ARKANSAS TECH UNIVERSITY

DEPARTMENT OF NURSING

NUR 4606

THEORIES AND CONCEPTS

IN NURSING IV

Spring 2017

INDEX

NUR 4606 Spring 2017   2

ARKANSAS TECH UNIVERSITY
Department of Nursing

Course: NUR 4606

Course Title: Theories and Concepts in Nursing IV

Credit Hours: Six (6) Hours

Contact Hours: Six (6) Hours per week Tuesday & Thursday 9:00-12:00

Placement: Spring Semester Senior Year

Faculty: (Faculty office hours are posted on Bulletin Boards)

Jennifer Helms, PhD., R.N.
Office: Dean Hall 224 A
Phone: 498-6018, Cell: (479) 857-2328
E-mail: jhelms@atu.edu

Cheryl Monfee, PhD., R.N.
Office: Dean Hall 224 H
Phone: 968-0440, Cell: (479)747-4958
E-mail: cmonfee1@atu.edu

Carey Bosold DNP, FNP-BC
Dean Hall 218-A
Phone: 479-964-3294; Cell: 479-474-2640
E-mail: cbosold@atu.edu

Jennifer Coleman, MSN, RN
Office: Dean Hall 224-C
Phone: 498-6086, Cell: (479) 647-2139
E-mail: jcoleman@atu.edu

Catalog Description:

Prerequisites: NUR 4206, 4303, and 4405

The course focuses on the prevention of illness, maintenance of health, and the restoration of wellness of individuals, families, and communities. Concepts of epidemiology, prevention, decision making, and collaboration are utilized to organize and deliver distributive nursing care in complex situations. Theories and techniques of management are studied which relate to self, team members, and care of groups of clients. The emerging role of the professional nurse is explored.

Course Description:
The course focuses on the principles and concepts relevant to the promotion and support of health, and the restoration of wellness for clients of all ages in a variety of health care settings with particular attention to the health care of populations. Theories and principles of leadership, management and change are explored in relationship to the emerging roles of the professional nurse. The content includes analysis and evaluation methods and systems of health care delivery. Activities during the semester facilitate transition from the role of student to professional nurse.

Discrimination Statement:

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

Disability Statement:

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

Learning Resources:

Retain all texts from previous nursing courses.

Required Textbooks:

Marquis, B.L., & Hutson, C.J. (2012). *Leadership roles and management tools for the new nurse*.
          Philadelphia: Lippincott.

Maurer, F. & Smith, C. (2013). *Community/Public health nursing practice: Health for families and
    populations*, (5th ed.). Philadelphia, PA: W. B. Saunders.

Recommended Textbooks:
American Nurses Association (2001). Nursing: Code of Ethics for Nurses with Interpretive
          Statements. Silver Springs, MD: Nursebooks.org. (or see Appendix D in NUR 2023 syllabus).

American Nurses Association (2004). Nursing: Scope and Standards of Practice. Washington, DC.:
          Nursebooks.org. (or see Appendix D in NUR 2023 syllabus).

Auto-tutorial materials are available in the student learning lab.

Bibliography

Utilize the library and resource room for additional learning materials. Computerized Cumulative Indexes to Nursing and Allied Health Literature (CINAHL) and the Internet are very useful.

Students are to utilize refereed journals and Internet resources. Examples of appropriate Internet sites include government sites (US, state, local), National healthcare provider sites (ANA, APHA, NLN, etc.)

or sites referenced in nursing texts. **The use of other resources for papers/projects must be faculty approved**.

Justification/Rationale for the Course

> By the completion of this course the student will progress toward student learning outcomes 1, 2, 3, and 4.
>
> This upper division professional nursing course provides opportunities for the student to apply knowledge and skills from the general education component and from nursing courses to the care of individuals, families and communities.

Course Objectives:

Upon completion of this course, the student will:

1. Incorporate the professional nursing roles into nursing practice.

2. Formulate comprehensive (holistic) nursing care delivered in primary (promotive) prevention, secondary (restorative) prevention and tertiary prevention.

3. Analyze the components of the nursing management process in the delivery of health care to all ages in a variety of settings.

4. Analyze the nature of community/public health nursing practice.

5. Explore the synergism of families, groups, and communities with the environment.

6. Analyze the components of the nursing process in meeting the health care needs of an aggregate/ population.

7. Analyze the health care trends that affect the expanding and emerging role of the nurse.

8. Explore concepts and issues in professional nursing practice.

9. Utilize and communicate research findings that support the development of nursing theory and practice relevant to community health, management and leadership.

10. Analyze care to determine if legal, ethical, and standards of care are met.

11. Recognize the signs and symptoms of child abuse and neglect.

12. Understand the legal requirements of the Child Maltreatment Act, 12-1-2-501 et seq., and the duties of mandated reporters under the act.

13. Discuss the methods for managing disclosures regarding child victims.

Assessment (Evaluation) Methods:
1. Grading Scale:

   A = 90-100
   B = 80-89
   C = 75-79
   D = 68-74.99
   F = 67 and below

2. A grade of "C" or above must be achieved in every nursing course in order to progress in the nursing program. There will be no rounding of grades except on final grades. <u>All tests and other assignments will be carried to the hundredth place.</u> **Grades of 75 or less will not be rounded**.

Students must complete 4 unit exams, a final exam(s), and quizzes/assignments with an average grade of 75% or better to successfully complete the course.

   <u>In order to successfully complete the course, students must:</u>

   - Complete 4 unit exams, final exam(s) and quizzes/assignments with an average of 75% or better.
   - Complete all online (Blackboard) Legal/Ethical modules by the due date.
   - Complete the online FEMA training by the due date.

