

NURS 411 A

Community Health Nursing Assessment

Early Fall Session 15-51

August 17 – October 10, 2015

Course Description

This course introduces the registered nurse to community assessment in nursing. This course requires the student to define a community in which they will observe, assess, analyze and prioritize needs and goals, which promote health. A community assessment written presentation will include data collection, an analysis of the data and prioritization of health objectives. The student will define the community and obtain instructor approval of the project. This course is research-based and writing intensive.

Prerequisite: Admission to the RN to BSN program; NURS 410

Proctored Exams: None

Textbooks

American Psychological Association (2010). *Publication manual of the American psychological association* (6th ed.). Washington, D.C. ISBN: 978-1-4338-0561-5

Stanhope, M. & Lancaster, J. (2013). *Foundations of nursing in the community: Community-oriented practice* (4th ed.). St. Louis: Mosby: Elsevier. ISBN 978-0-323-10094-6

Textbooks for the course may be ordered from MBS Direct. You can order

- Online at <http://direct.mbsbooks.com/columbia.htm> (be sure to select Online Education rather than your home campus before selecting your class)
- By phone at 800-325-3252

For additional information about the bookstore, visit <http://www.mbsbooks.com>.

Course Overview

Welcome to NURS 411, Community Health Nursing Assessment, which is a course that was designed to build on the knowledge you gained in NURS 410, Community Health Nursing. This course will delve into the concepts as well as the roles and functions of a nurse working within a community-oriented nursing practice. Each week you will participate in discussion topics that revolve around the various aspects of a community-oriented nursing practice. These discussions will be directed and enriched by the course resources, my guidance, and your participation. The concepts of community, community as client, community health, and partnership for health will be explored. As well, you will build a knowledge base that will help you to conduct a community assessment project that will span the length of this course. You will select a community of your choice, collect data, and analyze the data to uncover the health problems that exist within that community. Priority health objectives will be determined and an evidence-based plan of care will be developed for the population selected. You will use critical

thinking and decision-making in relation to the community assessment project when selecting available resources for utilization, developing policies, as well as goal setting interventions in the management of care for the individuals and populations residing in the community.

Technology Requirements

Participation in this course will require the basic technology for all online classes at Columbia College:

- A computer with reliable Internet access
- A web browser
- Adobe Acrobat Reader
- Microsoft Office or another word processor such as Open Office

You can find more details about standard [technical requirements](#) for our courses on our site.

Course Objectives

- To interpret community nursing practice.
- To decide which methods of assessment, intervention and evaluation are most appropriate in the defined community.
- To complete a Community Health Assessment/Analysis project of the selected community.
- To determine priority health objectives for the community based on the analysis of the data collected in the assessment.
- To analyze evidence-based practice for health promotion and disease prevention in the provision of nursing practice in the community.

Measurable Learning Outcomes

- Interpret the diversity, roles and functions of nurses in the community.
- Describe selected concepts basic to community-oriented nursing practice: community, community client, community health and partnership for health.
- Analyze the health of a community based on data from a community assessment and evaluation.
- Apply critical thinking and decision-making in relation to assessment, available resources, resource utilization, policy formation and goal-setting interventions in the management of care to individuals and populations residing in the community.
- Determine priority health objectives for targeted individuals and populations residing in the community.

Grading Scale

Grade	Points	Percent
A	540-600	90-100%
B	480-539	80-89%
C	420-479	70-79%
D	360-419	60-69%
F	0-359	0-59%

Grade Weights

Assignment Category	Points	Percent
Discussions	300	50%
Dropbox Assignments	300	50%
Total	600	100%

Schedule of Due Dates

Week	Assignment	Points	Due
1	Introductions	20	Tuesday
	Discussion 1	35	Thursday/Sunday
	Dropbox 1	40	Sunday
2	Discussion 2	35	Thursday/Sunday
	Dropbox 2	40	Sunday
3	Discussion 3	35	Thursday/Sunday
	Dropbox 3	40	Sunday
4	Discussion 4	35	Thursday/Sunday
	Dropbox 4	40	Sunday
5	Discussion 5	35	Thursday/Sunday
	Dropbox 5	40	Sunday
6	Discussion 6	35	Thursday/Sunday
	Dropbox 6	50	Sunday
7	Discussion 7	35	Thursday/Sunday
	Community Assessment Project submission (Dropbox 7)	50	Sunday
8	Discussion 8	35	Thursday/Saturday
	Total	600	

Assignment Overview

Readings

Each week of the course you will complete readings from the assigned text as well as library resources relevant to the topic. It is recommended that you do this before engaging in any of the discussion or dropbox assignments so that your work is well informed.

Discussions

There will be one discussion topic each week, with the exception of the first week, during which there will be two posts to allow for an introduction of each other. **Initial postings are due by Thursday by**

11:59 pm CT, and two responses to classmates are due by 11:59 pm CT Sunday (except for Week 8, when they are due at 11:59 pm CT Saturday).

