



WALSH UNIVERSITY

School *for* Professional Studies

NUR 420

Nursing with Aggregates

PREREQUISITES: All nursing 300 level classes

Revised: 05/08

WALSH UNIVERSITY

DIVISION OF NURSING
School for Professional Studies

NURS 420RN: Nursing with Aggregates

Classroom Schedule

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| Week 1 | Course Overview Course Requirements Clinical Activities Perspectives in health care delivery and community health nursing | Clinical and course requirements will be explained. The student will confirm an aggregate to assess. Students will begin aggregate assessment. Students will explore possible experiences for the clinical journals |
| Week 2 | History of community health nursing Public health and primary care Ethical and cultural influences | Present first clinical journal experience Prepare the draft of the first section of the community assessment |
| Week 3 | Environmental health Political and legal influences Economic influences | Present second clinical journal experience. Prepare the draft of the entire community assessment. |
| Week 4 | Epidemiology Health education Client as partner | Present third clinical journal experience Prepare the draft of the planning section |
| Week 5 | Disaster management Program management Working with groups | Present fourth clinical journal experience Prepare the draft of the implementation section |
| Week 6 | Vulnerable populations | Present fifth clinical journal experience Prepare the draft of the evaluation section |
| Week 7 | Communicable disease STD | First Organizational profile Discuss end product for aggregate project |
| Week 8 | Summary Course evaluations | Second Organizational profile Submit final copy of aggregate project |

Dear NURS 420 student:

Welcome. If you have this letter, then you have registered for NURS 420-RN, Nursing with Aggregates. The course syllabus and course schedule are attached. During your nursing career to date you have learned how to care for the individual as client; this course is designed to prepare you to care for aggregates in the community.

You need to do a few things to come prepared for the first class. First, you must read the syllabus and prepare any questions you might have.

Second you must explore possible clinical journal site experiences. Start making contacts to shadow nurses in these settings: schools, health department, home care or hospice, occupational health, and parish nursing.

Second, you must read the first couple chapters in the text. Sometimes, students have found it helpful to read the “focus questions” at the beginning of each chapter before they read the chapter. This will help the student to focus their reading. Read the “key ideas” section at the end of the chapter after reading each chapter for comprehension.

I look forward to meeting you and talking with you about the nurse’s role in promoting, maintaining, reorganizing, and restoring the health of aggregates in the community. See you in class. Please call or email me if you have any questions.

Respectfully,

Larry Mustafaga, RN, MS
Associate Professor of Nursing

**WALSH UNIVERSITY
DIVISION OF NURSING**

School for Professional Studies

Course Syllabus

Course Title: Nursing with Aggregates

Course Number: NURS 420RN

Instructor(s): Larry Mustafaga, MS, RN
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Prerequisites: All Nursing 300-RN Level Courses

Credit Allocation: Four (4) semester credit hours
Theory: Two (2) semester credit hours or
Three and 1/2 (3.5) hours of classroom contact weekly
Clinical: Two (2) semester credit hours or
Seven (7) contact hours weekly

Course Description:

The primary focus of this course is application of communication and therapeutic nursing interventions via the nursing process with client groups or aggregates who experience stressors in the internal and external environment. Emphasis is placed on theoretical and empirical knowledge from the sciences and liberal arts that provide the basis for working with aggregates as clients. Cultural values, socioeconomic conditions, and political factors are studied in relation to health related behaviors of communities at a local, state, national, and international level within a general systems framework. Accountability and responsibility in working with this client system is explored within health care delivery systems and the parameters established by public policy. Leadership, communication, and change strategies are utilized by the student using a general systems framework to assist aggregates in the areas of health maintenance, promotion, restoration, and reorganization, or to support death with dignity. The client focus is on at-risk aggregates currently underserved in the community. The student will utilize critical thinking principles and research to appraise the health status, resources, and needs of a selected aggregate within the community as the basis for planning, implementing, and evaluating a health promotion project. Computer informatics will be used as a source of information about aggregates.

Course Objectives:

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

1. Integrate theoretical and empirical knowledge from nursing, sciences, and liberal arts when effecting nursing care with aggregates.
2. Examine the political, cultural and socioeconomic factors affecting at-risk aggregates at the local, state, national, and international levels.
3. Integrate critical thinking in the application of the nursing process in an effort to appraise the health status, resources, and needs of selected aggregates in the community.
4. Utilize therapeutic nursing interventions within a general systems framework to assist aggregates experiencing varying health states to promote, maintain, restore, and reorganize health.
5. Recognize communication, leadership, and change strategies to assist communities to enhance health care services for an aggregate.
6. Analyze the impact of socioeconomic, cultural, and political factors on the health of aggregates.
7. Judge issues of responsibility and professional accountability in working collaboratively with the community served, political officials, and other health care professionals to influence public policy.
8. Formulate therapeutic nursing interventions based on assessment of the aggregate and environment in the context of community health.
9. Utilize research findings in planning health promotion activities for an at-risk aggregate in the community with consideration for health care systems' availability, accessibility, and acceptability.

Course Textbooks:

American Psychological Association. (2001). *Publication manual of the American*

Psychological Association (5th ed.). Washington, DC: American Psychological Association. (ISBN 1-55798-790-4).

Mauer, F. A. & Smith, C. M. (2005). *Community/Public health nursing practice: Health*

for families and populations (3rd ed). St. Louis: Elsevier Saunders. (ISBN 0-7216-0354-8).

Required Readings:

Required readings from texts and nursing journals (found in the library) are listed within the outline. Students who have read assignments prior to class are more successful with academic endeavors.

