New Course Proposal Checklist

Submission Date: 10/29/2021
Department: Nursing
Course Title: NUR290 Public Health Nursing
Prepared by: Carol Velas
Department Chair: Carol Velas

X if standards are met	Required Information	Questions/Comments
X	**Cover page that includes the department's endorsement**	
X	**A brief rationale for proposing a new course**	
X	**Course description for the catalogue**	
X	**Prerequisites**	
X	**Course Credit Units**	
N/A	**Modified catalog requirements showing new course placement in each major track and minor (if appropriate)**	
X	**Syllabus that follows the guidelines for syllabus preparation**	
X	**Course Learning Outcomes (CLOs) aligned with the departmental PLOs and listed in a syllabus**	
	Frequency of offering: Check the appropriate box:	
	- every semester	
	- once a year (F or S)	
	- once every other year	
	- Mayterm only	
X	- other (specify) FALL AND SPRING	
	Resources application: Check the appropriate box:	
X	- staffing requirements (adjunct)	
X	- IT resources	
	- other resources such as equipment, space, lab resources	
NA	***Attached Letter /Email from Provost if resources are required***	
NA	Library resources : ***Attached Letter/Email from the Library Director or Associate Library Director if resources are required***	
NUR290	**Requested Course number**: Final determination by the Registrar upon consultation with the Department Chair	

_____   _____
Department Chair (signature)   **Date**

10/29/2021

WESTMONT

To: Academic Senate
From: Department of Nursing-ABSN Program
Subject: Proposal for new course
Date: November 1, 2021

The Accelerated Bachelor of Science in Nursing program is a new program at Westmont College. This is a second bachelor degree program with an accelerated prelicensure nursing curriculum. The program is 4 semesters of 16 weeks each. Nursing courses include concurrent theory and clinical courses.

New course

NUR290 Public Health Nursing is a 5-unit course with 3 units of theory and 2 unit of clinical (90hrs) placed in the fourth semester.

We are proposing this course so students learn the primary, secondary, and tertiary levels of compassionate care to individuals, groups, communities, and populations at the local, regional, national, and global level. Topics of study include; the history of public health nursing, the dramatic changes in politics and policies in healthcare that affect care systems, ethical decision making for population health, violence and abuse, epidemiology, surveillance and quality, vulnerable populations, and the importance of religion in public healthcare.

The clinical settings for this course will occur in Santa Barbara County in public health programs and primary care clinics operated by the Santa Barbara County Public Health Department.

The attached syllabus enumerates the Course Learning Outcomes including mapping to the Program Learning Outcomes. Assessment Technology Institute, our supplemental instruction is integrated throughout the curriculum with notations for your understanding.

The course will be offered two times per year in varying semesters as the two cohorts of nursing students enroll. Because this is a new course and a new program it will require new staff and IT resources.

This course is part of the required Public Health curriculum for Public Health Certification by the Board of Registered Nursing and for the Bachelor of Science in Nursing Program. The sequence of this course in the curriculum is permanent in the fourth semester.

Westmont catalog course description

This course provides concepts and topic on the care of an individual, group, community, and population locally, regionally, nationally, and globally. The public health framework is described including care at the primary, secondary, and tertiary levels. Students will develop and refine critical thinking skills on a broader level with systems thinking. This course complies with CCR1491 of the CA Board of Registered Nursing Public Health Certificate and includes 90 hours of patient, family, community and population care in a variety of settings.

NUR290 Public Health Nursing

2022

NUR290 Public Health Nursing

5 units (Theory=3units, Clinical=2units)
Pre-requisites: Acceptance into A-BSN program
Placement in curriculum: Prelicensure requirement

Time: TBD
Room: TBD

Course Faculty: TBD
Faculty office: TBD
Faculty email: TBD
Faculty phone: TBD
Faculty office hours: TBD

I. Important Information
This is a course in a series of prelicensure nursing courses to prepare the nursing student for the safe, patient-centered and family-supported, compassionate care in a variety of healthcare settings. The best way to be prepared for your lecture and clinical experience is to maintain a healthy mental, physical, and spiritual life. Come to class after a good night's sleep, eat nutritious food, and stay current with reading assignments. For your clinical experience, come with excitement and understand you will continue to learn in the clinical setting and apply the concepts and skills you are learning in class. To help with your success in this course and program, it is not suggested you work more than 20 hours per week if you have to work.