   Students achieving less than a "C" in this course will automatically fail the accompanying practicum.

3. A grade of "I" may be recorded for a student whose work is incomplete due to circumstances beyond the student's control. The student must take responsibility for removal of the "incomplete" grade according to Arkansas Tech University's catalog requirements.

4. Examinations will be taken at designated times. If a student cannot take the examination at the regularly scheduled time, it is his/her responsibility to contact the instructor as soon as possible to make appropriate arrangements to make up the examination. Make-up examinations may be essay or objective in nature at the discretion of the instructor. Make-up exams should be scheduled immediately after the student's first day back to class following the absence.

5. All required assignments are due by 4:00 p.m. on the due date (4:01 is late). **<u>The grade for late work will be lowered one letter grade for each late day past the due date.</u>**

6. Quizzes given at the beginning of class **will not** be administered to students who are tardy (unless prior arrangements are made with faculty).

7. **Course Grade:**

   Written Examinations . . . . (4) x 20% - **80%**
   Comprehensive Final Exam **12.5%**
       Kaplan Community………………6.25%
       Kaplan Leadership……………….6.25%
   Quizzes/Assignments/Preparation . . . . .……**7.5%**

   Online FEMA Training………………… <u>Pass/Fail</u> (required for completion of NUR 4606)

Online Legal/Ethical Modules…………... <u>Pass/Fall</u> (required for completion of NUR 4606)
100%

Any Legal/Ethical Module 1-4 and FEMA Training that is not completed by the due date will be required to be completed in full prior to receiving a final grade in theories. **The penalty for late completion is a 6 page APA format paper discussing the topic of that particular discussion/study area, also due before the final grade is released.** Please make sure your work is turned in on time within Blackboard. **All online modules/FEMA Training MUST be completed by the final day of Preceptorship.**

Professional Activities: *A maximum of two percentage points may be accumulated and added to the final course average of one student-selected course in Level IV. Refer to the ATU Department of Nursing Student Handbook for specific criteria. Professional Points are due before the final day of preceptorship.*

Conduct of the Course:

<u>Policies:</u>

Class Attendance:

1. Regular class attendance is considered essential if students are to receive maximum benefit from the course. It is the student's responsibility to meet all classes as scheduled and on time. Control of class attendance is vested in the faculty. If a consistent pattern of absences from class develops, the situation will be addressed by the faculty. Please refer to the tardy and attendance policy in the Student Handbook for detailed information (After 3 absences, the student is required to meet with the level faculty. Level faculty have the option to drop you from the course.

2. For level 4, the **tardy policy** is: Two tardies equals one absence).

3. Only officially invited guests are to attend nursing classes.

4. Planned learning experiences outside the classrooms are an integral part of the nursing course. These experiences will be announced at least three (3) weeks in advance, and all students are expected to participate.

Dress and Behavior:

1. The nursing student is expected to dress appropriately while attending class. Dress will be addressed in the lecture on professionalism.

2. Smoking is not allowed in any classroom.

3. Students are reminded of the honesty policy that they have signed and are expected to:

    a. present written work that is theirs alone;

    b. correctly document any materials from a textbook, pamphlet, journal, etc. that is used for an assignment (APA format);

    c. use only authorized devices or materials for an examination with no copying from other

students paper.

    d. students caught cheating (including plagiarism) will receive a zero for the assignment and can be removed from the course with a recorded grade of D. Punishment will be determined by the Level IV faculty.

    Plagiarism **is defined as stealing and presenting, as one's own, ideas or words of another or not documenting material correctly.**

Cell Phones

I understand that there is a **NO Cell Phone policy** during testing in Upper Division. This includes paper/pencil testing, test review, cooperative testing, and computer testing. If you are discovered with having a cell phone on your person, this will be considered a violation of the **Academic Honesty Policy**. **If we discover that you have your cell phone with you during a unit exam/cooperative testing or unit exam review you will receive a 0 for the test grade.**

Course Content:

I. The Practice of Community Health Nursing

   A. Role and Context of Community Health Nursing Practice
   B. Principles of Heath Promotion, Screening and Referral, and Health Teaching
   C. Economic, Legal and Political Context of Community Health Nursing
   D. Family as Client
   E. Community as Client
      1. Community Assessment
      2. Health Education
   F. Epidemiological Model: Communicable Diseases and other Health Problems
   G. Community Health Settings
      1. School Health
      2. Home Health
      3. Rural Health
      4. Environmental safety and occupational health
      5. Public Health
   H. Disaster Management, Bioterrorism

II. Long-term Community Health Problems

   A. Populations/groups at risk for violence and addictions
   B. Vulnerable populations: Homeless, adolescents, children, and elderly
   C. Special Populations: Rehabilitation Clients
   D. Mandatory Reporting

III. Professionalism
   A. Ethical, Legal and Professional Issues
   B. Interviews and Resumes

IV. Nursing Management and Leadership
   A. Introduction to Management and Leadership
   B. Planning Phase
   C. Organizing Phase
   D. Directing Phase
   E. Evaluating Phase

Teacher Roles: Demonstrator, evaluator, facilitator, resource person, and supporter.

Student Roles: Advocate, care-giver, collaborator, communicator, learner, manager, researcher, and teacher.

Teaching/Learning Strategies: Lectures and discussions, group activities, role playing, guest speakers, films, and resource utilization.