Course Evaluation:

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| Clinical Journal focusing on five settings/roles for Community Health Nursing | 40% (8% ea.) |
| Organizational Profile | 10% |
| Community Assessment and At-risk Aggregate Analysis Project | 30% |
| Class Attendance and Participation* | 20% |
| Total | 100% |

Participation/Attendance*:

Attendance **and** participation are critical parts of the teaching/learning process. Interaction with classmates and comparing how theory has been applied in each learning situation is crucial to gaining insight and experience involved with the learning process. Each student is expected to attend scheduled classes and come prepared to verbalize experiences, insights, and questions about the topics scheduled. When unable to attend class, the faculty hold the expectation that the student will notify the faculty of the absence and a plan will be designed by the student, in consultation with the faculty, for acquiring the missed content.

Guidelines for class participation are as follows:

- Be present during scheduled class hours.
- Present thoughts, ideas, and questions.
- Demonstrate awareness of limits of knowledge.
- Listen and examine others' thoughts, ideas, and questions, especially to those to which you have a negative reaction.
- Demonstrate the ability to reason from the viewpoint of others.
- Admit errors when they occur.
- Reflect confidence in your ability to think coherently.
- Hold to intellectual standards without seeking advantage.

Professional Behaviors:

The RN-BSN program strives to enhance, encourage, and develop professional behaviors necessary to be successful in today's health care environment. These behaviors are expected during the semester in the areas of accountability, responsibility, confidentiality, caring, professional communication, respect for individuals and organizations, motivation, self-directness, and professional goal development.

Clinical Responsibilities:

Clinical arrangements are set forth for each course to assist the student attain experience in the area of content. A range of clinical hours, contracts and guidelines will be determined at the beginning of the semester.

Students are expected to maintain professional demeanor, complete contractual and clinical responsibilities, and establish a professional climate within the clinical setting.

Health Data Updates:

It is the responsibility of the student to provide health data results required by the program and the University by the deadline date given. Failure to provide this information will result in a suspension from the clinical area until the information is received. An incomplete grade for the course may be issued if necessary.

Standard Precautions:

Universal precautions (blood and body fluid precautions) must be consistently applied with all clients. Appropriate barrier precautions should be applied to prevent skin and mucous membrane exposure to blood and body fluids containing visible blood, semen and vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, peritoneal fluid, pericardial fluid, and amniotic fluid. Methods for the prevention of transmission of non-blood borne pathogens should also be applied. Refer to Nursing Division Handbook.

Grading:

Late papers will be assessed a penalty in grade calculation. All course assignments must be completed before a course grade will be issued. If not completed, an incomplete grade may be negotiated (Refer to Walsh Catalogue for Incomplete grading protocol). Refer to the Walsh University Catalogue for policies regarding grade appeals. The Nursing Division adheres to the University letter grading system (see the Walsh University Catalogue). The Nursing Division faculty has developed the following corresponding percentage range that is used in all nursing courses.

| | <u>Grade</u> | <u>Percentage</u> | | <u>Grade</u> | <u>Percentage</u> |
|--|--------------|-------------------|--|--------------|-------------------|
| | A | 95-100 | | C | 77-80 |
| | A- | 93-94 | | C- | 75-76 |
| | B+ | 90-92 | | D+ | 73-74 |
| | B | 87-89 | | D | 71-72 |
| | B- | 85-86 | | D- | 69-70 |
| | C+ | 81-84 | | F | 68 and below |

Cheating/Plagiarism:

Refer to the Nursing Division Handbook and the Walsh University Student Handbook for the specific policy.

Grade Appeal:

See Nursing Division Handbook Channels of Communication.

Withdrawal Policy:

Students are to refer to the Walsh University Student Handbook and the current Walsh University Calendar to obtain the last date for withdrawal (W) from a course.

Americans With Disabilities Act:

Refer to Nursing Division Handbook for information.

Portfolio:

It is expected that the student will include the clinical journal in the portfolio. Any other projects may be included in the portfolio at the discretion of the student.

