COURSE SYLLABUS

N4308
PRINCIPLES AND PRACTICES OF PUBLIC HEALTH

Spring 2005
Course Description: This course focuses on the introduction of public health principles applied to community health settings.

Prerequisites: N3608 and N3609.

Credit Allocation: 3 Credit hours (3-0-0)

Course Overview: N4308 provides an introduction to the principles and practice of community health and public health nursing. The course is also designed to acquaint the student with nursing roles and functions in the community setting in preparation for N4611. There is NO clinical component in this course—students will be expected to apply course content to nursing practice during N4611.

Course Objectives:
1. Discuss the impact of local, state and national health policy on health in the community.
2. Describe the nurse’s role as change agent in community settings.
3. Evaluate major community health issues using epidemiology process and critical thinking skills.
4. Analyze risk factors relating to diseases/conditions having impact upon the community.
5. Discuss disease and injury prevention measures.
6. Evaluate the impact of prevention control measures on communicable disease.
7. Evaluate ethical and legal ramifications of screening and surveillance methods.

Required Texts:


Recommended:

All texts from previous semesters including those on nursing content and nursing research.
Other Resources:
Independent Learning Center: The ILC located on the 1st floor of the CHS has personnel available to assist students with their computer learning needs. Computers are available for word processing, internet access, and e-mail accounts.

Course Requirements:
Attendance and participation in class discussions are expected and the student is responsible for notifying faculty of all absences in advance. Excessive absences may result in the Faculty administratively withdrawing the student from the class.
The student is responsible for all reading assignments and written assignments. A late assignment will receive a deduction of five (5) points for each twenty-four (24) hour period it is late. Assignments will not be accepted after one (1) week past the due date.

All course assignments must be submitted to receive a course grade.
Students who talk excessively with other students during class time or otherwise disrupt the class may be asked to leave the class for the remainder of the period.

ALL CELL PHONES AND PAGERS ARE TO BE OFF DURING CLASS!!!

It is a course requirement for all students to take the Educational Resources Inc. (ERI) exams as scheduled for this course. Each student must take these exams to receive a grade for the course. Students achieving a score at or above the national average on the initial testing will receive one (1) bonus point added to their final grade of 70% or better. Students not achieving a score at or above the national passing grade will be required to meet with the course manager to initiate a remediation plan. The student will receive an incomplete for the course until he/she has attained a grade on the ERI tests at or above the national average.

Students are to be familiar with and follow guidelines in the Nursing Undergraduate Student Handbook and the UTEP undergraduate catalogue for the following policy statements: Disabilities, special conditions, Statement on religious needs, and policy on academic integrity.

GRADING POLICIES:
1. Students must pass course examinations with a minimum average grade of 75%.
2. Quizzes will be unannounced and MAY NOT BE MADE UP.
3. Assignments given during the semester must be turned in on time.
4. Grade calculation:
   a. Assignments 10%
   b. Quizzes 5%
   c. Examination I 20%
   d. Examination II 20%
   e. Examination III 20%
   f. Final Cumulative Exam 25%

100%
1. Define community health, identify trends in community health from an historic point of view, discuss contributions of some of the major figures in the early development of public health, and discuss the concept of Public Health with its Core Functions. Introduce Healthy People 2010 and relate its goals and objectives to community health nursing.

2. Define Community and Aggregates and apply the nursing process to the community setting.

3. Identify political influences and processes in community health.

4. Assess leadership and group processes including teaching/learning process and change theories relating to the community and public health issues.

5. Promoting change in communities and partnerships within communities to enhance the community’s level of health and wellbeing.

6. Vulnerable populations: Access to health care and other issues of vulnerable and underserved groups, e.g. fragmented or no health care, disenfranchisement, violence, poverty, illiteracy, homelessness, and chronic diseases.

7. Care of target groups within communities; screening and surveillance; risk factors for illness and injury; disease and injury prevention; communicable diseases; levels of prevention; prevention and control measures for communicable diseases; application of the nursing process to these target groups within the community and primary care settings.

8. Identify current health care reimbursement models: Private Pay, HMO’s, PPO’s, Private Insurance Programs, Medicare, Medicaid.

9. Identify the role of the Case Manager both in the hospital and community settings.

10. Discuss the referral process and identify community resources for appropriate referrals within the community setting.

11. Evaluate how research can be applied in the community setting and types of research models appropriate for the community.

12. Cultural and ethical considerations of nursing in rural (colonias) settings, along the U.S./Mexico border, in inner city areas, for migrant workers, and in the community in general.

13. Discuss the roles of the nurse in various community settings.

15. Environmental issues and how they impact the health of individuals, families, and communities.

**Community Assessment Project**

The purpose of this assignment is to familiarize you with the use of web site statistics, the windshield survey approach to the assessment of a community or neighborhood, the major health concerns of the identified community and its vulnerable populations, and relate this data to the indicators in Healthy People 2010.

Divide into groups of 6 to 8 students. Each group will select an area of El Paso for a community assessment. An area for each group will be selected during a class period to avoid duplication.

Access the Bureau of Vital Statistics web site for Texas: tdh.state.tx.us/bvs/stats00/contents.htm and look at the information available for Texas and for El Paso. How does El Paso compare to the state as a whole? A few of the factors you may want to look at are demographics, income, unemployment, literacy, violence, accidents, teen pregnancy and others that may impact your chosen community.

In your assessment you should identify both strengths/resources and weaknesses in the community. General guidelines for data collection are found in Stanhope & Lancaster on pages 189-93. It is not necessary to use the data collection form on page 192 but it does give you some ideas.

Conduct interviews within the community for additional information as necessary. How does this community view health and their community’s health. If your group has chosen an area within an area perhaps you might compare the smaller population to the larger population.

Identify the issues reported by the community and any problems the group discovers. Do the community members want to change anything about their community? If so do you think it is feasible? What resources would the community health nurse need to assist in effecting the change? What mutual measurable goals could you set?

Some examples of goals that are measurable— e.g. Increase Immunization Rates; Increase number of families enrolled in WIC; Decrease the number of fatal motor vehicle crashes; increase the number of residents who participate in the senior center activities; have 10% of the streets resurfaced; have stop signs installed at the 3 major intersections were the majority of accidents occur; increase school attendance; establish a community support group or partnership; etc.

Design a poster presentation to reflect your findings of your selected community. Posters will be presented during class on April 1, 2005.