Westmont catalogue course description
This course provides concepts and topic on the care of an individual, group, community, and population locally, regionally, nationally, and globally. The public health framework is described including care at the primary, secondary, and tertiary levels. Students will develop and refine critical thinking skills on a broader level with systems thinking. This course complies with CCR1491 of the CA Board of Registered Nursing Public Health Certificate and includes 90 hours of patient, family, community and population care in a variety of settings.

Instructor's further description
There is nothing more powerful than making an impact in your own community or the communities around you. Come to class excited to see how you can impact healthcare disparities to vulnerable populations.

ABSN Program Mission
Prepares faithful servant leaders to provide patient-centered and family supported safe, compassionate care for diverse populations and communities across the lifespan and in all health care settings.

AACN Baccalaureate Essentials (2018)
The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE strives to promote the quality and integrity of baccalaureate and graduate nursing programs. Following are the nine baccalaureate essentials used as the framework for the current curriculum. In 2021 the Essentials were revised and will be integrated into the curriculum over the next three years.

- I   Liberal Education for Baccalaureate Generalist Nursing Practice
- II   Basic Organizational and Systems Leadership for Quality Care and Patient Safety
- III Scholarship for Evidence-Based Practice
- IV Information Management and Application of Patient Care Technology
- V   Healthcare Policy, Finance, and Regulatory Environments
- VI Interprofessional Communication and Collaboration for Improving Patient Health Outcomes
- VII Clinical Prevention and Population Health
- VIII Professionalism and Professional Values
- IX Baccalaureate Generalist Nursing Practice

AACN Essentials (revised 2021)
The Essentials: Core Competencies for Professional Nursing Education provides a framework for preparing individuals as members of the discipline of nursing, reflecting expectations across the trajectory of nursing education and applied experience. The *Essentials* introduce 10 domains that represent the essence of professional nursing practice and the expected competencies for each domain. The competencies accompanying each domain are designed to be applicable across four spheres of care (disease prevention/promotion of health and wellbeing, chronic disease care, regenerative or restorative care, and hospice/palliative/supportive care), across the lifespan, and with diverse patient populations.

Domains for Nursing
Domains are broad distinguishable areas of competence that, when considered in the aggregate, constitute a descriptive framework for the practice of nursing.

The Ten Domains:
Domain 1-Knowledge for Nursing Practice
Domain 2-Person-centered Care
Domain 3-Population Health
Domain 4-Scholarship for Nursing Practice
Domain 5-Quality and Safety
Domain 6-Interprofessional Partnerships
Domain 7-Systems-based Practice
Domain 8-Information and Healthcare Technology
Domain 9-Professionalism

Domain 10-Personal, Professionals, Leadership Development
(The Essentials: Core Competencies for Professional Nursing Education, 2021)

Program Learning Outcomes (PLO)
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.
2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.

Course Learning Outcomes (CLO)

1. Exhibit compassionate care to vulnerable populations in the local, regional, national, and global arenas.
2. Develop critical thinking and clinical judgement at the systems level to impact local change in identified areas of healthcare disparities.
3. Examine the environmental impact that can influence a communities health and develop a plan to help change it.
4. Evaluate the importance of understanding child abuse and neglect, it's prevention, detection, intervention, and mandatory reporting responsibility of the nurse.
5. Appraise the disaster plan for your community, to become prepared to assist in the event of a nature or planned disaster and to educate your community members.
6. Discusses the different public healthcare nursing roles (school, religious establishment, public health department, case manager) useful when collaborating with the interprofessional team (psychologist, social workers, healthcare providers) to establish community health initiatives.
7. Use informatics and other technology to understand the healthcare needs of community and populations.

PLO and CLO Alignment Table

Program Learning Outcomes	Course Learning Outcomes
1. Exhibit Christian character and servant leadership while providing compassionate care for a diverse population in communities across state, national, and global settings.	1. Exhibit compassionate care to vulnerable populations in the local, regional, national, and global arenas.