Discussion postings will be graded according to the rubric (see requirements in the Content area), which includes answering the question(s) completely and thoroughly, reading all of your peers' posts, and responding to at least **TWO** of their initial posts. In addition, instructor questions must also be answered for full credit. These responses must be substantive. A response of "Good post" or "I agree with you" is not considered participation and will not receive full credit. You must explain why you think it is a good post or why you agree (or disagree). Postings must be original and exhibit correct grammar and the use of compositional rules, and APA format must be used when necessary for citing sources. Please remember that this is an academic setting, and although opinions are welcome, respect and professionalism are required.

Dropbox Assignments

The Community Assessment Project has been divided up into seven Dropbox Assignments. Dropbox assignments are due at 11:59 pm CT Sunday. Additional information and assignment requirements can be found below in the weekly overviews and in the Content area.

Community Assessment Project

The Community Assessment Project spans the entire course and will use the Windshield Survey data that you collected in your NURS 410 course. The Windshield Survey data that you gathered in NURS 410 will help you to elaborate on the data that you will collect in the first four weeks of this course based on your personal observations. The pictures that you took in NURS 410 can also be included as attachments.

The Community Assessment Project has been divided up into seven Dropbox Assignments to make the project more manageable. You will be using the same MS Word document throughout the course and simply adding to it and revising it each week in preparation for final submission. By Week 7 you will have finished the entire Community Assessment Project, which will include all community assessment data, a data analysis with identified strengths as well as weaknesses of the community, a priority problem list, a community diagnosis on a problem that you select, research on the problem that leads to evidence based interventions, goals and an evaluation plan for the community. You will submit the project in its entirety using APA format.

Your final Community Assessment Project will be due at 11:59 pm CT Sunday of Week 7. Additional information and assignment requirements can be found in the Content area.

Course Schedule

Week 1: Introduction, Community as Client

Readings

Stanhope, M. & Lancaster, pp. 210 - 214, 228 – 229

Thornton, A., Delpech, V., Kall, M., & Nardone, A. (2012). HIV testing in community settings in resource-rich countries: A systematic review of the evidence. *HIV Medicine*, 13(7), 416-426. doi:10.1111/j.1468-1293.2012.00992.x (available in the Content area)

Tsai, J., Mares, A., & Rosenheck, R. (2011). A geographic analysis of chronically homeless adults before and after enrollment in a multi-site supported housing initiative: Community characteristics and migration. *American Journal of Community Psychology*, 48(3/4), 341-351. doi:10.1007/s10464-010-9363-4 (available in the Content area)

Websites

Please review website resources listed in the Content area for this week ahead of completing required assignments.

Discussions

Introductions: Introduce yourself. Include your name, and include a few details such as your professional specialty, type of setting where you work, hobbies, geographical location, interest in Community Health, and any other information you wish to share that will enable us to get to know one another. What is it that you would like to get out of this course or learn in the next 8 weeks? The deadline for initial and response posts for this discussion only is 11:59 pm CT Tuesday. **This first posting and all responses are due on Tuesday. This is an exception to the weekly deadlines as discussed above.**

Discussion 1: Describe the community you have chosen to work with over the next 8 weeks in this course, as well as the demographic assessment data that you have gathered for your assignment this week. What surprised you the most about the data you uncovered about your community? Compare and contrast your community with your classmate's community assessment data. How would you use this type of assessment data when working with this population as a community/public health nurse? How did the researchers in the articles presented this week approach the community as client in regards to HIV testing and/or homelessness?

Dropbox 1: Community Demographic Assessment Data

The Community Assessment Project has been broken down into manageable sections over the next few weeks, thus you will be adding to this assessment project every week on the same Microsoft Word document in APA format. In your first dropbox assignment, you will begin by picking a community to assess. Next, you will use the suggested online resources in the Content area to collect demographic information on your community. Describe the following information in paragraph format:

- Population size: how has it changed since the last census?
- Age: mean and age ranges
- Race and ethnicity
- Households and families
- Foreign born
- Geographic mobility

Additional information and assignment requirements can be found in the Content area.

Week 2: Consensus Set of Indicators for Assessing Community Health Status

Readings

Stanhope, M. & Lancaster, Pages 214 – 218

Bigbee, J., & Issel, L. (2012). Conceptual models for population-focused public health nursing interventions and outcomes: The state of the art. *Public Health Nursing*, 29(4), 370-379.
doi:10.1111/j.1525-1446.2011.01006.x (available in the Content area)

Websites

Please review website resources listed in the Content area for this week ahead of completing required assignments.

