This course integrates evidence, theory, standards, and knowledge from nursing, public health, and other disciplines to guide population-focused nursing practice. Importance is placed on the application of the core functions of public health: assessment, policy development, and the assurance of available and necessary health services for diverse populations. Emphasis is placed on identifying determinants of health, advocating for vulnerable populations, prioritizing primary prevention, and utilizing available resources to improve the health of populations. Population focused nursing involves assessing the health care needs of a specific population and making health care decisions for the population as a whole rather than for individuals.

This course includes 45 hours of a Practice Experience. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

This 15 week 4 credit hour course includes 3 credit hours of didactic instruction (requiring a minimum of 12 hours of course engagement each week) and 1 credit hour of clinical (10 hours of Community Assessment and 35 hours of a Service Learning Experience). Please refer to the Credit Hour Calculation Policy found in the Student Handbook.

Course engagement includes student activities such as discussions, reading, study time, and assignments.

Prerequisite(s)
- Expository Writing and current unencumbered RN license.

Course Outline:

I. Perspective in Population-Focused Nursing (week 1)
   A. History and evolution of community/public health nursing
   B. Public health nursing and population focused practice
   C. Core competencies of Public Health Nursing
   D. Trends and issues influencing community health nursing

II. The Community as Client (week 2 and 3)
   A. Assessment and analysis
   B. Major health issues and chronic disease in the community
   C. Demographics and globalization

III. Scientific Frameworks of Population-Focused Nursing (week 4 and 5)
   A. Epidemiology and biostatistics
   B. Prevention and Control of Infectious Diseases
   C. Surveillance and Outbreak Investigation

IV. The Family as Client (week 6 and 7)
   A. Foundations of family health
   B. Caring for the family across the lifespan
   C. Health disparities across the lifespan

V. Health Promotion and Wellness (week 8 and 9)
   A. Disease control and prevention
   B. Promoting health through healthy communities
   C. Achieving change through education
VI. Influences on Community & Population-Focused Nursing (week 10 and 11)
   A. External Influences on Health Care Delivery
   B. Diversity & Globalization
   C. The Three Es: Ethics, Economics & Environment
   B. Government, the Law, and Public Health Policy

VII. Caring for the Community (week 12 and 13)
   A. Vulnerable populations
   B. Poverty and Homelessness
   C. Veterans Health
   D. Disaster Preparation and Recovery

VIII. Nurses Roles and Obligations in Population Focused Care (week 14 & 15)
   A. The Bachelor’s Prepared Nurse and Population Health
   B. The Future

Outcomes

Course Outcomes (CO):

Upon completion of this course, students will be able to:

1. Describe the diverse roles of the community/public health nurse in promoting holistic population focused care supporting human diversity, values, social justice, and quality health outcomes. (SLPO 1)
2. Apply principles of leadership to formulate interventions and foster interprofessional collaboration in advocating for the health of communities and populations. (SLPO 5)
3. Integrate evidence, theory, standards, and knowledge from nursing, public health, and other disciplines to guide population-focused nursing practice. (SLPO 2, 4)
4. Use assessment results to influence the delivery of quality care, deployment of resources and technology, and the development of policies that promote population health and disease prevention. (SLPO 3)

Practice Experience Competencies:

Upon the completion of the Practice Experience, students will be able to:

1. Conduct a community assessment applying a Windshield/Walk Survey. (SLPO 2, CO)
2. Analyze data to identify trends showing strengths, weaknesses, and conditions within the community. (SLPO 2)
3. Identify community health problems specific to an at-need or at-risk population addressing a Healthy People 2020 goal. (SLPO 3)
4. Collaborate with a community agency/service/organization to address the problems and needs of at-need or at-risk population. (SLPO 1)
5. Present community assessment and SWOT analysis to stakeholders. (SLPO 5)

Student Learning Program Outcomes (SLPO):

The Student Learning Program Outcomes specifically related to this course are the following:

1. Promote holistic patient-centered care and population health supporting values, culture, right to self-fulfillment, and quality care.
2. Integrate evidence, nursing theory, and knowledge from other disciplines to guide nursing practice.
3. Formulate decisions based on nursing judgment and collaboration with the interprofessional team to achieve quality patient outcomes.
4. Incorporate professional core values, guidelines, standards of practice, and lifelong learning as a basis for professional nursing practice.
5. Apply principles of leadership to advocate for the unique role of the nursing profession within the health care system.