2. Evidence-based best practices, critical thinking, and clinical reasoning, inform clinical judgement for the provision of patient-centered, safe, quality care.	2. Develop critical thinking and clinical judgement at the systems level to impact local change in identified areas of healthcare disparities.
3. Create patient education plans that are culturally specific to the patient and that incorporate the family support system.	5. Appraise the disaster plan for your community, to become prepared to assist in the event of a nature or planned disaster and to educate your community members.
4. Communicate effectively with the interprofessional team to ensure a wholistic approach to patient-centered care.	6. Discusses the different public healthcare nursing roles (school, religious establishment, public health department, case manager) useful when collaborating with the interprofessional team (psychologist, social workers, healthcare providers) to establish community health initiatives.
5. Continue inquisitive learning by using the Electronic Medical Record and Informatics to meet quality metrics in a variety of healthcare and geographic settings.	7. Use informatics and other technology to understand the healthcare needs of community and populations.
6. Advocate for healthcare policies for the underserved, vulnerable populations to ensure equity with access to care for prevention, remedial, supportive, and rehabilitative nursing care regionally, nationally, and globally.	4. Evaluate the importance of understanding child abuse and neglect, it's prevention, detection, intervention, and mandatory reporting responsibility of the nurse.

Required Textbooks

Title	Author	Publisher	ISBN#
Foundations for Population Health in Community/Public Health Nursing (5th ed.)	Stanhope & Lancaster	Elsevier	978-0323675772
Nursing Diagnosis textbook of your choice (can be a bundled application on smart phone)			
Nursing Drug textbook of your choice (can be a bundled application on smart phone)			
Publication Manual of the American Psychological Association (7th ed.)	American Psychological Association	American Psychological Association	978-143383216

Supplemental Instruction
ATI Supreme Essentials provides the visual and auditory learners with skill vignettes, review modules, online tutorials, dosage calculation and safe medication practice, computer adaptive NextGen and current NCLEX test item types, civility tutorials, and ATI Pulse (analytics engine that predicts students probability of passing the NCLEX). ATI also provides a host of practice and proctored NCLEX style exams as well as a Predictor exam to prepare for the NCLEX. ATI tools will be fully integrated into each nursing course.

Suggested Resources
1. Articles
2. Position Papers
3. Healthcare Policies
4. Westmont College Library and online databases (EBSCO, ProQuest, ERIC, CINALH)

Assessment of CLOs (Assignments, quizzes, exams)
The assessments used in this course to measure your learning and meeting the content objectives and course learning outcomes will include class participation, quizzes, exams using NCLEX style questions, and a signature assessment (comprehensive assessment).

Course Learning Outcomes	Instructional activity	Assessment
1. Exhibit compassionate care to vulnerable populations in the local, regional, national, and global arenas. 2. Develop critical thinking and clinical judgement at the systems level to impact local change in identified areas of healthcare disparities. 4. Evaluate the importance of understanding child abuse and neglect, it's prevention, detection, intervention, and mandatory reporting responsibility of the nurse. 6. Discusses the different public healthcare nursing roles (school, religious establishment, public health department, case manager) useful when collaborating with the interprofessional team (psychologist, social workers,	Lecture, class discussion, shared experiences, scaffolding case studies, simulation	Assignments and individual and group presentations,

healthcare providers) to establish community health initiatives. 7. Use informatics and other technology to understand the healthcare needs of community and populations.		
3. Examine the environmental impact that can influence a communities health and develop a plan to help change it. 5. Appraise the disaster plan for your community, to become prepared to assist in the event of a nature or planned disaster and to educate your community members.	Clinical experiences	Group presentations

Class participation = P/NC
Child Abuse Mandatory Reporting Assignment =100pts
The Migrant Farmer as a Vulnerable Population =100pts
Faith-based Nursing Paper = 100pts
Covid Surveillance Project (group project) =100pts
Total = 650pts

*Student must pass theory course with 75% and clinical course with "Pass" to graduate.

II. Course Policies

Grading

Grade points per unit of credit are assigned on the following scale:
A 4 grade points
A- 3.7 grade points
B+ 3.3 grade points
B 3.0 grade points
B- 2.7 grade points
C+ 2.3 grade points
C 2.0 grade points
C- 1.7 grade points
D+ 1.3 grade points
D 1.0 grade points
D- 0.7 grade points

P (At least D-) No grade points assigned. Not computed in the grade point average.
F 0 grade points
NC (F) No grade points assigned. Not computed in the grade point average. W No grade points assigned. Not computed in grade point average.
WF No grade points assigned. Not computed in grade point average.
WP No grade points assigned. Not computed in grade point average.
WX No grade points assigned. Not computed in grade point average.

Westmont does not compute the units and grades students earned at other colleges in its grade average. (Exception: Courses and grades taken as part of a Westmont off-campus program are posted on the Westmont transcript and will be calculated in the Westmont GPA.)

