resulting in lower total possible points for quizzes or exams.

Course Policies & Procedures

Communicating With the Instructor
This course uses a Canvas discussion board called "Community Forum" for general questions about the course. Prior to posting a question, please check the syllabus, announcements, and existing posts. If you do not find an answer, post your question. You are encouraged to respond to the questions of your classmates.

Email questions of a personal nature to your instructor or assigned TA. You can expect a response within 48 hours.

Online Course
This is a course that requires active participation in the online components of the course. Please note that there are no face-to-face components and the course will be conducted using online technologies.

Student Success
This is an online course. To be successful:
● check the course daily
● read announcements
● read and respond to course email messages as needed
● complete assignments by the due dates specified
● communicate regularly with your instructor and peers
● create a study and/or assignment schedule to stay on track

Email and Canvas Inbox
ASU email is an official means of communication among students, faculty, and staff (http://www.asu.edu/aad/manuals/ssm/ssm107-03.html). Instructor correspondence will be sent

to your ASU email account or through the Canvas Conversations Inbox tool. Please ensure that your Canvas notification preferences are current at the beginning of each semester (for more information see https://community.canvaslms.com/docs/DOC-10624-4212710344).

Students are expected to read and act upon messages in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email and Canvas Inbox regularly.

Campus Network or Canvas Outage
When access to Canvas is not available for an extended period of time (greater than one entire evening) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by 11:59pm).

If an outage occurs, it is expected that you will confirm that the outage is with the University and not your local internet service provider. To monitor the status of campus networks and services, please visit the System Health Portal (https://uto.asu.edu/system-health). If a system-wide ASU outage is NOT listed, you are responsible for contacting the ASU Help Desk to report and troubleshoot the issue. By contacting the help desk, a request case number will be created for you, which serves as an important documentation of your attempt to resolve any technical problems in a timely fashion. You may be required to forward this documentation to your instructor.

Course Time Commitment
This four-credit course requires approximately 180 hours of work. Please expect to spend around 24 hours each week for 7.5 week-courses and around 12 hours a week for 15-week courses preparing for and actively participating in this course.

Late or Missed Assignments
Notify the instructor **BEFORE** an assignment is due if the assignment will not be submitted on time. **Unless prior arrangements are made, assignments submitted after the due date will be subject to a 10% per day penalty with a maximum point deduction of 50%, after 5 days, no submissions will be accepted and the student will earn a grade of 0 on the assignment.** Students are expected to actively participate in all learning activities and assessments within the timeframe specified in the course schedule. Failure to participate or submit assigned work may impact your ability to achieve course objectives which could affect your course grade. An absence or lack of participation, excused or unexcused, does not relieve a student of any course requirement. Regular engagement in learning activities and adherence to assignment/test due dates are the student's responsibility. Please follow the appropriate University policies to request an accommodation for religious practices (http://www.asu.edu/aad/manuals/acd/acd304-04.html) or to accommodate a missed assignment due to University-sanctioned activities (http://www.asu.edu/aad/manuals/acd/acd304-02.html).

Notify the instructor BEFORE an assignment is due if the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm.

Submitting Assignments
All assignments, unless otherwise announced, MUST be submitted to the designated area of Canvas. Do not submit an assignment via other methods unless specifically directed.

Drop and Add Dates/Withdrawals
This course adheres to a set schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course (https://students.asu.edu/academic-calendar). Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies:

- Withdrawal from Classes (http://www.asu.edu/aad/manuals/ssm/ssm201-08.html)
- Medical/Compassionate Withdrawal (http://www.asu.edu/aad/manuals/ssm/ssm201-09.html)
- Grade of Incomplete (http://www.asu.edu/aad/manuals/ssm/ssm203-09.html)

Grade Appeals
Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades (https://catalog.asu.edu/appeal).

Student Conduct and Academic Integrity
ASU expects and requires its students to act with honesty, integrity, and respect. Required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures (http://www.asu.edu/aad/manuals/ssm/ssm104-01.html), Computer, Internet, and Electronic Communications policy (http://www.asu.edu/aad/manuals/acd/acd125.html), ASU Student Academic Integrity Policy (http://provost.asu.edu/academicintegrity and https://provost.asu.edu/node/20), and outlined by the Office of Student Rights & Responsibilities (https://eoss.asu.edu/dos/srr). Anyone in violation of these policies is subject to sanctions.