**WALSH UNIVERSITY
NURSING DIVISION**

NURS 420RN: NURSING WITH AGGREGATES

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|---|---|
| <p>Describe the core functions of public health and the services generally provided by practitioners of public health.</p> <p>Discuss the role of the public health nursing specialist and how it influences nursing practice in the community.</p> <p>Describe community-oriented nursing practice.</p> <p>Explain community-based nursing practice.</p> <p>Examine how community-based nursing practice differs from community-oriented</p> | <p>I. PERSPECTIVES IN HEALTH CARE DELIVERY AND COMMUNITY HEALTH NURSING</p> <p>A. Community-Oriented Nursing and Community-Based Nursing</p> <ol style="list-style-type: none"> 1. What is Public Health <ol style="list-style-type: none"> a. Definition b. Public health core functions c. Essential public health services 2. Population-Focused Nursing Practice <ol style="list-style-type: none"> a. Define population and aggregate b. An overview of the nursing process applied to populations or aggregates 3. Nursing Practice Focusing on Individuals, Families, and Groups <ol style="list-style-type: none"> a. Community-oriented community health nursing b. Community-based nursing 4. Challenges for the Future | <p><u>Read</u>: Mauer & Smith, Chap. 1</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|---|
| practice. | | |
| <p>Discuss historical events that have influenced how health care is delivered in the community at the present time.</p> <p>Describe the contributions of Florence Nightingale, Lillian Wald,, and Mary Breckinridge to establishing the foundation for current community health and community health nursing.</p> <p>Explain significant historical events in the development of contemporary community health nursing.</p> <p>Examine the ways in which community health nursing has been provided, including settlement houses, visiting nurse association, official health organizations, and schools.</p> <p>Evaluate the status of community health nursing practice in the twenty-first century.</p> | <p>B. The History of Community Health and Community Health Nursing</p> <ol style="list-style-type: none"> 1. Historical roots of public health 2. America’s colonial period and the development of systems for health care 3. Nursing in the 19th century <ol style="list-style-type: none"> a. District nursing associations c. Visiting nurse associations d. Settlement houses 4. Public health nursing comes of age <ol style="list-style-type: none"> a. American Public Health Association b. Official Health agencies 4. The importance of public health nursing during the early twentieth century 5. Economic depression and the effect on public health <ol style="list-style-type: none"> a. Frontier nursing services b. Social Security Act of 1935 6. From World War II until the 1970’s 7. Community and public health nursing from the 1970’s to the present | <p><u>Readings:</u> Mauer & Smith, Chap. 2</p> <p><u>Discussion</u></p> <p><u>Lecture</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|--|---|---|
| <p>Define public health, primary care, primary health care, and community-oriented primary care.</p> <p>Differentiate between primary care and primary health care.</p> <p>Describe the current public health system in the United States.</p> <p>Compare and contrast the responsibilities of the federal, state, and local public health systems</p> <p>Examine nursing roles in selected governmental agencies.</p> | <p>C. The Public Health and Primary Health Care Systems</p> <ol style="list-style-type: none"> 1. Society and health care: The nature of the relationship 2. Forces stimulating change in the demand for health care <ol style="list-style-type: none"> a. Demographic changes b. Health workforce trends c. Technological trends 3. The current health care system <ol style="list-style-type: none"> a. Cost b. Access c. Quality 4. Organization of the health care system <ol style="list-style-type: none"> a. The primary health care system b. The primary care system c. The public health system 5. Forces influencing the health care system of the future 6. A comprehensive model: the integration of public health and primary care | <p><u>Read:</u> Mauer & Smith, Chap. 3</p> <p><u>Lecture/Discussion</u></p> <p><u>Case studies</u></p> <p><u>Application in Clinical Setting:</u></p> |
| | <p>II. INFLUENCES ON HEALTH CARE DELIVERY AND COMMUNITY</p> | |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|---|---|
| <p>Identify the relationship of ethical rules, principles, and theories in community health nursing decisions.</p> <p>Discuss clients' rights in today's health care system.</p> <p>Discuss the application of ethical principles in community health, including their potential conflicts.</p> <p>Identify the effect of culture on nursing practice in the community.</p> <p>Evaluate methods for developing cultural competence in community health nursing practice.</p> <p>Conduct a cultural assessment of a community.</p> | <p>HEALTH NURSING</p> <p>A. Ethical and Cultural Influences</p> <ol style="list-style-type: none"> 1. Ethical influences 2. Ethical decision making 3. Client's rights and professional responsibilities in community health care <ol style="list-style-type: none"> a. Client's rights b. Societal obligations c. Professional responsibilities 4. Ethical principles in community health <ol style="list-style-type: none"> a. Relationship of ethical rules, principles, and theories b. Application of ethics to community-oriented nursing practice c. Prioritizing ethical principles 5. Cultural influences 6. Culture, race, and ethnicity 7. Cultural Competence <ol style="list-style-type: none"> a. Developing cultural competence b. Dimensions of cultural competence | <p><u>Read:</u> Mauer & Smith, pp. 186-187</p> <p><u>Lecture/Discussion</u></p> <p><u>Case Studies</u></p> <p><u>Read:</u> Mauer & Smith, chap. 9</p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Examine the effects of cultural organization factors on health and illness of the community.</p> | <ul style="list-style-type: none"> c. Inhibitors to developing cultural competence 8. Cultural nursing assessment 9. Cultural groups' differences <ul style="list-style-type: none"> a. Communication b. Space c. Social organization d. Time perception e. Environmental control f. Biological variations g. Nutrition h. Socioeconomic factors | |