Apart from the exceptions identified below, all courses at Westmont are graded using a letter scale (A, B, C, D, F).
Instructor Initiated Exceptions:
1. For pedagogical reasons, an instructor may elect to use P/NC grade reporting in any class not approved for GE credit. It is assumed that the same grade-reporting
   system will be applied to the entire class.
2. With the approval of the General Education Committee, P/NC grade reporting may be used in appropriate, GE-approved courses.
3. When P/NC grade reporting is used, the syllabus must reflect this fact. In addition, departments are encouraged to include a notice in the catalog that the course may use P/NC grading.

Office of Disability Services
Students who have been diagnosed with a disability are strongly encouraged to contact the Office of Disability Services as early as possible to discuss appropriate accommodations for this course. Formal accommodations will only be granted for students whose disabilities have been verified by the Office of Disability Services. These accommodations may be necessary to ensure your equal access to this course.

Please contact Sheri Noble, Director of Disability Services. (310A Voskuyl Library, 565-6186, snoble@westmont.edu) or visit the website for more information:
http://www.westmont.edu/_offices/disability

Dress Code
Comfortable, non-binding clothing

Academic Integrity
When students join our college community, they are expected, as apprentice scholars, to search for truth with integrity and accuracy. This quest requires humility about our abilities, respect for the ideas of others, and originality in our thinking. Since Westmont is a Christian community, the integrity of our scholarship is rooted in the integrity of our faith. We seek to be followers of Christ in the classroom, in the library, and at the

privacy of our computers. Violations of academic integrity are a serious breach of trust within the Westmont community because they violate the regard for truth essential to genuine learning and Christian consistency. Such deception also hurts those students who do their work with integrity. Violations of Academic Integrity may consist of cheating (the use of unauthorized sources of information on an examination or other assignment), falsification (misrepresentation of facts in any academic project or obligation) or plagiarism (the use of someone else's words or ideas without giving proper credit). Faculty and students should operate in an environment of mutual trust and respect. Faculty will expect students to act in ways consistent with academic integrity. However, for both scholarly and spiritual reasons, cheating, falsification, plagiarism and all other violations of academic integrity will not be tolerated in the Westmont community. Please familiarize yourself with the entire Westmont College Academic Integrity Policy. This document defines different violations of academic integrity and their consequences. It also contains very helpful information on strategies to recognize violations of academic integrity before they occur. Dishonesty in the clinical setting, will not be tolerated and students will be removed followed by program suspension or termination.

Technology in the Classroom
Laptops, tablets, and smart phones can be used in the classroom with the permission of the faculty. The use of smart phones in the clinical setting will depend on each clinical setting's rules. Smart phones in the clinical setting can be used for clinical related resources (drug book, Tabers, calculation, etc). Recording lectures is also at the discretion of the faulty and permission must be granted.

Emergencies
In the event that an emergency occurs during instruction, it is important to be familiar with the practices in place for the classroom. Please review the document at https://integready.app.box.com/AnticipatingInClass and direct any questions or concerns to the Office of Institutional Resilience.

III. Weekly course schedule

*Subject to change at any time, you will be notified of any changes

Week	Content Objectives	Reading	Activities and assignments	Outcome Measurement
1	**The History of Public Health and Public and Community Health Nursing** ☐ State the mission and core functions of public health and the services generally provided by practitioners of public health	Ch. 1, 2 ATI:	1. Orientation to theory and clinical 2. Review of course assignments 3. Review of clinical experience and settings	Student engagement and active discussion with questions

	☐ Discuss the role of the public health nurse specialist and how the role influences nursing practice in the community ☐ Contrast community-based nursing practice with community-oriented nursing practice ☐ Describe the role of public health and nursing in population health ☐ Discuss historical events that have influenced how current health care is delivered in the community ☐ Trace the ongoing interaction between the practice of public health and that of nursing. ☐ Explain significant historical trends that have influenced the development of public health nursing			
2	**The Changing US Health and Public Health Care Systems** ☐ Describe the events and trends that influence the status of the health care system ☐ Discuss key aspects of the private health care system. ☐ Define public health and the nurse's role ☐ Compare and contrast the current public health system with the model of primary health care ☐ Assess the effects of health care and insurance reform on population health care	**Ch. 3** ATI: **Addresses CCR1491(4)(K)** Case management/care coordination		**Group project:** This is a group project presentation due in weeks 11, 12, 13, 14, and 15. You will sign up for the week you want to present. Each group will have 4-5 students in group
3	**Health Care Delivery** ☐ Discuss ethical decision-making processes.	**Ch. 4, 5, 6** ATI:	**Class discussion focus:** Ethical and cultural influence in public health nursing	