Discussion 2

Pick a community assessment model from the assigned reading by Bigbee and Issel (2012) that you relate to the most and could see yourself using as a framework for the collection of your assessment data. Describe it to your classmates and add a picture of it (if one is available). What are the strengths

and weaknesses of the model you chose? Why would you use a model when conducting a community assessment? How does it compare with models your classmates selected?

Dropbox 2: Community Socio-Economic Assessment Data

For this dropbox assignment, you will continue to collect data on your community for the Community Assessment Project. This week you will focus on the socio-economic status of your community.

Describe the following information in paragraph format:

- Income levels
- Employment: what are the major employers in your community?
- Poverty
- Health insurance coverage
- Households and housing (include data from your windshield survey that you completed in NURS 410)

Additional information and assignment requirements can be found in the Content area.

Week 3: Community-Focused Nursing Process

Readings

Stanhope, M. & Lancaster, pp. 218 - 222

Craig, S. (2011). Precarious partnerships: Designing a community needs assessment to develop a system of care for gay, lesbian, bisexual, transgender and questioning (GLBTQ) youths. *Journal of Community Practice*, 19(3), 274-291. doi:10.1080/10705422.2011.595301 (available in the Content area)

Kun, K., Kassim, A., Howze, E., & MacDonald, G. (2013). Interviewing key informants: Strategic planning for a global public health management program. *Qualitative Report*, 18(10), 1-17. (available in the Content area)

Discussion 3

There are many ways to collect data for a community assessment. One method included in your readings is "key informant interviewing." This week you will find a least one "key informant" to interview to include in your Community Assessment Project. This can be a patient, a health-care worker, the mayor, a church leader, a storeowner etc. (remember to not use names if using a patient to maintain confidentiality). Develop interview questions for your informant(s), such as:

- What do they think about the community they live in?
- Is it economically viable? Is there access to healthcare services?
- Do they like living there? Why?
- What are the strengths and weaknesses of the community?

The readings also include articles in which researchers use key informant interviews as a method of data collection. Read about the key informants interviewed and what information was gathered from them. Tell us about your experience conducting the key informant interview. What did you find out about your community? Do you think it helped to enrich your Community Assessment Project data?

Dropbox 3: Community Assessment Data Week 3

For this dropbox assignment, you will continue to gather data on your community assessment.

Describe the following information in paragraph format:

- Physical environment (your windshield survey data will be used here)
- Education (including education levels)

- Safety and transportation
- Politics and government

Additional information and assignment requirements can be found in the Content area.

Week 4: Windshield Survey Components

Readings

Stanhope, M. & Lancaster, page 220

Multimedia

YouTube: Community Assessment Windshield Survey of Marinette, WI (2011). (Available in the Content area)

Discussion 4

In your NURS 410 Community Health Course, you conducted a windshield survey on your community. How is this data contributing to your Community Health Assessment Project? Describe how the windshield survey data that you collected is comparing to all of the assessment the data you have been collecting. After watching the YouTube video located in the Content area, what did you think about this assessment? Did you agree with the strengths, weaknesses, and suggestions for improvements in the community they assessed?

Dropbox 4: Community Assessment Data Week 4

This week you will finish collecting data for your Community Health Assessment Project! Here are the last sections of data to collect and add to your project:

- Health and social services
- Communication
- Economic Vitality of the Community
- Recreation

Additional information and assignment requirements can be found in the Content area.

Week 5: Identifying and Analyzing Community Problems

Readings

Stanhope, M. & Lancaster, pp. 222 – 223

Johnston, L., Matteson, C., & Finegood, D. (2014). Systems science and obesity policy: A novel framework for analyzing and rethinking population-level planning. *American Journal of Public Health, 104*(7), 1270-1278. doi:10.2105/AJPH.2014.301884 (available in the Content area)

Discussions 5

Tell your classmates what the strengths and weaknesses of your community are. What are the top causes of death in your population? Why? What contributes to the problems that you uncovered and what resources are available for the population to solve the problems? Does the community have any special programs in place to address the problems? How would a community health nurse know that they are working? How did the researchers go about analyzing the problem of obesity in the article on obesity? Do you think this was a good approach to looking at a community problem? Why or why not?

Dropbox 5: Data Analysis, Priority Problem & Community Diagnosis

For your fifth dropbox assignment, you will analyze the data that you have been collecting for four weeks. By now, you should have a good sense of what the problems are in your community. Describe

the strengths and weaknesses of your community. Then select a priority problem in your community and write a community diagnosis of the problem. Additional information and assignment requirements can be found in the Content area.

Week 6: Problem Priority Criteria

Readings

Stanhope, M. & Lancaster, pp. 223 - 224

Discussion 6

You will provide your classmates with a summary on each of the three research articles that you are using in your Community Assessment Project and give your insights on how they relate to your community.