Students must refrain from uploading to any course shell, discussion board, or website used by the course instructor or other course forum, material that is not the student's original work, unless the students first comply with all applicable copyright laws; faculty members reserve the right to delete materials on the grounds of suspected copyright infringement.

Students are entitled to receive instruction free from interference by other members of the class (http://www.asu.edu/aad/manuals/ssm/ssm104-02.html). An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior (http://www.asu.edu/aad/manuals/ssm/ssm201-10.html).

Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

If a student should deem any part of the course content offensive, this should be brought to the attention of the instructor, or alternatively, to the unit chair or director via email. Communication should include reference to the course information and specific offensive content.

The Office of Student Rights and Responsibilities accepts incident reports (https://eoss.asu.edu/dos/srr/filingreport) from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Title IX Statement
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, https://eoss.asu.edu/counseling is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, https://goto.asuonline.asu.edu/success/online-resources.html.

Edson College of Nursing and Health Innovation Student Handbook
Students are expected to adhere to the policies and guidelines in the current edition of the Edson College of Nursing and Health Innovation for your program (https://nursingandhealth.asu.edu/student-life/current-students).

Prohibition of Commercial Note Taking Services
In accordance with ACD 304-06 Commercial Note Taking Services (http://www.asu.edu/aad/manuals/acd/acd304-06.html), written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the note taker's name as well as the instructor's name, the course number, and the date.

Course Evaluation
Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer
The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the Canvas course site often.

Syllabus Template Version 3.5

Accessibility Statement

Disability Accommodations: Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. Note: Prior to receiving disability accommodations, verification of eligibility from ASU Student Accessibility and Inclusive Learning Services (SAILS) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with Student Accessibility and Inclusive Learning Services (SAILS) should contact SAILS immediately. Campus locations and contact information are available on the SAILS website (https://eoss.asu.edu/accessibility). Check the SAILS website (https://eoss.asu.edu/accessibility) for eligibility and documentation policies.

Email: Student.Accessibility@asu.edu
SAILS Phone: (480) 965-1234
SAILS FAX: (480) 965-0441

Technical Requirements & Support

Computer Requirements
This course requires Internet access and the following:

- A web browser. Please use only Google Chrome (https://www.google.com/chrome) or Mozilla Firefox (http://www.mozilla.org/en-US/firefox/new/)
- Adobe Acrobat Reader (http://get.adobe.com/reader/)
- Microphone (optional) and speaker

Computer Skills Requirements
It is expected that you will be able to do at least the following tasks on a computer:

- Accessing and using instructional/communication tools in the Canvas Learning Management System (see https://community.canvaslms.com/docs/DOC-10701 for more information)
- Using ASU email (see http://links.asu.edu/emailguide for more information)
- Creating and submitting files in commonly used word processing program formats (specifically Microsoft Word)
- Copying and pasting text
- Downloading and installing software
- Using spreadsheet programs (specifically Microsoft Excel)
- Using presentation and graphic programs (such as Microsoft PowerPoint, Google Slides, etc.)

Technical Support
This course uses Canvas to deliver course content. It can be accessed through MyASU at http://my.asu.edu or the Canvas home page at https://canvas.asu.edu.

To monitor the status of campus networks and services, visit the System Status Portal at https://systemstatus.asu.edu or via Twitter by following @asuoutages.

To contact the help desk you have two options:

- Website: assessed through the MyASU Service Center at http://my.asu.edu/service
- Chat: assessed through the MyASU Service Center at http://my.asu.edu/service
- Call toll-free at 1-855-278-5080

Tutoring Support

Free tutoring support is available in person and online for most courses. Services are offered through ASU's University Academic Success Programs for currently enrolled students.

- Tutoring is available in math, business, science, and statistics courses.
- Writing tutoring is available for any writing project at any stage of the writing process.
- Graduate academic tutoring is available for writing and statistics.
- Supplemental Instruction (SI) facilitates collaborative study groups for selected courses.
- Academic skills tutoring can help with critical reading, study skills, note taking, and more.
- Resources are available through our YouTube channel, Zoom recordings, and handouts.

Visit https://tutoring.asu.edu or call (480) 965-9072 for more information about these services, to view our schedules, or to book an appointment.