UNIT I - The Practice of Community Health Nursing
FOCUS A: Introduction to Community Health Nursing

OBJECTIVES

Upon completion of this focus, the student should:

 1. Compare the ANA definition and APHA definition of community health nursing (CHN).

 2. Examine the distinguishing features of community health nursing.

 3. Utilize systems theory, nursing theory and public health theory to determine the nature and focus of CHN.

 4. Explore the major concepts in CHN (i.e., primary healthcare, social justice and equity, partnership, globalization, cultural competence, self-efficacy, population-focus).

 5. Analyze the roles and responsibilities of the community health nurse.

 6. Discuss expected competencies of baccalaureate prepared community health nurses. How can the nurse incorporate CHN into practice regardless of practice setting?

 7. Utilize the Standards of Community Heath Nursing Practice to analyze promotive, restorative and supportive care to individuals, families, groups and communities.

 8. Correlate care settings to the context and concepts of CHN.

 9. Connect the historical development of CHN to today's health issues.

10. Elaborate on factors influencing CHN in the 21st Century.

11. Discuss how cultural differences influence cultural assessment, planning, and intervention with individuals, families, and communities.

12. Identify nursing interventions that are most effective when working in culturally appropriate ways with diverse communities.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 1 & 2

ANA Standards of Community Health Nursing Practice.

Review ANA Code for Nurses.

Healthy People 2020

Explore Following Websites:
www.dhhs.gov; www.apha.org; www.cdc.gov; web.health.gov; www.census.gov; www.osha.gov.

UNIT I - The Practice of Community Health Nursing
FOCUS B: Principles of Health Promotion, Screening and Referral, and Client Education

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Compare and contrast concepts of health promotion and disease prevention.

2. Identify the responsibilities of the community/public health nurse in promoting health and preventing illness in the community.

3. Discuss the Healthy People 2020 national health and disease prevention objectives for the U.S. and how they can be utilized by nurses.

4. Identify nursing diagnoses related to health promotion.

5. Explain the process of health promotion planning according to Pender.

6. Describe some of the assessment tools utilized by the nurse to aid in promoting self-health care.

7. Discuss the link between screening and health promotion and maintenance.

8. Discuss responsibilities of the community health nurse in selecting establishing, implementing and evaluating screening programs.

9. Describe the responsibilities of the community health nurse in the referral process.

10. Compare micro-level and macro-level interventions for health risk reduction.

11. Discuss nursing strategies frequently used by the CHN in health promotion activities.

12. Explore current research in methods to change behavior and factors which lead to positive behavior change.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chaps. 18 & 19.

UNIT I - The Practice of Community Health Nursing
FOCUS C: Economic, Legal and Political Context of Community Health Nursing

OBJECTIVES
Upon completion of this focus, student should be able to: 1. Analyze major influences upon the U.S. Health Care System (H.C.S.) today.   2. Discuss basic features and components of the H.C.S. of the U.S.   3. Compare public and private sector H.C.S. before and after 1965.   4. Discuss voluntary agencies and their effects upon the H.C.S.   5. Describe the government's authority and role in health care at the federal, state and local levels.   6. Discuss strategies that have been used to address specific problems in the U.S. H.C.S.   7. Identify three basic factors responsible for escalating health care costs in the country.   8. Explore three specific groups at risk for increased costs and fewer services.   9. Compare and contrast Medicare and Medicaid programs.   10. Discuss the effects of socioeconomic status on health.   11. Identify how managed care reimbursement systems have affected health care and nursing.   12. Discuss how nurses can influence the cost and delivery of health care.   13. Identify legal issues that impact the practice of community health nursing.
LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chaps. 3, 4, & 5

UNIT I – The Practice of Community Health Nursing
FOCUS D: Family as Client

OBJECTIVES
Upon completion of this focus, the student should be able to: 1. Analyze various definitions of family.   2. Discuss the various types of family and household structures.   3. Identify family demographic trends that have implications for community health nursing practice.   4. Analyze the major risks to family health.   5. Explain the application of the nursing process for reducing family health risks and promoting family health.   6. Discuss ways to promote family participation during the home visit.   7. Identify tools for assessing individuals, subsystems, the family unit, and family within the environment.   8. Discuss how family – nurse interventions vary with different family styles and needs.
LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chaps. 11, 12, 13.

UNIT I - The Practice of Community Health Nursing
FOCUS E: Community As Client

OBJECTIVES
Upon completion of this focus, the student should be able to:

1. Discuss the common elements in the concept of community and community health nursing.

2. Analyze the critical attributes of a community.

3. Explore frameworks used to assess communities.

4. Identify tools and sources utilized for data collection of communities.

5. Critique various approaches to community assessment.

6. Discuss the concept of population based health planning in assessing the community, identifying needs and problems, prioritizing needs, determining desired outcomes and strategies to achieve the outcomes.

7. Explore principles and steps involved in planning and implementing population - focused health planning.

8. Discuss three models of community organization practice designed to facilitate change in a community.

9. Identify steps in program planning.

10. Critique the effectiveness of care utilizing summative and formative evaluations.

11. Explore evaluation as a process as well as the steps in the evaluation.

12. Apply outcome indicators when evaluating effectiveness of interventions.

13. Identify tools and sources utilized to critique evaluation effectiveness.

14. Apply the concept of community as client to an identified target population.

LEARNING ACTIVITIES

Required Reading:
Maurer & Smith, chaps. 15, 16 & 17.

Class Activity:
Use the Systems Approach to Community Assessment to assess a population (end of chap. 14).
Using the community assessment, develop a program and evaluation to address the community's need.

UNIT I - The Practice of Community Health Nursing
FOCUS E: Community as Client: Health Education Programs

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Differentiate patient education and health education as related to the health teaching process.