Dropbox 6: Focused Community Problem Research

Find three recent (within the last 5 years) research articles on your problem to help you come up with a plan to address this problem in your community. The Stafford Library has an excellent search engine for this. Look for articles that describe the scope of the problem, but also look for articles from researchers who have tried certain interventions that focus on the problem in the past. Did their interventions work? Would you consider using some of their ideas for interventions? Additional information and assignment requirements can be found in the Content area.

Course Evaluations

You will have the opportunity to evaluate the course near the end of the session. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

Week 7: Establishing Goals and Objectives for High-Priority Problems

Readings

Stanhope, M. & Lancaster, pp. 224 – 227

Floyd, R., Johnson, K., Owens, J., Verbiest, S., Moore, C., & Boyle, C. (2013). A national action plan for promoting preconception health and health care in the United States (2012-2014). *Journal of Women's Health (15409996)*, 22(10), 797-802. doi:10.1089/jwh.2013.4505 (available in the Content area)

Morgan, P., Scott, H., Young, M., Plotnikoff, R., Collins, C., & Callister, R. (2014). Associations between program outcomes and adherence to Social Cognitive Theory tasks: Process evaluation of the SHED-IT community weight loss trial for men. *International Journal of Behavioral Nutrition & Physical Activity*, 11(1), 1-28. doi:10.1186/s12966-014-0089-9 (available in the Content area)

Discussion 7

After completing the readings this week, describe how the researchers in these studies used goals/objectives to evaluate their community health intervention plans. Do you think they were effective at measuring the outcomes of their community programs? What would you ask them about developing objectives for their programs if you met them in person? Share the interventions and objectives that you have developed for your community assessment project and give each other constructive feedback to help strengthen your plans.

Dropbox 7: Community Intervention Plan, Objectives and Evaluation

Complete your Community Assessment Project. Now that you have uncovered the priority problems and have selected one to focus on, develop a plan with interventions for your community to help alleviate the problem. Additionally, establish goals or objectives for your plan. How will you evaluate the interventions that you have developed? Additional information and assignment requirements can be found in the Content area.

Community Assessment Project

Your final Community Assessment Project is due for submission. Additional information and assignment requirements can be found on page 4 of the Syllabus and in the Content area.

Week 8: Research and Evidence-Based Practice in Community Health Nursing**Readings**

Stanhope, M. & Lancaster, page 217

Gerrish, K., & Cooke, J. (2013). Factors influencing evidence-based practice among community nurses. *Journal of Community Nursing*, 27(4), 98-101. (Available in the Content area)

Issel, L., Bekemeier, B., & Kneipp, S. (2012). A public health nursing research agenda. *Public Health Nursing*, 29(4), 330-342. doi:10.1111/j.1525-1446.2011.00989.x (available in the Content area)

Discussion 8

After reading the assigned text and articles this week, explain why research and evidence-based practice is important from a community health nurse's perspective. Do you think it's important for community health nurses to conduct and disseminate their research on community intervention projects that are focused on priority problems in communities around the United States? Why or why not?

Next, reflect back over the last 7 weeks of the course. What are some of the most significant concepts that you learned from this course? Do you think you will consider working in the community or public health field in the future? Why/why not? How will you apply what you have learned in this course to your current practice?

Course Policies**Student Conduct**

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Use Policy](#). Students violating these policies will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct and the Computer Use Policy for students can be found in the Columbia College *Student Handbook*. The [Handbook](#) is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

Plagiarism

Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For

proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

All required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Non-Discrimination

There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Disability Services

Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Online Participation

You are expected to read the assigned texts and participate in the discussions and other course activities each week. Assignments should be posted by the due dates stated on the grading schedule in your syllabus. If an emergency arises that prevents you from participating in class, please let your instructor know as soon as possible.

Attendance Policy

Attendance for a week will be counted as having submitted a course assignment **for which points have been earned** during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as the period of time between Monday and Sunday (except for Week 8, when the week and the course will end on Saturday at midnight). The course and system deadlines are all based on the Central Time Zone.

Cougar E-mail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring e-mail from that account for important messages from the College and from your instructor. You may forward your Cougar e-mail account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other e-mail providers.

Students should use e-mail for *private* messages to the instructor and other students. The class discussions are for *public* messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

An online class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the online communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

Late assignments will not be accepted! Initial discussion postings must be submitted before the Thursday deadline. Even if you miss the deadline for initial postings you can, and should, respond to your classmates' posts by the Sunday deadline to receive partial credit. No assignments will be accepted after their due dates.

Course Evaluation

You will have an opportunity to evaluate the course near the end of the session. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.



Additional Resources

Orientation for New Students

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The [Student Manual](#) provides details about taking an online course at Columbia College. You may also want to visit the [course demonstration](#) to view a sample course before this one opens.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

 CCHelpDesk@ccis.edu	 helpdesk@desire2learn.com
 800-231-2391 ex. 4357	 877-325-7778

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing.

Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack under Students->Academics->Academic Resources.