School of Nursing Expectations

Student learning program outcomes (SLPOs) represent the expectations we have in the School of Nursing for our graduates. In each of the nursing courses, the SLPOs addressed in that course will be located in your syllabus.

To align the SLPO to the course expectations and learning activities, we are also illustrating the connection of the SLPO to the Course Outcome (CO) and Module Outcome (MO) found on the Course Overview page and the Learning and Assessment page. For example,
you will see (SLPO 2, 3; CO 1, 3; M1O4, M1O5) which reflects the Student Learning Program Outcomes, Course Outcomes, and Module Outcomes that are addressed in that module and learning activity.

We hope this explanation helps you see how your program builds from individual learning activities to achievement of a degree and becoming a baccalaureate prepared nurse.

### Deliverables

Click [here](https://my.excelsior.edu/web/syllabus-library/8-week-term-schedule) to view the 8 week Term Schedules.

Click [here](https://my.excelsior.edu/web/syllabus-library/15-week-term-schedule) to view the 15 week Term Schedules.

### Course Schedule

Weeks start on Monday, 12:01 AM ET (Eastern Time) and end on Sunday, 11:59 PM ET, US (United States).

Unless otherwise noted, all assigned items are due at the end of the module (by 11:59PM, Sunday).

<table>
<thead>
<tr>
<th>Week</th>
<th>Module &amp; Title</th>
<th>Reading</th>
<th>Assignments</th>
<th>Online Discussions</th>
<th>Course Outcomes Related to this Module</th>
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</table>


Week 1

Module 1: Perspectives in Community/Public Health Nursing

Read the following:


- Inside cover page and table
- Chapter 1: Community and Prevention-Oriented, Population-Focused Practice: The foundation of Specialization in Public Health Nursing
- Chapter 2: History of public health and public and community health nursing
- Appendix F.3 American Nurses Association Scope and Standards of Practice
- Scope of Public Health Nursing: p 1 – 26

Module Notes: Perspective in Community/Public Health Nursing

- History and evolution of community health nursing
- Public health nursing and population focused practice
- Core competencies of public health nursing
- Health care transformation

Articles

- Appendix F.1 Essential Elements of Public Health Nursing
- Appendix F.2 American Public Health Association Definition of Public Health

Weeks 2 & 3

Module 2: The Community as Client

Week 2: Community Assessment

Practice Experience:

- Review Practice Experience Overview
- Review Practice Experience Checklist

Read the following:


- Chapter 9: Population-based Public

M2D1: The Community as Client (week 2)

M2D2: Major Health Issues (week 3)
Health Nursing Practice
- Chapter 18: Community as Client: Assessment and Analysis
- Healthy People 2020 back page and back inside cover

Module Notes: The Community as Client
- Assessment and analysis
- Major health issues and chronic diseases in the community
- Demographic indicators
- Healthy People 2020

View the following:
- Healthy People 2020
- Vulnerable Populations
- Poverty Map

Week 3: Major Health Issues

Practice Experience:
- Review Windshield/Walk Guidelines

Read the following:

- Chapter 4: Perspectives in Global Health
- Chapter 7: Cultural Diversity in the Community
- Chapter 10: Environmental Health

Module Notes: The Community as Client
- Assessment and analysis
- Major health issues and chronic diseases in the community
- Demographic indicators
- Healthy People 2020

Articles: Chose 2 of the following articles dealing with major health issues and trends.