| <p>Identify the relationship between the environment and human health and disease.</p> <p>Apply the nursing process to the practice of environmental health.</p> | <p>B. Environmental Health</p> <ul style="list-style-type: none"> 1. Human Dependence on the Environment 2. Healthy People 2000/2010 Objectives and Environmental Health 3. Protecting the Environment <ul style="list-style-type: none"> a. Prevention b. Control c. Environmental standards d. Monitoring | <p><u>Readings</u>: Mauer & Smith, Chap. 25</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Describe legislative and regulatory processes that have influenced the effect of the environment on health and disease patterns in communities.</p> <p>Include environmental principles in practice.</p> <p>Describe the trends and roles of several levels of government in health care delivery in the community.</p> <p>Identify the effect of changing governmental roles and structures on health care.</p> <p>Describe the major governmental functions in health care.</p> <p>Discuss nursing roles in selected</p> | <ol style="list-style-type: none"> 4. Citizen Roles 5. Nursing's Environmental Heritage 6. Environmental Health Competencies for Nurses <ol style="list-style-type: none"> a. Basic knowledge b. Assessment and referral c. Advocacy, ethics, and risk communication d. Legislation and regulation 7. Roles for Nurses in Environmental Health <p>C. Political and Legal Influences</p> <ol style="list-style-type: none"> 1. Important Terms in Policy and Politics 2. Governmental role in Health care <ol style="list-style-type: none"> a. Trends and shifts in governmental roles b. Governmental health care functions 3. Organization of Government Agencies <ol style="list-style-type: none"> a. International organizations b. Federal agencies c. State and local government departments d. Social welfare programs 3. The Nurse's Role in the Political | <p><u>Case Studies</u></p> <p><u>Application to Clinical Setting:</u></p> <p>Read: Mauer & Smith, Chap. 6</p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>governmental agencies.</p> <p>Influence health policy by participating in the regulation-making process and the political arena.</p> <p>Describe selected laws that affect community health nursing practice, both generally and in specialty areas of practice.</p> <p>Relate economics to nursing and health care.</p> <p>Describe the economic theories of microeconomics and macroeconomics.</p> <p>Trace the evolution of health care service delivery</p> <p>Identify major factors influencing national health care spending.</p> <p>Identify the role of government and other third-party payers in health care financing.</p> | <p>Process</p> <p>5. Private Sector Influence on Regulation and Health Policy</p> <p>6. Laws Affecting Community-Oriented Nursing Practice</p> <ul style="list-style-type: none"> a. Types of laws b. General community health nursing practice and the law c. Specialty community-oriented nursing practice and the law <p>D. Economic Influences</p> <ul style="list-style-type: none"> 1. Economic Issues 2. Health Care System Evolution: The Context of Care Delivery 3. Trends in Health Care Spending 4. Factors influencing Health Care Costs <ul style="list-style-type: none"> a. Price inflation b. Changes in demographics c. Technology and intensity 5. Financing of Health Care | <p><u>Read: Mauer & Smith, Chap. 4</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Identify mechanisms for financing health care services delivery.</p> <p>Discuss the implications of health care rationing from an economic perspective.</p> <p>Evaluate the effect of health care financing on poverty.</p> <p>Relate primary prevention to health economics.</p> | <ul style="list-style-type: none"> a. Public support b. Private support <p>6. Health Care Payment Systems</p> <p>7. Other Factors Affecting Resource use in Health Care</p> <ul style="list-style-type: none"> a. The uninsured b. The poor c. Access to care d. Health care rationing <p>8. Primary Prevention</p> <p>9. Implications for Nursing Practice</p> | |
| <p>Define epidemiology and describe how it has developed over time.</p> <p>Explain how nurses use epidemiology in clinical practice.</p> <p>Describe the steps of the epidemiological process.</p> | <p>III. CONCEPTUAL FRAMEWORKS APPLIED TO COMMUNITY HEALTH NURSING PRACTICE</p> <p>A. Epidemiological Applications in Community Health Nursing</p> <ul style="list-style-type: none"> 1. History 2. How Nurses Use Epidemiology 3. Basic Concepts in Epidemiology <ul style="list-style-type: none"> a. Epidemiology triangle: agent, host, and environment b. Stages of health and intervention 4. Basic Methods in Epidemiology <ul style="list-style-type: none"> a. Sources of data | <p><u>Read:</u> Mauer & Smith, Chap. 7</p> <p><u>Read:</u></p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> <p><u>Demonstration/Return Demonstration:</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Discuss the basic epidemiological concepts of populations at risk, natural history of disease, levels of prevention, host-agent-environment relationships, and web of causation model.</p> <p>Differentiate between descriptive and analytic epidemiology.</p> <p>Explain how to set up and evaluate a screening program.</p> | <ul style="list-style-type: none"> b. Measures of morbidity and mortality c. Comparison groups 5. Descriptive Epidemiology 6. Analytic Epidemiology <ul style="list-style-type: none"> a. Ecological studies b. Cross-sectional studies c. Case-control studies d. Cohort studies e. Experimental studies 7. Reliability and validity of screening 8. Causality <ul style="list-style-type: none"> a. Statistical association b. Bias c. Criteria for causality 9. Healthy People 2010 and Epidemiology | <p><u>Application to Clinical:</u></p> |
| <p>Describe six educational theories that explain health education in the community.</p> | <p>C. Using Health Education in the Community</p> <ul style="list-style-type: none"> 1. General Educational Theories <ul style="list-style-type: none"> a. Behavioral theory b. Social learning theory c. Cognitive theory d. Humanist theory d. Developmental theory e. Critical theory 2. Health Education Models | <p><u>Read:</u> Mauer & Smith, Chap. 19</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Explain how health education models can be used to educate an aggregate or community.</p> <p>Implement educational principles with an aggregate or community that support the use of health education.</p> <p>Implement the five steps of the educational process with an aggregate or community.</p> <p>Evaluate an educational product for an aggregate or community.</p> | <ul style="list-style-type: none"> b. Health belief model c. Health promotion model 3. Educational Principles <ul style="list-style-type: none"> a. The nature of learning b. The events of instruction c. The effective educator 4. The Educational Process <ul style="list-style-type: none"> a. Identifying educational needs c. Establishing educational goals and objectives d. Selecting appropriate educational methods e. Implementing the educational plan f. Evaluating the educational process 5. The Educational Product <ul style="list-style-type: none"> a. Evaluation of health and behavioral changes b. Short-term evaluation b. Long-term evaluation 6. Healthy People 2010 and Educational and Community-Based Programs | |