	☐ Compare and contrast ethical theories and principles, virtue ethics, caring ethics, and feminist ethics. ☐ Describe how ethics is part of the core functions of nursing in public health. ☐ Analyze codes of ethics for nursing and for public health. ☐ Discuss ways in which culture can affect nursing practice. ☐ Evaluate the effects of cultural organizational factors on health and illness. ☐ Develop culturally competent nursing interventions to promote positive health outcomes for clients. ☐ Explain how the environment influences human health and disease. ☐ Know which disciplines work most closely with nurses in environmental health. ☐ Describe legislative and regulatory policies that have influenced the effect of the environment on health and disease patterns. ☐ Describe the skills needed by nurses practicing in environmental health and apply the nursing process to the practice of environmental health.	**Addresses CCR1491(4)(D)** Multicultural nursing concepts	**Work in pairs:** ☐ Conduct a cultural assessment of a person from a cultural group other than yours.	
4	**Economic and Policy** ☐ Discuss the structure of the US government and health care roles	**Ch. 7, 8, 20** ATI:	**Case Study:** Child Abuse and neglect, immediate nursing interventions and short and long	**Assignment:** Case study, mandatory reporting of child abuse event.

	☐ Identify the functions of key governmental and quasi-governmental agencies that affect public health systems and nursing, both around the world and in the United States ☐ Develop and implement a plan to communicate with policymakers on a chosen public health issue ☐ Relate public health and economic principles to nursing and health care ☐ Identify major factors influencing national health care spending ☐ Describe the role of government and other third-party payers in health care financing ☐ Identify mechanisms for public health financing of services ☐ Discuss the implications of health care rationing from an economic perspective ☐ Evaluate levels of prevention as they relate to public health economics ☐ Identify abuse and neglect in children, elders, and spouses. ☐ Describe nursing measures to promote child and adolescent health within the community. ☐ Discuss risk factors for adults, including those that are different for men and women. ☐ Describe risk factors for older adults. ☐ Discuss risk factors for persons in the community who have special health needs.	**Addresses CCR1491(4)(I)** Legal and health care financing issues **Addresses CCR1491(4)(J)** Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, **detection,** intervention, treatment, and **California reporting requirements-** **Addresses BPC2818(3) Prevention of abuse and neglect of children**, elders, and spouses A**ddresses CCR1491(4)(C)** Health promotion and **disease prevention** in children-**1hr**	term case management

	☐ Explain nursing measures designed to reduce risks for child abuse and neglect in the community.	**Addresses BPC2818(4)** Outreach screening, case management, resource coordination and assessment, and delivery and evaluation of care for children and families-**1hr**		
5	**Violence and Abuse** ☐ Discuss the scope of the problem of violence in American communities, and describe at least three factors in most communities that encourage violence and human abuse. ☐ Identify common predictors of potential child abuse and indicators of its presence. ☐ Define the four general types of child abuse: neglect, physical, emotional, and sexual. ☐ Discuss the dynamics and signs of female abuse by male partners. ☐ Describe the growing community health problem of elder abuse. ☐ Analyze the nursing role in working with survivors of violence. ☐ Discuss forensic nursing and its relationship to public health nursing.	**Ch. 25** ATI: **Addresses BPC2818(3) Prevention** of abuse and neglect of children, elders, and spouse-**1hr** **Addresses CCR1491(4)(J)** Family violence, e.g., child, adult, domestic, elder abuse, etc., prevention, detection, **intervention, treatment**, and California reporting requirements-**2hr**	**Class discussion:** Social and Community Factors influencing violence **Case Study:** Family violence	
6	**Conceptual Framework** ☐ Define epidemiology and describe how it has developed over time. ☐ Describe the essential elements of epidemiology and an epidemiological approach.	**CH. 9,10,11** ATI:		**Covid surveillance project**