View: Flint Drinking Water Crisis: Background and Next Steps
<table>
<thead>
<tr>
<th>Weeks 4 &amp; 5</th>
<th>Module 3: Scientific Frameworks of Community/Public Health Nursing</th>
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<tbody>
<tr>
<td><strong>Practice Experience:</strong></td>
<td>Submit:</td>
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<tr>
<td>• Review SLE Request and Approval Form</td>
<td><strong>M3A1 (Module 3 Assignment 1):</strong></td>
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<tr>
<td>• Complete Comprehensive Community Assessment</td>
<td>Comprehensive Community Assessment (week 4)</td>
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<td>• Select a Vulnerable Populations &amp; Community Agency</td>
<td>M3A2: SLE Request and Approval Form Submission (week 4)</td>
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<tr>
<td><strong>Week 4: Epidemiology in Health Care</strong></td>
<td><strong>M3D1:</strong> Everything is Connected (week 4)</td>
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<tr>
<td><strong>Read the following:</strong></td>
<td><strong>M3D2:</strong> Comprehensive Community Assessment Presentation (week 5)</td>
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<tr>
<td>• Chapter 12: Epidemiology</td>
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<td><strong>Article:</strong></td>
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<td><strong>Module Notes:</strong> Scientific Frameworks of Community Health Nursing</td>
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<tr>
<td>• Epidemiology and biostatistics</td>
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<td>• Prevention and control of infectious disease</td>
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<td>• Surveillance and outbreak investigation</td>
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<tr>
<td><strong>View the following:</strong></td>
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<tr>
<td>• Epidemiology in Community Health Nursing [Video File; 20 min 20 sec]</td>
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<tr>
<td><strong>Week 5: Comprehensive Community Assessment Presentation</strong></td>
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<td><strong>Read the following:</strong></td>
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<td>• Chapter 11: Genomics in Public Health Nursing</td>
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<td>• Chapter 13: Infectious Disease Prevention and Control</td>
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<td>• Chapter 24: Public Health Surveillance and Outbreak Investigation</td>
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<td><strong>Module Notes:</strong> Scientific Frameworks of Community Health Nursing</td>
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<th>Weeks 6 &amp; 7</th>
<th>Module 4: The Family as Client</th>
<th>Week 6</th>
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<td>Practice Experience:</td>
<td>M4D1: Family Health (Week 6)</td>
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<td>• Review Practice Experience Checklist</td>
<td>M4D2: Reflection (week 7)</td>
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<td>• Obtain approval from instructor</td>
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<tr>
<td>• Set up Service Learning Practice Experience</td>
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<td>• SLPE Agency Roles and Responsibilities submitted to agency</td>
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Read the following:


- Chapter 27: Working with Families in the Community for Healthy Outcomes
- Chapter 28: Family Health Risks
- Chapter 29: Child and Adolescent Health

Module Notes: The Family as Client

- Foundations of Family Health
- Caring for the Family Across the Lifespan
- Health Disparities Across the Lifespan
- Policies & Politics and the Family

Articles:

- War-zone-related stress reactions: what families need to know.

Week 7

Practice Experience:

- Review Practice Experience Checklist
- Begin Service Learning Experience

Read the following:


- Revisit Chapter 30: Major Health Issues and Chronic Disease Management of Adults Across the Life Span
- Chapter 31: Disability Health Care Across the Life Span
- Chapter 41: The Nurse in Home Health, Palliative Care, and Hospice