| <p>Describe selected concepts basic to community-oriented nursing practice: community, community as client, community</p> | <p>IV. ISSUES AND APPROACHES IN HEALTH CARE POPULATIONS</p> <p>A. The Community as Client and Partner</p> <ul style="list-style-type: none"> 1. Community as Client 2. Goals and means of Community- | <p><u>Read:</u> Mauer & Smith, Chap. 14</p> <p><u>Lecture</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>health, and partnership for health.</p> <p>Compare the nursing process with individuals to community-oriented nursing process.</p> <p>Decide which methods of assessment, intervention, and evaluation are most appropriate in selected practice situations.</p> <p>Develop a community-oriented nursing care plan.</p> <p>Define natural and human-made disasters and epidemics.</p> <p>Evaluate the effects of disasters on people and their communities.</p> <p>Describe the disaster management phases of preparedness, response, and recovery, and explain the nurse's role in each phase.</p> | <p>Oriented Practice</p> <ul style="list-style-type: none"> a. Community health b. Healthy People 2010 c. Community partnerships <p>3. Community-Focused Nursing Process: An Overview of the Process from Assessment to Evaluation</p> <ul style="list-style-type: none"> a. Assessing community health b. Identifying community problems d. Planning for community health e. Implementation for community health f. Evaluating for community health <p>4. Personal safety in community practice</p> <p>B. Disaster Management</p> <ul style="list-style-type: none"> 1. Defining Disasters 2. Healthy People 2010 and Disasters 3. Three Stages of Disaster Involvement <ul style="list-style-type: none"> a. Preparedness b. Response c. Recovery | <p><u>Discussion</u></p> <p><u>Read: Mauer & Smith, chap. 15</u></p> <p>Application to Clinical:</p> <p><u>Read: Mauer & Smith, Chap. 21</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Describe the steps to initiate and maintain a disaster clinic.</p> <p>Identify how community groups and other organizations such as the American Red Cross can work together to prepare for, respond to, and recover from disasters.</p> | | <p><u>Lecture</u></p> <p><u>Discussion</u></p> |
| <p>Compare the program management process to the nursing process.</p> <p>Understand the program planning process and its application to community health nursing.</p> <p>Identify the benefits of program planning.</p> <p>Understand the components of program evaluation and application to nursing practice.</p> <p>Identify an evaluation method for program evaluation.</p> <p>Describe types of program evaluation</p> | <p>C. Program Management</p> <ol style="list-style-type: none"> 1. Definitions and Goals of Programs 2. Benefits of Program Planning 3. Planning Process 4. Program Evaluation <ol style="list-style-type: none"> a. Benefits of program evaluation b. Evaluation process c. Formulation of objectives d. Sources of program evaluation e. Aspects of program evaluation | <p><u>Read: Mauer & Smith, Chap. 17 and 18</u></p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> <p><u>Read: Mauer & Smith, chap. 16</u> <u>Application to Clinical:</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| measures. | | |
| <p>Review the major group elements of group purpose, member interaction, and cohesion</p> <p>Review how group members are affected by group norms.</p> <p>Explain the usefulness of groups in promoting health in the community.</p> <p>Evaluate nursing behaviors that assist groups in promoting health for communities.</p> <p>Identify the groups constituting a community and illustrate links between them.</p> <p>Describe the role of the nurse in working with established groups to meet community health goals.</p> | <p>D. Working with Groups in the Community</p> <ol style="list-style-type: none"> 1. Group Concepts <ol style="list-style-type: none"> a. Group definition b. Group purpose c. Cohesion d. Norms f. Leadership g. Group structure 2. Promoting Health Through Group Work <ol style="list-style-type: none"> a. Choosing groups for health change b. Beginning interactions c. Conflict d. Strategies for change e. Evaluation of group progress 3. Building Effective Work Teams 4. Community Groups and their Contribution to Community Life 5. Working with Groups to Achieve Community Health Goals | <p><u>Read:</u> Stanhope & Lancaster, Chap. 16</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> <p><u>Application to Clinical:</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
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| <p>Evaluate the role of the community health nurse with specific at-risk populations in the community.</p> <p>Define what is meant by vulnerability and describe selected vulnerable groups.</p> <p>Discuss the effects of poverty and homelessness on the health and well being of individuals, families, and communities.</p> <p>Describe why selected aggregates are considered vulnerable.</p> <p>Explain how socioeconomic status, age, health status, biological factors, and life experiences can lead to vulnerability.</p> <p>Describe community oriented nursing interventions for vulnerable populations.</p> | <p>VI. VULNERABILITY: PREDISPOSING FACTORS</p> <p>A. Vulnerability and Selected Vulnerable Populations</p> <p>1.Vulnerability: Definition and Influencing Factors</p> <p>2.Conceptual Bases of Vulnerability</p> <p>3.Predisposing Factors</p> <ul style="list-style-type: none"> a. Outcomes of Vulnerability b. Selected Vulnerable Population Groups <ul style="list-style-type: none"> a. Poor and homeless people b. Pregnant teens c. Migrant workers d. Severely mentally ill individuals c. Public Policies Affecting Vulnerable Populations d. Nursing Interventions for vulnerable Populations | <p><u>Read</u>: Mauer & Smith, Chap. 20</p> <p><u>Lecture</u></p> <p><u>Discussion</u></p> <p><u>Application to Clinical</u>:</p> |
| <p>Explain the agent-host-environment triad and how these elements interact to cause</p> | <p>B. Communicable Disease: Risk and Prevention</p> | <p><u>Lecture</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|---|--|---|
| <p>infectious diseases.</p> <p>Evaluate the factors leading to the emergence or reemergence of infectious diseases.</p> <p>Describe the implications of immunity in terms of active immunity, passive immunity, and herd immunity.</p> <p>Define surveillance.</p> <p>Discuss the functions and elements of the surveillance system.</p> <p>Discuss how nurses use the three levels of prevention to control communicable diseases.</p> <p>Evaluate the multi-system approach to control of communicable diseases.</p> <p>Discuss the clinical signs of HIV, Hepatitis, and STDs.</p> <p>Describe the scope of the problem of HIV, hepatitis, and STDs.</p> | <ol style="list-style-type: none"> 1. Transmission of Communicable Diseases <ol style="list-style-type: none"> a. Agent, host, and environment b. Modes of transmission c. Disease spectrum 2. Surveillance of Communicable Diseases 3. Emerging Infectious Diseases 4. Prevention and Control of Communicable Diseases <ol style="list-style-type: none"> a. Primary, secondary, and tertiary prevention b. The nurse's role in controlling communicable diseases c. Healthy People 2010 and communicable diseases 5. Vaccine-Preventable Diseases 6. Food-borne and Water-borne Diseases 7. Vector Borne Disease 8. Zoonoses 9. Parasitic Diseases 10. Tuberculosis 11. Viral Hepatitis <p>C. HIV, Hepatitis, and Sexually Transmitted Diseases</p> <ol style="list-style-type: none"> 1. HIV Infection <ol style="list-style-type: none"> a. Natural history of HIV b. Transmission c. Distribution and trends d. HIV testing | <p><u>Discussion</u></p> <p><u>Application to Clinical:</u></p> |

