

IMPORTANT: this is offered as a sample of the NRS410B course. It is the actual syllabus from Winter 2009. However, faculty may alter it slightly or substantially in subsequent terms.

Oregon Health & Science University School of Nursing
Population Based Care: Chronic Illness & Health Promotion NRS410B – WINTER 2009
CREDITS 5

REQUIREMENTS N410A

CLASS STRUCTURE Online via Sakai and a 2-day Intensive

COURSE DESCRIPTION This course is intended to prepare nurses in the practice of community and public health nursing enabling them to contribute to the overall public health mission of assuring conditions conducive to health at the community and population level. It examines community and public health nursing as a synthesis of knowledge from nursing, public health, epidemiology, and other social sciences. Students will examine frameworks of community and public health; analyze population-based health issues and conduct community assessments; and explore population-based interventions. Exemplars are selected from priority concern areas and local population needs.

INSTRUCTIONAL METHODS Asynchronous (on-line) discussions Assigned and recommended readings Assigned video and CD viewing Web-based Interactive activities

COURSE COMPETENCIES

1. Develop awareness and knowledge of population-based analytic assessment skills.
 - Defines a problem.
 - Selects variables relevant to public health problems.
 - Identifies data and information sources.
 - Evaluates the integrity and comparability of data and identifies gaps in data sources.
 - Applies data collection processes.
 - Applies ethical principles to data collection and use.
 - Makes relevant inferences from quantitative and qualitative data.
 - Partners with communities to attach meaning to data.
 - Obtains and interprets information regarding risks and benefits to the community.
 - Recognizes how data illuminates ethical, political, scientific, economic, and overall public health issues.
2. Participate in population-based program planning and policy development.
 - Interprets relevant information.
 - States policy options.
 - Identifies public health laws, regulations, and policies, and their effects on health.
 - Recognizes steps in policy implementation including goals, outcome and process objectives.
 - Suggests appropriate course of action.
 - Suggests mechanisms to monitor and evaluate programs for effectiveness and quality.
 - Awareness of emergency response plans.
3. Apply principles of cultural competence in population-based practice.
 - Utilizes appropriate methods for interacting with persons and populations from diverse backgrounds.
 - Identifies the role of cultural, social, and behavioral factors in determining the delivery of public health services.
 - Develops and adapts approaches to problems that take into account cultural differences.
4. Develop an understanding of the community dimensions of practice.
 - Establishes and maintains linkages with key stakeholders.
 - Utilizes leadership, team building, negotiation, and conflict resolution skills to build community.
 - Collaborates with community partners to promote the health of the population
 - Identifies how public and private organizations operate within a community.

Accomplishes effective community engagements.
Identifies community assets and available resources.
Develops, implements, and evaluates a community public health assessment.
Describes the role of government in the delivery of community health services.

5. Use basic public health science.

Defines, assesses, and understands the health status of populations, determinants of health and illness, factors contributing to health promotion and disease prevention, and factors influencing the use of health services.

Understands the historical development and structure of public health systems.

Applies the basic public health sciences including behavioral and social sciences, biostatistics, epidemiology, environmental public health, and prevention of chronic and infectious diseases and injuries.

Identifies and retrieves current relevant scientific evidence.

Engages in rigorous critical thinking.

COURSE STRUCTURE The course is to be completed in a period of ten (10) weeks. There are six (6) required performance tasks (assignments) to complete during the term. Completion of the course will be determined when students show evidence of successful completion of the performance tasks.

Course format is based on adult learning theory and best instructional practices resulting in active learning.

Students have flexibility in determining when they will engage in course activities. However, students will be expected to complete the course in one ten-week term (plus finals week). Due dates are set completion of the six (6) performance tasks.

Successful completion of six (6) performance tasks is required to pass this course. Completion of course work should take 15-20 hours per week depending on previous experience, computer access/internet speed, and technical luck, as well as reading and writing skills. Please contact the course faculty if you are spending significantly more than twenty hours per week completing course work.

Students are required to attend a scheduled 2-day intensive on March 9 & 10, 2009 at the Chemeketa Community College campus in Salem and be prepared to participate in the activities of the day.

REQUIRED BOOK Mortensen, G., & Relin, D. O. (2006). *Three cups of tea: One man's mission to promote peace...one school at a time*. London, UK: Penguin Books Ltd.

STRONGLY RECOMMENDED BOOK Allender, J., & Spradley, B. (2005). *Community health nursing: Promoting and protecting the public's health, 6th ed.* Philadelphia, PA: Lippincott Williams & Wilkins.

OTHER RECOMMENDED BOOKS American Psychological Association (2001). *Publication manual of the American Psychological Association 5TH ed.* Washington, DC: American Psychologists Association.

STUDENT EVALUATION Learning is evaluated by grading the required assignments. Grading Scale: 90 – 100 = A 80 - 89 = B 70 – 79 = C <69 = NP/F

GRADED ELEMENTS

Community Practice Experience (CPE) Parts 1 & 2 20%

Health Education Project Part A 10%

Presentation 10%

Focused Community Assessment Project (FCAP) Paper* 20%

Presentation 10%

Participation 30% Clinical (84 in-agency hours) Pass/No Pass

TOTAL 100%

LATE ASSIGNMENTS There is 5 % penalty per day (up to 20 % maximum) if a performance task (assignment) is received past the due date, unless arrangements have been made with the course faculty **at least 48 hours** before the time the performance task (assignment) is due. Unforeseen emergencies will be considered on a case-by-case basis.

COURSE POLICIES

This course is consistent with the principles of the Professional Nursing Practice Standards outlined in the Student Handbook. You can find the handbook at <http://www.ohsu.edu/son/student/studenthandbk.pdf>. There are many learners in the class, so please allow 7- 10 working days from the performance task due date for course faculty feedback and evaluation. If the feedback will occur after 10 days, the course faculty will notify learners of the delay. All written assignments need to be written in professional manner using APA 5th edition style and format and are submitted as specified in the performance task guidelines, usually via Sakai or OHSU email. For those students unfamiliar with the APA guidelines, they can be found in the American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th Ed.). Washington, DC: author.

Students with established or potential disabilities: Our program is committed to all students achieving their potential. If you have a disability or think you may have a disability (physical, learning, hearing, vision, psychological) which may need a reasonable accommodation, please contact Sue Orchard, Coordinator for Student Access at 503-494-0082 or e-mail at orchards@ohsu.edu, to discuss your needs. Because accommodations can take time to implement, it is important to have this discussion as soon as possible. All information regarding a student's disability is kept in accordance with relevant state and federal laws. It is the student's responsibility to keep a copy of the syllabus, as the School of Nursing cannot provide syllabi upon request after the term for the course has ended.