Module Notes: The Family as Client

- Foundations of Family Health
- Caring for the Family Across the Lifespan
- Health Disparities Across the Lifespan
- Policies & Politics and the Family
<table>
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<tr>
<th>Weeks 8 &amp; 9</th>
<th>Module 5: Health Promotion and Wellness</th>
<th>Week 8</th>
<th>Week 9</th>
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<tbody>
<tr>
<td><strong>Practice Experience:</strong></td>
<td>Review Practice Experience Checklist</td>
<td>Submit: MSA1: SWOT Analysis and Summary (week 9)</td>
<td>M5D1: Promoting the Health of the Community (Week 8)</td>
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<td>Maintain Participatory Record Form</td>
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<td>M5D2: Reflection (Week 9)</td>
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<td>- Chapter 16: Changing Health Behavior Using Health Education with Individuals, Families, and Groups</td>
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<td>- Chapter 17: Building a Culture of Health through Community Health Promotion</td>
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<td>- Chapter 29: Child and Adolescent Health pages 654 - 669</td>
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<td>- Healthy People 2020 Program Planning</td>
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<td><strong>Week 9</strong></td>
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<td>Identify Health Promotion Activity/Project to be implemented</td>
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<td>- Chapter 30: Major Health Issues and Chronic Disease Management of Adults</td>
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<td>Weeks 10 &amp; 11</td>
<td>Module 6: Influences on Community &amp; Population-Focused Nursing</td>
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<td>- Chapter 5: Economics of Health Care Delivery</td>
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<td>- Chapter 6: Application of Ethics in the Community</td>
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<td>- Chapter 10: Environmental Health</td>
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<td>- Revisit Chapter 7: Cultural Diversity in the Community</td>
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<td>- Healthy People 2020 environmental health</td>
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<td>- Chapter 8: Public Health Policy</td>
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<td>- Chapter 15: Evidence Based Practice</td>
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<td>- Chapter 40: The Nurse Leader in the Community</td>
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</table>
Module Notes: Influences on Community & Population-Focused Nursing
- Diversity and Globalization
- The 3 Es: Environment, Economics, and Ethics
- Implications for Genomics in Public Health Nursing
- Government, the Law, and Public Health Policy

Suggested Readings:
- Chapter 41: The Nurse in Home Health, Palliative Care, and Hospice
- Chapter 42: The Nurse in the Schools
- Chapter 43: The Nurse in Occupational Health
- Chapter 44: Forensic Nursing in the Community
- Chapter 45: The Nurse in the Faith Community

Weeks 12 & 13 - Module 7: Caring for the Community

Week 12 - Practice Experience
- Present Comprehensive Community Assessment & SWOT Analysis submitted to Agency
- Service Learning Practice Experience Participatory Reflection Form due end of Week 13
- Service Learning Practice Experience Feedback form due end of week 13

Read the following:
- Chapter 32: Vulnerability: issues for the twenty-first century
- Chapter 31: Special needs populations

Module Notes: Common Community Issues
- Vulnerable Populations
- Poverty and Homelessness
- Veterans Health
- Community Preparedness and Recovery

Articles:
- Old, female, and homeless
- Map: Where is Childhood Homelessness Getting Worse?
- Removing Barriers to Mental Health Services for Veterans

View one of the following:

Weeks 12 & 13 - Module 7: Caring for the Community

Week 12 - Practice Experience
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- Service Learning Practice Experience Participatory Reflection Form due end of Week 13
- Service Learning Practice Experience Feedback form due end of week 13

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Module Notes: Common Community Issues
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- Poverty and Homelessness
- Veterans Health
- Community Preparedness and Recovery

Articles:
- Old, female, and homeless
- Map: Where is Childhood Homelessness Getting Worse?
- Removing Barriers to Mental Health Services for Veterans

Visit one of the following:
- PBS Special: Poor Kids [Video File; 58min 42sec]
- Gen Silent [Video File; 4min 1sec] (this is a trailer not the entire movie)
- Homeless in America Families Living in Cars [Video File; 4min 9sec]
- Vulnerable Populations [Video File; 9min 2sec]
- Grace After Fire (women veterans) [Video File; 4min 46sec]

**Week 13**


- Chapter 13: Infectious disease prevention and control
- Chapter 23: Public health nursing and the disaster management cycle