| LEARNING OBJECTIVES | CONTENT | LEARNING ACTIVITIES |
|--|---|--|
| <p>Analyze the behaviors that put people at risk for HIV, hepatitis, and STDs.</p> <p>Describe nursing interventions to prevent and care for people who experience these diseases.</p> | <ul style="list-style-type: none"> e. Caring for AIDS patients in the community 2. Other Sexually Transmitted Diseases <ul style="list-style-type: none"> a. Trichomoniasis b. Gonorrhea c. Syphilis d. Chlamydia e. Chancroid f. Hepatitis B virus g. Genital Herpes h. Human papillomavirus infection 3. The Nursing Role in Preventing STDs and Providing Service <ul style="list-style-type: none"> a. Primary prevention b. Secondary prevention c. Tertiary prevention d. Healthy People 2010 and HIV, Hepatitis, and STDs | <p><u>Read:</u> Mauer & Smith, Chap. 8</p> |

**WALSH UNIVERSITY
DIVISION OF NURSING**

School for Professional Studies

NURS 420RN: Nursing with Aggregates

Guidelines and Evaluative Criteria for Clinical Journal

At one time the role of nurse in the community focused primarily on visiting clients at home and identifying cases of communicable disease. Over the decades the role has become multifaceted and now involves community-oriented practice in a variety of settings or roles. With increasing emphasis on the community, community health nurses recognize that addressing community health issues requires meeting the needs of the individuals, families, and aggregates who are the nucleus of the community. Community health nursing recognizes that nurses interact with clients in many settings. The purpose of the clinical experience in this course is to expose the student to these varied settings and allow the student to interact with clients in these settings.

The clinical learning experiences will be reflected in the Clinical Journal. The Clinical Journal will include five separate entries: health department, school, home care and hospice, occupational health, and parish nursing. The students will rotate through these experiences at different times. Upon completing a particular rotation the student will have one week to submit his/her journal entry for that experience.

Each Clinical Journal entry will include the following information.

- A title page with student's name, staff mentor's name and position/title, the name of the agency, and the dates of the clinical experience.
- Each entry gives a description of each clinical experience. It should include evidence of application of learning experiences in relation to the objectives attached. The entries should incorporate readings, learning activities from class, and personal insight into your personal and professional growth.
- Each objective for each clinical area must be addressed in the entry for that experience.
- Each entry must be computer generated in APA style.

Community Health Nursing in the Local Health Department

Required reading: Mauer & Smith, Chapter 29

Upon completing this assignment, the student will be able to:

1. Define public health, community health nursing, and local community roles.
2. Describe the similarities and differences in local health department roles.
3. Identify trends in nursing in public health
4. Describe examples of nursing roles in public health at all levels.
5. Identify educational preparation of nurses and skills essential to practice at different levels in public health.
6. Describe the role of the nurse in a disaster.
7. Explore team concepts in public health settings.
8. Identify functions of nurses in public health.
9. Distinguish the scope and standards of community health nursing from public health and other nursing roles.

Community Health Nursing in Occupational Health

Required reading: Mauer & Smith, Chapter 25

Upon completion of this experience, the student will be able to:

1. Describe the nursing role in occupational health
2. Describe current trends in the American workforce.
3. Describe examples of work-related illness and injuries.
4. Use the epidemiological model to explain work health problems.
5. Cite at least three host factors associated with increased risk from an adverse response to hazardous workplace exposure.
6. Explain one example each of biological, chemical, environmental, and psychosocial workplace hazards.
7. Complete an occupational health history.
8. Describe functions of OSHA and NIOSH.

Community Health Nursing in Home Health and Hospice

Required reading: Mauer & Smith, Chapter 31

Upon completing this experience, the student will be able to:

1. Define home health and hospice care.
2. Analyze the similarities and differences in the types of home health agencies.
3. Discuss the educational requirements and competencies for a home health nurse.
4. Relate the nursing process and standards of community health nursing practice to the home health setting.
5. Identify the roles and functions of the interdisciplinary home health care team.
6. Examine the regulatory impact on home health care and nursing practice.
7. Analyze the reimbursement mechanisms, issues, and trends relative to home health care.