	☐ Discuss the steps in the epidemiological process. ☐ Explain the basic epidemiological concepts of population at risk, natural history of disease, levels of prevention, host-agent-environment relationships, and the web-of-causation model. ☐ Differentiate between descriptive and analytic epidemiology. ☐ Explain how nurses use epidemiology in public health practice. ☐ Assess the relationship between evidence-based practice and the practice of nursing in the community. ☐ Provide examples of evidence-based practice in the community. ☐ Identify barriers to evidence-based practice. ☐ Identify resources for evidence-based practice. ☐ Describe the importance of literacy, especially health literacy, in health promotion and health education. ☐ Describe factors that influence group functioning and how members of groups learn about health behaviors. ☐ Describe how nurses can work with groups to promote the health of individuals and communities. ☐ Explain strategies that nurses can use to provide effective health education.	**Addresses CCR1491(4)(B)** Surveillance and epidemiology: chronic and communicable diseases **Addresses CCR1491(4)(E)** Research methodology and statistics **Addresses CCR1491(4)(F)** Health teaching concepts and strategies		

| 7 | **Issues and approach; Vulnerable populations**
☐ Understand selected concepts basic to community-oriented nursing practice: community, community client, community health, and partnership for health.
☐ Compare the nursing process to community-oriented nursing practice.
☐ Decide which methods of assessment, intervention, and evaluation are most appropriate in selected situations.
☐ Develop a community-oriented nursing care plan.
☐ Define the term *vulnerable populations* and describe selected groups who are considered vulnerable.
☐ Describe factors that led to the development of vulnerability in certain populations.
☐ Examine ways in which public policies affect vulnerable populations and can reduce health disparities in these groups.
☐ Examine the individual and social factors that contribute to vulnerability.
☐ Describe strategies that nurses can use to improve the health status and eliminate health disparities of vulnerable populations.
☐ Compare and contrast definitions for rural and urban.
☐ Describe the health status of rural populations on selected health measures. | **Ch. 12, 21, 22**

ATI:

Addresses CCR1491(4)(J) Family violence, e.g., child, adult, domestic, elder abuse, etc., **prevention, detection**, intervention, treatment, and California reporting requirements-**1hr** | | **Assignment:** The migrant farmworker as a vulnerable population |

	☐ Discuss access to service issues of rural underserved populations. ☐ Define migrant farmworker and discuss common health problems of this group and their families and barriers they experience when seeking health care. ☐ Explain the nursing role for serving persons in rural areas, including migrant farmworkers.			
8	**Surveillance and Quality** ☐ Define public health surveillance. ☐ List types of surveillance systems. ☐ Identify steps in planning, analyzing, interviewing, and evaluating surveillance. ☐ Recognize sources of data used when investigating a disease or condition outbreak. ☐ Describe role of the nurse in surveillance and outbreak investigation. ☐ Relate the nurse's role in investigation to the national core competencies for public health nurses ☐ Identify the purposes for the types of records kept in public health agencies. ☐ Describe the social, political, cultural, and environmental factors that influence poverty. ☐ Discuss the effects of poverty on the health and well-being of individuals, families, and communities. ☐ Examine how being homeless affects the health and well-being of	**Ch. 15, 17, 23** ATI: **CCR1491(4)(B)** Surveillance and epidemiology: chronic and communicable diseases **CCR1491(4)(H)** Population based practice: assessment and development of community collaboration at the level of systems, community and family/individual		

	individuals, families, and communities. ☐ Evaluate the ways in which teen pregnancies affect the baby, the parents, and their families.			
9	**Vulnerable populations: Predisposing factors** ☐ Describe attitudes about alcohol, tobacco, and other drug problems. ☐ Differentiate among these terms: substance use, abuse, dependence, and addiction. ☐ Explain the role of the nurse in primary, secondary, and tertiary prevention of alcohol, tobacco, and other drug problems as it relates to individual clients and their families. ☐ Explain the effect of substance abuse on the community and on people within the community. ☐ Discuss the current effect and threats of infectious diseases on individuals, families, communities, and society. ☐ Explain how the elements of the epidemiologic triangle interact to cause infectious diseases. ☐ Provide examples of infectious disease control interventions at the three levels of public health prevention (primary, secondary, and tertiary). ☐ Evaluate the multisystem approach to the control of communicable diseases.	Ch. 24, 26 ATI: **CCR1491(4)(C)** Health promotion and disease prevention		