2. Explore objectives relevant to health education as outlined in Healthy People 2010.

3. Discuss the learning needs of the community and the learning needs of individual participants in relation to creating a health education program.

4. Identify the steps of program planning.

5. Discuss each step relating how the step applies to planning and educational program.

6. Review the three domains of learning in developing (constructing) health education lesson plans.

7. Review behavioral objectives, content selection, teaching strategies, and evaluation strategies utilized in constructing health education lesson plans.

8. Review principles of teaching-learning as they apply to community health.

9. Review factors that could inhibit learning in the community setting.

10. Critique the appropriateness of educational aids used in presenting a health educational program.

11. Develop a health education program using knowledge gained from completion of objectives 1-8.

12. Identify resources available for the CHN.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, Chap. 20

Prior to class:

Complete a SMOG analysis on a chosen teaching material. (Brochure,leaflet,pamphlet,etc.)

Develop a health education program on an interest you have that would be appropriate to a CHN, using knowledge from textbook and completion of objective 1-8. Bring to class.

Evaluation of Teaching Materials

Pamphlet Name:

_____

Readability (SMOG)*: _____ grade reading level

Age Appropriate? _____

_____

Culture Appropriate? _____

_____

Understandability (avoids jargon, technical terminology)?

_____

_____

Typeface (size of print)?_____

_____

Key information easily identified? _____

_____

Will you utilize again? _____ Yes _____ No Why? _____
_____

*SMOG: Total number of words with three or more syllables in 30 sentences. (Ten consecutive sentences from beginning, ten from the middle and ten from the end.) _____

Nearest perfect square   _____

Square root of that number   _____

Add 3   _____   This is the grade level

               Reviewed by _____
               Date _____

UNIT I - The Practice of Community Health Nursing
FOCUS F: Epidemiology

OBJECTIVES

Upon completion of this focus, the student should be able to:

 1. Define epidemiology.

 2. Analyze the use of epidemiological process and/or methods as a critical component of assessing health, program planning, and evaluating the quality of health care delivery.

 3. Identify the causality of various health problems seen in nursing practice.

 4. Relate the natural history of disorders to community nursing practice.

 5. Identify sources and data utilized to assess and evaluate epidemiological data.

 6. Demonstrate the methods used to summarize and communicate epidemiological information.

 7. Define approaches to epidemiological research.

 8. Apply the agent-host-environment model in order to determine preventive/promotive strategies for the stated diseases/problems.

LEARNING ACTIVITIES

Required Reading:
Maurer & Smith, Chapter 7

Explore Web Sites:
www.who.gov (World Health Organization)
www.cdc.gov (Centers for Disease Control)
www.healthyarkansas.com (Arkansas Department of Health)

EPIDEMIOLOGICAL MODEL WORKSHEET
(Example)

_____
Health Concern/Disease

AGENT
related factors:

_____
_____
_____
_____

Primary Prevention: _____
_____
Secondary Prevention: _____
_____
Tertiary Prevention: _____
_____

Primary Prevention:

_____
_____

ENVIRONMENT
related factors:

_____

Secondary Prevention:

_____
_____

_____

_____

Tertiary Prevention:

_____
_____

_____

_____

HOST
related factors:

_____

_____

_____

_____

Primary Prevention: _____
_____

_____

Secondary Prevention: _____

Tertiary Prevention: _____
_____

EPIDEMIOLOGICAL MODEL WORKSHEET   Tuberculosis_____
                                                                Health Concern/Disease

                    Mycobacterium Tuberculosis   Mask pt. when transporting
                          AGENT   Primary Prevention: Respirator mask-caregiver
                      related factors: U V Light_____
                    Droplet Transmission   Secondary Prevention: PPD screening - contacts
                Develop Resistance to Antibiotics   INH – Rifampin x 6 mo for # contacts
                          UV light kills   Tertiary Prevention: Early tx x 6-9 mo – multiple drug regime
                        _____   Careful follow-up with culture
                                                                  Educate & monitor re med regime
                                                                  May need incentive for medication tx

Primary Prevention: Primary Prevention: Nutrition centers
Provide well-ventilated areas   Living - Working   Man   HIV + INH x life
(homeless shelter, prisons, nsg. homes) **ENVIRONMENT**   **HOST**
UV lights in high risk areas   related factors: related factors:
Promote exercise in sunlight

                                            Crowing   Immuno-compromised   Case Finding
Secondary Prevention: Secondary Prevention: PPD at risk population
PPD screening - annually   Poor ventilation   Poor nutrition
at entry into country   Immigration   Debilitated
into institution   Homeless
careful interview of at risk pop.

Tertiary Prevention: Tertiary Prevention: C & S, X-Ray follow-up
                                                                                          to determine response

Follow-up to determine   _____   _____
treatment response
educate re enviornmental   _____   _____
factors to aviod

UNIT I - The Practice of Community Health Nursing
FOCUS G: Communicable Diseases

OBJECTIVES
1. Discuss the impact of infectious diseases in terms of morbidity and mortality in the U.S. and worldwide.   2. Recognize the elements of a communicable disease and how they interact.   3. Recognize the most prevalent communicable diseases at the state and local level and identify those populations at risk.   3. Explore principles and steps involved in a communicable disease investigation.   4. Discuss levels of nursing care utilized to control communicable diseases.   5. Identify information and support resources for nurses and clients regarding communicable diseases.