Community Health Nursing in the Schools

Required reading: Mauer & Smith, Chapter 30

Upon completion of this experience, the student will be able to:

1. Describe the functions of school nurses as generalists and specialists.
2. Define the role of the school nurse manager.
3. Examine the components of school health.
4. Identify common health problems of school-age children.
5. Plan for school health services.
6. Explain the basic requirements for administration of medications in schools.
7. Discuss the school health implications of the Individuals with Disabilities Education Act (Public Law 94-142).
8. Cite the goals of school health education.
9. Describe innovative approaches to the planning, organizing, and delivering of school health programs.

Community Health Nurse as Parish Nurse

Required reading: Handout

After completing this experience, the student will be able to:

1. Describe the heritage of health and healing in faith communities.
2. Describe models of the parish nurse
3. Develop awareness of the community health nurse's role as parish nurse in faith communities for health promotion and disease prevention.
4. Identify characteristics of the philosophy of parish nursing.
5. Help communities of faith include Health People 2010 guidelines for program planning in parish nursing.
6. Collaborate with key partners to implement congregational health ministries relevant for the faith community.
7. Use models of parish nursing with the nursing process in a faith community.
8. Evaluate programs for healthy congregations throughout the lifespan.
9. Examine the legal, ethical, and financial issues related to parish nursing.

**WALSH UNIVERSITY
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NURS 420RN: Nursing with Aggregates

Evaluation of Clinical Journal Entries

Journal entry topic: _____

Student's name: _____ **Date:** _____

1. Includes title page with all required information (10 points)
2. The journal entry was submitted within one week of completing that rotation (10 points).
3. All objectives for the clinical experience are addressed in the journal entry (30 points).
4. The journal entry incorporates readings from the text in the discussion of the objectives (20 points).
5. The journal entry includes a discussion of personal and/or professional growth (20 points).
6. The journal entry is computer generated in APA format, logically organized, with grammatically correct sentences (10 points).

**WALSH UNIVERSITY
DIVISION OF NURSING**

School for Professional Studies

NURS 420RN: Nursing with Aggregates

Community Assessment and At-Risk Aggregate Analysis Project

Focus of Experience: Application of the nursing process to assist at-risk aggregates in the community to promote, maintain, restore, or reorganize health; or, support death with dignity.

Upon completion of this project, the students will be able to:

1. Collect comprehensive data from a variety of sources when assessing the community for at-risk aggregates.
2. Correctly interpret the data from members of the community and at-risk aggregate.
3. Assess and identifies the aggregate's specific health risks and disease states.
4. Formulate accurate nursing diagnoses for the at-risk aggregate supported by the collected data.
5. Establish realistic and measurable outcomes for aggregates with varying health risks and needs.
6. Plan therapeutic nursing interventions to promote, maintain, restore, reorganize health, or support death with dignity for an at-risk aggregate based on pertinent research findings.
7. Identify rationale for the therapeutic nursing interventions.
8. Formulate therapeutic nursing interventions for aggregates with consideration for availability, accessibility, and acceptability.
9. Implement a therapeutic nursing intervention to meet the needs of an at-risk aggregate.
10. Adapt the plan of care to meet the changing needs of the at-risk aggregate.
11. Utilize teaching-learning principles to deliver health information to an at-risk aggregate.
12. Evaluates outcome achievement of at-risk aggregates with biological, socio-psychological, cultural, or spiritual needs.
13. Apply concepts from the sciences, liberal arts, and general systems theory when planning, implementing, and evaluating aggregate based nursing care.

General information

- The student is responsible for completing an assessment of the community.
- The student is responsible for analyzing the needs of the at-risk aggregate within the community.
- The student is responsible for applying the nursing process to an at-risk aggregate within the community.

- The student is responsible for using appropriate channels: to obtain assessment data, to negotiate the implementation of the project, and for communicating appropriately with faculty and agency personnel to complete the project.

Format

The format of the paper must follow APA guidelines. Use of correct spelling, grammar, punctuation, and professional terminology is expected. The paper is to have a logical flow. Paper length is generally dependent upon the aspects involved in the project. However, a comprehensive project is rarely described in less than seven pages.

Due Dates

The project is to be submitted in draft form section by section. The due dates for the draft of each section are included on the course calendar. The final draft of the entire paper is due no later than the last day of class.

Guidelines

Assessment

Assessment section must include a comprehensive assessment of the community in which the at-risk aggregate resides, including, but not limited to,

- A description of the overall health status of the community including morbidity and mortality data.
- A description of the health care delivery system in the community, specifically focusing on the health needs of the at-risk aggregate.

Assessment section must also include an assessment of the health needs of the at-risk aggregate, including, but not limited to,

- Aggregate specific morbidity and mortality data.
- Developmental characteristics of the aggregate that contribute or detract from the health behavior of the aggregate.
- Biological, socio-psychological, cultural, or spiritual characteristics of the aggregate that increase or decrease their risk for health problems.

Planning

Planning section must include an analysis of the aggregate's strengths and risks in relation to the community's characteristics and the biological, socio-psychological, cultural, spiritual, and developmental characteristics of the aggregate, and should include,

- A list of prioritized nursing diagnoses for the aggregate.
- The development of an epidemiological triad reflecting indepth analysis of the priority diagnosis.
- A long-term outcome, with goal statement and realistic measurable criteria, reflecting an improvement in, or resolution of the priority diagnosis.

Implementation

Implementation section must include an exhaustive list of possible therapeutic nursing interventions for resolving the priority diagnosis and an analysis of these interventions, including,

- Organizing the list by level of prevention.
- Identifying the driving and restraining forces affecting each possible intervention.
- Developing a program with rationale to attempt to implement.