**Module Notes: Common Community Issues**

- Vulnerable Populations
- Poverty and Homelessness
- Veterans Health
- Community Preparedness and Recovery

**Articles:**

- The Role of Public Health Nurses in Emergency Preparedness and Response [PDF, file size 58KB]

View the following:

- The National Preparedness Center
- Disaster Preparedness: Influenza and Emerging Infections [Video File; 59min 8sec]

**Weeks 14 & 15**

**Module 8: Nurses Roles and Responsibilities in the Community**

**Week 14**

- Practice Experience
- Review Practice Experience Checklist
- Read the following:

  - Chapter 46: Public health nursing at local, state, and national levels

**Module Notes: Nurses Roles and Obligations in Population Focused Care**

- The Bachelor’s Prepared Nurse and Population Health
- The Future

**Article:**

- Education Committee of the Association of Community Health Nurse Educators.

**Week 14**

- MBA1: Population Focused Care paper (week 14)
- MBA2: Practice Experience forms (week 14)
- MBA3: Student Learning Experience Feedback of Student

**M8D1:**

- Reflection on the Lived Experience (Week 14)

**M8D2:**

- The Future (Week 15)


- Public Health Nursing: the Key to Our Nation’s Health

**Week 15**

Chose from the following and select 2 chapters to read:


- Chapter 41: The Nurse in Home Health and Hospice
- Chapter 42: The Nurse in the Schools
- Chapter 43: The Nurse In Occupational Health
- Chapter 44: Forensic Nursing in the Community
- Chapter 45: The Nurse in Faith Community

**Module Notes: Nurses Roles and Obligations in Population Focused Care**

- The Bachelor’s Prepared Nurse and Population Health
- The Future

**Article:**


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**Evaluation**

**Grade Ranges**

- A=90-100%
- B=80-89%
- C=70-79%
- D=60-69%
- F=below 60%

**Breakdown**

A minimum course grade of "C" is required for credit toward your nursing degree.
Practice Experience | P/F
--- | ---
Discussion Participation | 35%
Comprehensive Community Assessment | 20%
SWOT Analysis and Action Plan | 20%
Population Focused Care Paper | 25%
Total | 100%

Criteria

COURSE REQUIREMENTS

Course Activities:

Before beginning your course work, be sure to review the [Excelsior College Guidelines for Online Interaction](http://www.excelsior.edu/netiquette) (a.k.a. Online Etiquette or “Netiquette”). If you have any questions regarding these guidelines, please feel free to direct them to your instructor. All student work in this course may be submitted to plagiarism detection software.

Practice Experience: 45 hours – Pass/Fail

This course includes 45 hours of a Practice Experience. Satisfactory performance in the practice experience of this course is required for a passing grade in the course.

1. **Comprehensive Community Assessment: 10 hours**: provides you with the opportunity to gain a richer understanding of your community by identifying, collecting, analyzing, and reviewing community assets, strengths, resources, needs, and populations as well as gaps in services.

2. **Service Learning Practice Experience: 35 hours**: provides the opportunity to apply key elements of Community/Public Health Nursing (C/PHN); advocate for the health of a vulnerable population; gain a richer understanding of the health of a community; identify the potential role of the C/PHN through your interactions with an organized service experience.

Comprehensive Community Assessment – 20%

The Comprehensive Community Assessment includes the collection and analysis of both qualitative and quantitative. This results in a comprehensive assessment of the community or local neighborhood.

This assignment is 20% of your final course grade. Address all components found in the scoring rubric since this will be used to determine your grade.

SWOT Analysis & Action Plan – 20%

The SWOT analysis of the SLE agency addresses the strengths, weaknesses, opportunities, threats, and gaps in services available in the community. Explores possibilities for solutions to problems and develops a realistic action plan that will be shared with the Service Learning Experience agency.