	☐ Examine the factors contributing to newly emerging or reemerging infectious diseases			
10	**Individual and Family Health** ☐ Explain the multiple ways public health nurses work with families and communities. ☐ Identify challenges to working with families in the community. ☐ Describe family function and structure. ☐ Describe family demographic trends and demographic changes that affect the health of families. ☐ Work with families using a strength-based approach to assess, develop, and evaluate family action plans. ☐ Analyze the various approaches to defining and conceptualizing family health. ☐ Determine the major risks to family health. ☐ Understand the interrelationships among individual health, family health, and community health. ☐ Explain the relevance of knowledge about family structures, roles, and functions for family and community-focused nursing. ☐ Discuss the implications of policy and policy decisions, at all government levels, for families. ☐ Explain the application of the nursing process (assessment, planning, implementation, evaluation) to reducing family health risks and promoting family health.	**Ch. 18,19** ATI: **CCR1491(4)(K)** Case management/care coordination		

| 11 | Program and Disaster Management
☐ Define continuity of care, care management, case management, care coordination, transitional care, integrated care, social determinants of health, and advocacy.
☐ Describe the scope of practice, roles, and functions of a case manager.
☐ Identify the relationship between advocacy and case management.
☐ Compare and contrast the nursing process with the process of case management and advocacy.
☐ Identify methods to manage conflict, as well as the process of achieving collaboration.
☐ Define and explain the legal and ethical issues confronting case managers.
☐ Discuss types of disasters, including natural and human-made.
☐ Evaluate the effects of disasters on people and their communities.
☐ Describe the disaster management phases of prevent, preparedness, response, and recovery, and explain the nurse's role in each phase.
☐ Describe the steps to take to initiate and maintain a disaster clinic.
☐ Identify how community groups and other organizations such as the American Red | **Ch 13, 14, 16**

ATI:

Addresses CCR1491(4)(K) Case management and care coordination

CCR1491(4)(L) Emergency preparedness and response | **Class discussion:** Are you ready?

Online activity: Explore the resources on the California Department of Social Services website at **https://cdss.ca.gov/ inforesources/guides**

Be ready to discuss resources for food insecurity, disaster services, adult and child care licensing, Foster care, and other resources available to case managers.

Group presentations | |

	Cross can work together to prepare for, respond to, and recover from disasters.			
12	**Nursing practice at the local, state and national level** ☐ Describe the natural history of human immunodeficiency virus (HIV) infection and plan appropriate client education at each stage. ☐ Discuss the clinical signs of HIV, hepatitis, and sexually transmitted diseases (STDs). ☐ Describe the scope of the problem with HIV, STDs, hepatitis, and tuberculosis (TB) and identify groups that are at greatest risk. ☐ Analyze behaviors that place people at risk for contracting selected communicable diseases. ☐ Describe nursing actions to prevent these diseases and care for people who experience these diseases.	**Ch. 27** ATI:	**Class discussion: The D.O.T. program** **Online activity:** Search the internet for the Santa Barbara Public Health Department DOT program. -What is the purpose of this program? -What disease is it specifically for? -What does it entail? -Who pays for it? -What rights does the patient have? -What rights does the public have? **Group presentations**	
13	**Nursing practice at the local, state and national level** ☐ Identify trends in public health nursing. ☐ Describe examples of public health nursing roles. ☐ Assess the emerging public health issues that specifically affect public health nursing. ☐ Describe the principles of partnerships. ☐ Identify educational preparation of public health nurses and competencies necessary to practice.	**Ch. 28** ATI: **CCR1491(4)(H)** Assessment of health needs of individuals and families, to include environment, and interventions	**Group presentations**	

		across the lifespan		
14	**Nursing practice in Home Health and Hospice, The Faith Community Nurse** ☐ Define faith community nursing and wholistic health promotion. ☐ Describe the historical roots of nursing and healing ministries as well as professional issues for future development of faith community nursing. ☐ Compare models of faith community nursing with the scope and standards of practice for faith community nursing. ☐ Develop awareness of the nurse's role within faith communities for spiritual care, health promotion, and disease prevention. ☐ Describe the differences between spirituality and religiosity. ☐ Use the nursing process in a faith community to assess, implement, and evaluate programs for healthy congregations using *Healthy People 2030* leading health indicators. ☐ Compare different practice models for home and community-based services. ☐ Identify the basic roles and responsibilities of home health, palliative, and hospice nurses. ☐ Explain the professional standards and educational requirements for nurses in home health,	Ch. 29, 30 ATI: **CCR1491(4)(C)** Health promotion and disease prevention **CCR1491(4)(G)** Population based practice: assessment and development of community collaboration at the level of systems, community and	**Group presentations**	