LEARNING ACTIVITIES
Required Reading: Maurer & Smith, Chapter 8   **Explore Web Sites:**   www.who.gov (World Health Organization)   www.cdc.gov (Centers for Disease Control)   www.healthyarkansas.com (Arkansas Department of Health)

UNIT I - The Practice of Community Health Nursing
FOCUS H- 1: Community Health Setting - School Health

OBJECTIVES

Upon completion of this focus, the student should be able to:

1. Discuss models that provide a framework for school health.

2. Identify how school health programs are organized and regulated.

3. Analyze the roles and responsibilities of the school health nurse.

4. Value the relationship between school health nursing and the attainment or advancement of Healthy People 2020 objectives.

5. Recognize common health concerns of school-age children.

6. Describe nursing interventions provided within the school setting.

7. Identify future trends in school health.

8. Identify resources available to the school nurse and the school community.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, Chap. 30.

Explore Web Sites: www.ashaweb.org
www.cyfernet.mes.umn.edu
www.acf.dhhs.gov
www.nasn.org
www.schoolnurse.com

UNIT I - The Practice of Community Health Nursing
FOCUS H - 2: Community Health Setting - Home Health Care

OBJECTIVES
Upon completion of this focus, the student should: 1. Discuss the relationship between public health nursing, community health nursing, and home care nursing. 2. Describe the current status of home health care. 3. Analyze the responsibilities of the home care nurse. 4. Identify the rights of individuals and their families when receiving home health care. 5. Examine current issues and trends in home health nursing. 6. Discuss the philosophy and practice of hospice nursing. 7. Recognize the advantages and disadvantages of home health care. 8. Analyze the similarities and differences of the nurse-patient relationship in patient settings and in the home setting. 9. Identify behaviors that promote nurse safety when making home visits.
LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chaps. 31.

UNIT I - The Practice of Community Health Nursing
FOCUS H - 3: Community Health Setting - Rural Health

OBJECTIVES
Upon completion of this focus, the student should:

1. Define urban, rural, frontier, metropolitan, non-metropolitan, and health professional shortage area.

2. Discuss the status of health in rural populations.

3. Analyze factors influencing rural health care delivery.

4. Explore rural lifestyles and belief systems that affect health care.

5. Identify the role and responsibilities of the community health nurse.

6. Explore the steps of building professional - community partnerships.

7. Discuss trends and issues affecting rural health and the practice of nursing in a rural community.

LEARNING ACTIVITIES

Required Reading:

Maurer & Smith, chap. 32.

UNIT I - The Practice of Community Health Nursing
FOCUS H - 4: Environmental Safety and Occupational Health

OBJECTIVES
Upon completion of this focus, the student should: 1. Define environmental health.   2. Evaluate the relationship between ecology and environmental health.   3. Identify three settings for environmental hazards.   4. Identify common environmental hazards and describe why they pose a serious threat to the quality of life.   5. For each source of environmental hazard, give an example of an illness/injury and identify ways to correct or prevent the illness/injury.   6. Identify the federal agency with primary responsibility for regulating environmental health and safety.   7. Explain the role of the community health nurse in environmental health and safety.   8. State the importance of OSHA in promoting worker health and safety.   9. Describe nursing roles and behaviors utilized by the occupational health nurse.   10. Use the epidemiological model to explain work-health interactions.   11. Identify resources available to CHN.

LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chap. 9.   **Suggested Activity**:   Review one environmental hazard that has occurred in the last three years and discuss three potential long-range consequences.   Review your own work history (or future work environment) and identify potential hazards to which you have been (or could be) exposed. What controls existed or could have been put into place?

LEARNING ACTIVITIES
Explore Web Sites: www.awhp.org - Association for Worksite Health Promotion   www.cdc.gov/ncipc - National Center for Injury Prevention and Control   www.osha.gov - Occupational Safety and Health Administration   www.epa.gov - US Environmental Protection Agency

UNIT I: The Practice of Community Health Nursing
Focus H - 5: State and Local Public Health Setting (Health Departments)

OBJECTIVES
Upon completion of this focus, student should be able to: 1. List the core functions and essential services of public health.   2. Describe the responsibilities of the state health agency and local health department.   3. Discuss the impact of funding sources on public health services to communities.   4. Discuss how local health departments are organized.   5. Compare and contrast the responsibilities of the state and local health departments.   6. Explore future trends for nursing in state and local health departments.
LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chapter 29

UNIT I - The Practice of Community Health Nursing
FOCUS I – Disaster Management, Bioterrorism

<table>
<tr><td align="center">OBJECTIVES</td></tr>
<tr><td>

Upon completion of this focus, the student should be able to:

1. Discuss disasters in relation to type and category to include: natural and man-made.

2. Describe the functions of the various federal agencies involved in addressing disasters.

3. Describe the functions of the various non-governmental organizations involved in addressing disasters.

4. Identify the means of recognition, treatment and infection control for the main biological weapons.

5. Identify the means of recognition, decontamination, and treatment for the main radiological weapons.

6. Describe the processes a Disaster Management Committee should take to include bioterrorism into a facility's all-hazards disaster plan.

7. Correlate the nurse's role and the institution's role in preparation for, during, and after a disaster.

</td></tr>
<tr><td align="center">LEARNING ACTIVITIES</td></tr>
<tr><td>

Go to http://training.fema.gov/IS/NIMS.asp and choose to take NIMS course IS-100 HC Introduction to the Incident Command System for Healthcare/Hospitals. This course will take you approximately three hours to complete and you must follow the instructions for navigation within the course to be successful. After completion of the course, take the final exam, and turn in a copy of your certificate.
This Assignment is due by the end of Preceptorship.

Maurer & Smith, chap. 22
See Blackboard for additional requirements.

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<tr><td align="center">RESOURCE</td></tr>
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http://www.ahrq.gov/prep/
http://www.pandemicflu.gov
http://training.fema.gov/is/nims

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UNIT II- Long Term Community Problems
FOCUS A: Vulnerable Populations

OBJECTIVES
1. Define vulnerability. 2. Define vulnerable populations. 3. Define risk factor. 4. Identify risk factors that are predominant in your life at this moment. 5. Define risks. 6. Identify risks that are predominant in your life at this moment. 7. Explain the four causal domains that contribute to vulnerability. 8. Identify the steps one must take prior to studying and working with vulnerable populations.
LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chap. 21.

UNIT II - Long Term Community Problems
FOCUS B: Vulnerable Populations: Adolescents, Homeless, Children, Elderly

OBJECTIVES
1. Analyze the reasons for pregnancy among adolescents.
2. Identify the consequences of teenage pregnancy.
3. Discuss the community health nurse's role in teenage pregnancy.
4. Define homelessness.
5. Discuss how homelessness is a social, economic, political and ethical problem.
6. Describe the three stages of homelessness.
7. Identify how the care of the homeless has changed over time.
8. Discuss the extrinsic and intrinsic risk factors contributing to homelessness.
9. Discuss the health-related needs of the homeless.
10. Discuss the community health nurse's role as an advocate for the homeless people.
11. Explain the impact of poverty on child health.
12. Identify children who are at risk in the community.
13. Discuss the community health nurse's role with children in the community.
14. Discuss the concept of aging.
15. Discuss the impact aging has on the community.
16. Explain the impact of poverty on the aging population.
17. Discuss the community health nurse's role with the aging population in the community.
18. Identify support systems and community resources available for the vulnerable populations.

LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chaps. 24, 25, 27, 28.

UNIT II - Long Term Community Problems
FOCUS B: Vulnerable Populations: Adolescents, Homeless, Children, Elderly (continued)

LEARNING ACTIVITIES

Explore Web Sites:

National Coalition for Homeless www.nch.ari.net
Housing and Urban Development www.hud.gov/hmless.html
Census Bureau - www.census.gov

Videos

Health Care for the Homeless
Rape by Any Other Name
The Golden Years
What's Wrong with this Picture?
The Nurse in Child Abuse Prevention
Beyond Rape: A Sensitive Response
Suicidal Adolescent

Answer the questions:
a) What defines these populations as vulnerable?
b) What are possible outcomes for these populations?
c) What are risk factors for vulnerability?
d) What are your perceptions of these populations?

UNIT II - Long Term Community Problems
FOCUS C: Family as Client

OBJECTIVES
Upon completion of this focus, the students should:

1. Explain how the family perspective approach hinders/promotes the role of the CHN.

2. Explain the concept of vulnerability and why some families and/or groups are at greater risk for multiple health problems.

3. Identify interventions that assist the CHN to establish mutual goal setting with multi-problem families

4. Identify appropriate and achievable goals for multi-problem families.

5. Apply the concept of crisis intervention to families and/or groups.

6. Identify societal, individual and family factors that may cause violence.

7. Analyze the impact of violence on the community.

8. Discuss the community health nurse's role related to violence within our society.

9. Apply the nursing process to abusive situations.

10. Identify dilemmas involved when providing protection for vulnerable individuals/groups.

11. Relate community health nursing care to the Healthy People 2020 objectives for violence and addictions.

12. Identify common myths and attitudes about addiction.

13. Discuss some of the direct and indirect effects of addictions.

14. Identify behavior patterns that alert the nurse to the presence of addiction.

15. Discuss the role of the community health nurse related to addictions.

16. Identify support services and community resources available for the multi-problem family.

LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chaps. 14.

UNIT II - Long Term Community Problems
FOCUS D: Support for Special Populations: Rehabilitation Clients

OBJECTIVES
Upon completion of this focus, the student should be able to: 1. Discuss the magnitude of disability in the United States. 2. Analyze concepts related to disability and rehabilitation. 3. Identify common conditions that require rehabilitation. 4. Discuss how legislation affects the rehabilitation process. 5. Explore the relationship between environment and rehabilitation process. 6. Describe the role and responsibilities of the community health nurse in meeting the needs of rehabilitation clients. 7. Identify community resources for individuals with disabilities.
LEARNING ACTIVITIES
Required Reading: Maurer & Smith, chap. 26

UNIT II: Long Term Community Problems
FOCUS F: Mandatory Reporting

Objectives
1. Recognize the signs and symptoms of child abuse and neglect. 2. Understand the legal requirements of the Child Maltreatment Act, 12-1-2-501 et seq., and the duties of mandated reporters under the act. 3. Discuss the methods for managing disclosures regarding child victims.
Learning Activities
Required Reading: Maurer & Smith Chapter 23 Reading assignment and other requirements to be posted by Jennifer Coleman Please see Blackboard for reading and other requirements

UNIT III – Professional Nursing Practice
FOCUS A: Career Development

OBJECTIVES
Upon completion of this focus, the student should: 1. Identify ways nurses can manage their time effectively. 2. Discuss sources of stress in nursing and methods to effectively manage stress to prevent burnout. 3. Utilize components of a professional resume' in developing individual professional resume'. 4. Identify benefits of a cover letter when applying for positions. 5. Discuss approaches to a successful interview process.
LEARNING ACTIVITIES
Suggested Reading: Made to Measure. By Jones, Jane Redfern. Nursing Standard, 11/24/2004, Vol. 19 Issue 11, pp96-96, 1p; (AN 15223694) Nailing the Interview. By Jackson, Rene. Nursing Management. Oct 2003 Travel Supplement, Vol. 34 Issue 10, pp.6-8, 3p; (AN 11022034) **Class activity:** Class discussion Discussion, Role play stimulated group interviews Develop a 5 yr Career Plan Explore the internet and plan to discuss current trends in interview techniques. **Assignment:** Develop individual professional resume

UNIT III – Professional Nursing Practice
FOCUS B: Legal and Ethical Issues

OBJECTIVES
Upon completion of this focus, the student should be able to: 1. Discuss licensure issues. 2. Distinguish between guidelines and standards. 3. Describe various ways to handle legal and ethical issues. 4. Describe risk management.
LEARNING ACTIVITIES
Required Reading: Marquis and Huston Ch 4 & 5 See online modules for reading assignments in: Aiken (2004). <u>Legal, Ethical and Political Issues in Nursing</u>, (2nd ed.). Philadelphia, PA: F.A. Davis. Any Module 1-4 that is not completed by the due date will be required to be completed in full prior to receiving a final grade in theories. The penalty for late completion is a 6 page APA format paper discussing the topic of that particular discussion/study area, also due before final grade is released. Please make sure your work is turned in on time Blackboard.

UNIT III – Professional Nursing Practice
FOCUS C: Professionalism

OBJECTIVES
Upon completion of this focus, the student should: 1. Define and describe a profession. 2. Analyze factors that influence nursing as a profession. 3. Analyze aspects of careers in professional nursing. 4. Discuss issues and trends of nursing. 5. Discuss the concept of self awareness as it relates to professional nursing practice. 6. Discuss current issues and trends affecting health policy and nursing today. 7. Explore a career plan to develop a career template for progression in the profession.
LEARNING ACTIVITIES
Required Reading: Marquis and Huston Ch 6 & 11 ANA Code of Ethics (in student handbook and in Smith & Maurer, pp. 13, 14). Maurer & Smith, Chapter 6

UNIT II - PROFESSIONALISM
FOCUS A: Arkansas State Board of Nursing

OBJECTIVES
1. Identify the legal definitions of the various types of nursing in Arkansas as defined in the Arkansas Nurse Practice Act, 2001 ed.   2. Describe the composition of the Arkansas State Board of Nursing and its primary functions.   *3. Discuss how the Board disciplines nurses who violate the Nurse Practice Act.   *4. Identify the various grounds for discipline of nurses practicing in Arkansas as discussed in the Arkansas Nurse Practice Act.   *5. Describe at least one nurse's case that you sat in on at the State Board Meeting and how fairly/unfairly her case was handled by the Board.   6. After viewing the disciplinary process, empathize with the nurses disciplined and utilize that experience to strengthen your own personal commitment to both ethical and legal aspects of professional nursing practice.   *7. Identify sources of help for chemically impaired nurses.   8. Discuss how the public, other health care professions, and the profession of nursing in Arkansas are responding to the addition of the Advanced Practice Nurse in the Arkansas Nurse Practice Act.

LEARNING ACTIVITIES
Required Reading: Marquis & Huston Ch 25   **Prior to Experience**:   Read: Arkansas Nurse Practice Act, including professional definition of nursing, structure of the board, and grounds for discipline.   **Practicum Experience**:   Attend a disciplinary hearing of the Arkansas State Board of Nursing in Little Rock -or- view DVD of a disciplinary hearing in the classroom.

UNIT IV - Nursing Management and Leadership
FOCUS A: Introduction to Management and Leadership

OBJECTIVES
Upon completion of this focus, the student will be prepared to: 1. Define leadership. 2. Discuss leadership theories as applied to nursing relating leadership to nursing practice. 3. Differentiate among authoritarian, democratic, and laissez faire styles of leadership. 4. Determine the style of leadership that best supports a successful managerial role. 5. Determine what impact personal characteristics and traits have on leadership and management: assess leadership characteristics of self. 6. Define and describe management and nursing management. 7. Differentiate between leadership and management. 8. Identify the four phases of the management process. 9. Relate management concepts to nursing leadership and management. 10. Describe how nurses learn to lead and manage. 11. Discuss management skills needed by nurses. 12. Define change and identify forces that influence change. 13. Explain the planned change process.
LEARNING ACTIVITIES
Required Reading: Marquis & Huston Ch 1-3 **Class Activities**: Leadership style Inventory Followership style survey

UNIT IV - Nursing Management and Leadership
FOCUS B: Planning

OBJECTIVES

Upon completion of this focus, the student will be prepared to:

1. Define planning as a step in the management process.

2. Compare and contrast the scope of planning for top-middle-, and lower or first-line managers.

3. Explore the relationship between critical thinking and problem solving.

4. Define decision making and explain the variables present in the process.

5. Compare and contrast decision making process with the nursing process.

6. Analyze decision making strategies.

7. State the functions of group decision making, compare the advantages with disadvantages, and discuss the power of group decisions.

8. Discuss the importance of data management for decision making.

9. Define and describe the strategic management process.

10. Identify the major operational documents necessary to the effective functioning of any organization including hospital, school, or nursing unit.

11. Differentiate between strategic planning and strategic management.

12. Define and describe financial management.

13. Discuss strategic financial planning.

14. Define budgets and describe various types of budgets found in the masterbudget.

15. Discuss benefits and disadvantages of costing out nursing services.

LEARNING ACTIVITIES

Required Reading:

Marquis & Huston Ch 7-10

Prior to Class:
Bring to class and share organizational documents from a variety of agencies.

Class Activities:
Group decision making activity – "Moon survival"

Videotapes - Nursing Management:
AJN 1704, "Strategies for Leadership: Problem Solving"
TX 0223, "The Nurse Manager"
TX 0226, "Planning in Management"
Review Professionalism Survival Videotape Series during management units

UNIT IV - Nursing Management and Leadership
FOCUS C: Organizing

OBJECTIVES

Upon completion of this focus, the student will be prepared to:

1. Define and describe the US health care system.

2. Identify organizations, agencies, and components related to the health care system.

3. Define and describe organizational structure, organizational culture, and organizational climate.

4. Compare and contrast bureaucratic (hierarchical) matrix and adhocracy (project team) organizational structures.

5. Analyze organizational structures best suited to nursing.

6. Discuss health care reform's impact on organizational structure, nursing personnel and their roles.

7. Compare advantages and disadvantages of centralized and decentralized organizations.

8. Define and describe shared governance.

9. List criteria important to the staffing process and identify major components of each.

10. Describe nursing care delivery systems and discuss advantages and disadvantages of each.

11. Differentiate between managed care and case management.

12. Discuss cultural and generational diversity issues in the workplace.

13. Describe major factors that affect registered nurse recruitment and retention.

14. Discuss the importance of staff development.

LEARNING ACTIVITIES

Required Reading:

Marquis & Huston Ch 9, 12--17
Bring to class organizational charts from hospitals, clinics or other health related organizations and compare.

Suggested Reading:
Nursing against the odds: How health care cost cutting, Media stereotypes, and Medical hubris undermine Nurses and patient care. By: Seago, Jean Ann. New England Journal of Medicine, 9/29/2005, Vol. 353 Issue 13, pp.1423-1424, 2p; (AN 18372180)

Traditional models of care delivery: what have we learned? (includes abstract) Tiedeman ME; Journal of Nursing Administration, 2004 Jun; 34(6): 291-7 (journal article-tables/charts) PMID: 15190224 CINAHL AN: 2004158324

UNIT IV - Nursing Management and Leadership
FOCUS C: Organizing (continued)

LEARNING ACTIVITIES

Suggested Reading (continued):

Nurse Staffing, Care Delivery Model, and Patient Care Quality. By: McGillis Hall, Linda; Doran, Diane. Journal of Nursing Care Quality, Jan-Mar2004, Vol. 19 Issue 1, pp.27-33, 7p; (AN 12298595)

A dynamic duo: Staff development and you. By: Ridge, Richard A.. Nursing Management, Jul2005, Vol. 36 Issue 7, pp.28-35, 8p; (AN 175639)

Patient education in the hospital. (includes abstract) Nettles AT; Diabetes Spectrum, 2005 Winter; 18(1): 44-8 (journal article) CINAHL (AN: 200507481066)

The Column. Case Management- -what does it mean? Clark-Wilson J; Therapy Weekly, 2005 Aug 4; 32(5): 6-7 (journal article) CINHAL (AN: 2009035322)

Nurse case manager effectiveness and case load in a large clinical practice: implications for workforce development. By: Wilson, C.; Curtis, J.; Lipke, S.; Bochenski, C.; Gilliland, S.. Diabetic Medicine, Aug2005, Vol. 22 Issue 8, pp.1116-1120, 5p; DOI: 10.1111/j.1464-5491.2005.01604.x;
(AN 17588450)

Videotapes - **Nursing Management**:

TX 0224,"Theories of Management".
TX 0227 "Managing Human Resources".

Class Activity:

Time Wasters

UNIT IV - Nursing Management and Leadership
FOCUS D: Directing

OBJECTIVES

Upon completion of this unit, the student will be prepared to:

1. Define and discuss the steps in effective communication model.

2. Analyze elements of personal and organizational communication effectiveness.

3. Define and discuss persuasion and negotiation.

4. Define and describe motivation.

5. Analyze the link between motivation, leadership and management.

6. Discuss the importance of power to nursing.

7. Differentiate between authority and influence and leadership and power.

8. Explore conflict as a concept.

9. Identify roots of conflict.

10. Evaluate strategies used in resolving conflict and identify which response is appropriate for a given situation.

11. Discuss positive and negative consequences of conflict.

12. Differentiate between assertive and aggressive behavior.

13. Define delegation.

14. Analyze the relationships among delegation, authority, responsibility, and accountability.

15. Demonstrate ability to identify priorities in assignment making.

16. Identify barriers to effective delegation and ways to overcome the barriers.

LEARNING ACTIVITIES

Required Reading:
Marquis & Huston Ch 18-21

Arkansas State Board of Nursing Rules and Regulations, Chapter 5.

UNIT IV - Nursing Management and Leadership
FOCUS E: Evaluating

OBJECTIVES
Upon completion of this focus, the student will be prepared to: **Performance Appraisal** 1. Relate the established standards of nursing practice and performance to the evaluation process. 2. Define and describe performance appraisal. 3. Explain the role of values in evaluation. 4. Analyze the performance appraisal process. 5. Define common evaluator errors. 6. Relate leadership and management to performance appraisal. **Outcomes Management and Quality Improvement** 7. Define terms associated with outcome management and quality improvement audits. 8. Identify the goals of outcomes management. 9. Recognize the various organizations that evaluate nursing and nursing education and their influence on nursing quality improvement activities. 10. Name and describe various methods and tools that may be utilized by the nurse manager in quality improvement **Improvement and Health Care Management** 11. Discuss current trends in outcome measures for quality health care management.
LEARNING ACTIVITIES
Required Reading: Marquis & Huston Ch 23 & 24 **Class Activity**: Critique processes and tools used in local health care agencies for Q.I. and for performance appraisal.