This assignment is 20% of your final course grade. Address all components found in the scoring rubric since this will be used to determine your grade.

Population Focused Care Paper – 25%

The Population Focused Care is a scholarly proposal for change within your community grounded in evidence based practices, Healthy People 2020 goals, and public health nursing competencies. Write a 10-12-page paper supported by a minimum 6 peer review references. Address all components and follow the Population Focused Care rubric since this will be used to determine your final grade.
This assignment accounts for 25% of your final course grade and must have a title page, abstract, and references that reflect APA format.

Discussions - 35%

The discussions each week are designed to provide a forum for an academic exchange of ideas. Discussions include personal/professional experiences, ethical considerations, empirical and theoretical literature, new insights, and deeper understanding related to the topics presented.

In addition, the Post Clinical Conference is incorporated into the discussion forum where you will reflect on your Service Learning Experience as well as address specific aspects from the module content.

All discussions begin each Monday at 12:01 AM Eastern Time and conclude each Sunday at 11:59 PM Eastern Time.

Please refer to the Discussion RUBRIC for more details related to the expected Mastery Level of Performance and the criteria demonstrating performance beyond mastery to exemplary performance. Discussions are designed to generate scholarly dialogue as well as function as a Post Clinical Conference.

By registering for a web-based course, you have made a commitment to participate regularly with your instructor and other students in online discussions. You will be expected to use online course tools (Discussions and Chat rooms) to interact with your peers and work collaboratively to improve your understanding of underlying course ideas and issues.

To lessen the risk of losing your work, do not write major discussions directly into a discussion posting. Instead, compose and check your work in other software (such as Microsoft Word) and then use the Create Message button and copy and paste your text into the new posting.

FORMATTING AND STYLE FOR WRITTEN ASSIGNMENTS:

APA (American Psychological Association) style is required for all written assignments.

Course Policies

Late Submission of Graded Assignments:

A student who submits a graded assignment after the designated due date/time and has not received prior approval from the faculty for a late submission may be penalized 5 points per day for each day the assignment is overdue up to 5 days. Submissions received more than 5 days late may be awarded a zero for the assignment.

Institutional Policies

COURSE PARTICIPATION:

Weekly course participation is required. Please see the Student Participation Policy for more details.

Instructor Participation

Your instructor will:

- Post a welcome message during the first 24 hours of the course.
- Schedule real time office hours through the chat room and/or by individual appointment.
- Communicate with you through the Blackboard communication tools, including internal course messaging.
- Respond to student communications within two business days.
- Log into the course to review and participate at least three different days a week in 15-week courses, or four different days a week in 8-week courses.
- Provide you with formative feedback midway through the course based on work submitted to that point.
- Grade all formative assignments within 7 business days in 15-week courses and 4 business days in 8-week courses, and will grade final summative work within 5 business days after the end of the term.
POLICIES

You are responsible for being familiar with all the policies that are related to your activity in this course. Complete information on Excelsior College policies can be found in the Course Information area or by visiting the Excelsior College Policies page (http://www.excelsior.edu/policies).

All student work in this course may be submitted to plagiarism detection software. The reports from this software may be used as evidence in support of disciplinary actions. Please see the policy on Academic Honesty (https://info.excelsior.edu/student-policies/academic-honesty/) for more details.

Additional Items

This course contains the technologies listed below. Click each link to view each technology's accessibility statement.

- Adobe Acrobat Reader (http://info.excelsior.edu/accessibility/acrobat)
- Films on Demand (http://info.excelsior.edu/accessibility/fod)
- Microsoft Office 2010 (http://info.excelsior.edu/accessibility/office-2010)
- Microsoft Office 2013 (http://info.excelsior.edu/accessibility/office-2013)
- Turnitin (http://info.excelsior.edu/accessibility/turnitin)
- YouTube (http://info.excelsior.edu/accessibility/youtube)

View more information about Disability Services (http://www.excelsior.edu/disability-services).