		family/individual		
	palliative care, and hospice. ☐ Describe the three components of the Omaha System. ☐ Explain how nurses in home health, palliative care, and hospice use best practices, evidence-based practice, and quality improvement strategies to improve the care they provide. ☐ Cite examples of trends and opportunities in home health, palliative care, and hospice involving technology, informatics, and telehealth.			
15	**Nursing practice in schools and occupational health** ☐ Discuss professional standards expected of school nurses. ☐ Differentiate between the many roles and functions of school nurses. ☐ Describe the different variations of school health services and coordinated school health programs. ☐ Discuss common health problems of children and adolescents seen in the school setting. ☐ Assess the nursing care given in schools in terms of the primary, secondary, and tertiary levels of prevention. ☐ Identify future trends in school nursing. ☐ Describe the nursing role in occupational health. ☐ Describe current trends in the American workforce.	**Ch. 31, 32** ATI:	**Group presentations**	**ATI Learning System Practice Quiz Community Health (20 qu)**

	☐ Use the epidemiologic model to explain work–health interactions and give examples of work-related illness, injuries, and hazards. ☐ Complete an occupational health history. ☐ Describe the functions of the Occupational Safety and Health Administration and National Institute for Occupational Safety and Health. ☐ Describe an effective disaster plan.	**CCR1491(4)(B)** Surveillance and epidemiology: chronic and communicable diseases **CCR1491(4)(L)** Emergency preparedness and response	
16	**Course Wrap-Up and shared lunch in Santa Barbara**		

Group Project and Presentation:
This is a group project presentation due in weeks 11, 12, 13, 14, and 15. You will sign up for the week you want to present. Each group will have **4-5 members**. The objective of this project is to assess a community of vulnerable people (migrant farmers, homeless, very poor, elderly living at home, very wealthy) and identify a health concern of the group. Once you have identified the health concern you will find resources for this group in the community and build a population care plan for them.

Covid Surveillance Paper
Choose one of the topics below:
-Incidence and prevalence of Covid spread in your community
-Genetic mutations and their indications in combating spread
-Vaccine success

Clinical syllabus

Faculty: TBD
Clinical Site: TBD
Faculty: TBD
Phone: TBD
Email: TBD
Office hours: TBD

Clinical objectives:
1. Apply evidence-base, compassionate care to communities and populations regionally, across the state, nation, and globe.
2. Discuss community resources for underserved populations suffering from chronic disease.
3. Use case management with the interprofessional team to structure care plans for patients at the secondary level of care.
4 Using Informatics, track and trend current rates of Covid-19 across the nation and globally.
5. Develop a culturally competent community health initiative using data from community assessments and environmental scans for sexually transmitted diseases and teen pregnancy, elderly populations living at home, under or uninsured populations with transportation challenges, and families hesitant to vaccinate their children.
6. Compare and contrast the goals for Healthy People 2030 with the public health initiatives in Santa Barbara County.
7. Examine the leadership needed to promote quality and policy initiatives.
8. Assess medication administration routine for patients receiving direct observation therapy.

9. Evaluate the child, adult, and elderly abuse reporting guidelines used in home care.

Clinical schedule:

Week	Patient care focus	Preconference Lunch Post-conference
1	Orientation and review of clinical syllabus	Skills lab on campus
2	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
3	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
4	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
5	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
6	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
7	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
8	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
9	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
10	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
11	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School,	

	Outreach programs through Social Entrepreneurial Program	
12	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
13	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
14	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
15	Clinical rotations to home health, hospice, public health clinics or programs, Harding St. School, Outreach programs through Social Entrepreneurial Program	
16	Clinical Evaluations	

Clinical Log

Faculty: TBD
Clinical Site: TBD
Faculty: TBD
Phone: TBD
Email: TBD
Office hours: TBD

**Please refer to the Student Handbook, Clinical Policies for dress code and clinical conduct in the clinical setting

There are 90 clinical hours for this course. The clinical hours should be divided into clinical settings including public health, schools, community clinics and resources, home health and hospice settings, religious institutions (parish nursing), and other public health programs.

Students will keep track of their clinical hours and submit them to their clinical faculty weekly. The clinical log will require the date, setting, preceptors name, priority goal for the experience.

Date	Setting	Preceptor	Priority Goal

Clinical Faculty Name_____

Clinical Faculty Signature _____Date _____