Evaluation

Evaluation section must include a plan for evaluating the effectiveness of the intervention, including,

- Identification of process as well as outcome criteria.
- A timetable for evaluating both the process and the outcome.

Community Assessment and At-risk Aggregate Analysis Project

Evaluation

1. The student correctly identifies an at-risk aggregate in the assigned community (5 points)
2. Assessment section is complete and logically organized (25 points).
3. The planning section is complete and logically organized (15 points).
4. The implementation section is complete and logically organized (15 points).
5. The evaluation section is complete and logically organized (10 points).
6. The paper is grammatically correct and follows APA format (10 points).
7. The drafts for the various sections were turned in on time (10 points).
8. The student presents his/her project to classmates (10 points).

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NURS 420RN: Nursing with Aggregates

Guidelines for Organization Profile

The organization profile is an oral presentation describing the structure of the community health organization and services provided by three agencies the student visits.

Each of the following areas **must** be addressed in the presentation.

Introduction: type of agency (voluntary, health related, public sector, private sector, international, community-based), including background information about the origination and development. Include why the student chose this particular organization to study.

Organizational structure: include a description of the organizational chart and areas of responsibilities of employees and plans to increase/decrease current structure and why.

Description of services: include a description of services provided and by what disciplines, target populations, geographic service area(s) with demographics. How does the current health care environment influence service? What are the current plans to increase/decrease service and why?

Funding sources: include a brief description of each funding source. Include nursing responsibilities related to reimbursement. How are persons requiring care but without financial coverage handled? How does the current health care environment affect funding?

Philosophy and mission: describe the philosophy and missions statements. Include how these are met via the services provided.

Quality control: describe the quality control mechanisms in place for evaluation. How does the organization evaluate customer service, performance appraisal?

Nursing Leadership: how does the role of nursing provide leadership within and without the organization?

Research: consider and describe one area of practical research that could be developed for or utilized by this organization to provide ongoing information.

The profile due dates are listed on the course calendar.

Please include handouts and other visual presentation strategies.

**WALSH UNIVERSITY
DIVISION OF NURSING
RN-BSN PROGRAM**

NURS420RN: Nursing with Aggregates

CLINICAL EVALUATION BY NURSING FACULTY

Student _____ **Semester/year** _____

COURSE OBJECTIVES

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

10. Integrate theoretical and empirical knowledge from nursing, sciences, and liberal arts when effecting nursing care with aggregates.
11. Examine the political, cultural and socioeconomic factors affecting at-risk aggregates at the local, state, national, and international levels.
12. Integrate critical thinking in the application of the nursing process in an effort to appraise the health status, resources, and needs of selected aggregates in the community.
13. Utilize therapeutic nursing interventions within a general systems framework to assist aggregates experiencing varying health states to promote, maintain, restore, and reorganize health.
14. Recognize communication, leadership, and change strategies to assist communities to enhance health care services for an aggregate.
15. Analyze the impact of socioeconomic, cultural, and political factors on the health of aggregates.
16. Judge issues of responsibility and professional accountability in working collaboratively with the community served, political officials, and other health care professionals to influence public policy.
17. Formulate therapeutic nursing interventions based on assessment of the aggregate and environment in the context of community health.
18. Utilize research findings in planning health promotion activities for an at-risk aggregate in the community with consideration for health care systems' availability, accessibility, and acceptability.

A=Excellent B=Outstanding C=Satisfactory D=Unsatisfactory

ACCOUNTABILITY AND RESPONSIBILITY

| A | B | C | D | CLINICAL OBJECTIVES |
|---|---|---|---|--|
| | | | | Maintains confidentiality of client information |
| | | | | Recognizes and maintains professional accountability and responsibility in appearance and conduct within the clinical area. |
| | | | | Recognizes the professional accountability and responsibility in achieving the greatest good for the greatest segment of the community |
| | | | | Assumes responsibility to identify and direct learning activities. |

CRITICAL THINKING

| A | B | C | D | CLINICAL OBJECTIVES |
|---|---|---|---|---|
| | | | | Raises vital questions and problems in the community, formulating them clearly and precisely. |
| | | | | Analyzes relevant assessment data r/t vulnerable populations using abstractions or concrete evidence to interpret the information. |
| | | | | Sets measurable, achievable, realistic clinical community oriented outcomes. |
| | | | | Demonstrates critical thinking skills by arriving at well-reasoned community oriented interventions. |
| | | | | Designs a plan to evaluate community health program by testing the program results against relevant Healthy People 2010 objectives. |

COMMUNICATION

| A | B | C | D | CLINICAL OBJECTIVES |
|---|---|---|---|--|
| | | | | Recognized effective risk communication strategies for use with community subgroups. |
| | | | | Uses computer informatics to enhance information gathering and sharing. |

SCIENCE AND LIBERAL ARTS

| A | B | C | D | CLINICAL OBJECTIVES |
|---|---|---|---|--|
| | | | | Incorporates theory from sciences and liberal arts when addressing aggregate problems/situations. |
| | | | | Applies concepts from science and liberal arts when designing and analyzing aggregate health promotion programs. |

THERAPEUTIC NURSING INTERVENTIONS

| A | B | C | D | CLINICAL OBJECTIVES |
|---|---|---|---|--|
| | | | | Designs aggregate focused nursing interventions that reflect knowledge of socio-economic-political influences. |
| | | | | Utilizes nursing process to promote, maintain, restore, or reorganize the health of vulnerable aggregates. |

Option to make comments: