COURSE CHANGE REQUEST
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department

College

Current Course Prefix and Number	*Current* Course Title

*Syllabus must be attached for **ANY** changes to current course details. See Template. Please consult and list departments that may be affected by the changes; attach documentation.*

Change title to:

Change prefix

    From: **To:**

Change course number

    From: **To:**

Change credits*

    From: **To:**

Change grading

    From: **To:**

Change WAC/Gordon Rule status**

    Add   **Remove**

Change General Education Requirements***

    Add   **Remove**

*See Definition of a Credit Hour.
**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.
***GE criteria must be indicated in syllabus and approval attached to this form. See Intellectual Foundations Guidelines.

Change description to:

Change prerequisites/minimum grades to:

Change corequisites to:

Change registration controls to:

Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).

Effective Term/Year for Changes:	**Terminate course? Effective Term/Year for Termination:**

Faculty Contact/Email/Phone

Approved by		*Date*
Department Chair	*Karethy Edwards*	11-21-2022
College Curriculum Chair	*Robin Wilse, PhD, RN*	11-21-2022
College Dean	*Safiya Sea*	11-21-2022
UUPC Chair		12/5/22
Undergraduate Studies Dean		12/5/22
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS

SEMESTER: Summer 2023

COURSE NUMBER: NUR4638

COURSE TITLE: Population Health: Nursing Situations

COURSE FORMAT: In-person or Fully Online

CREDIT HOURS: 3

COURSE SCHEDULE:

PREREQUISITES: NUR4125

COREQUISITES: NUR3065, NUR3065L

FACULTY:

OFFICE HOURS:

COURSE DESCRIPTION: Emphasizes promoting the health and well-being of populations across the lifespan and continuum of care. Explores core public health functions, principles of epidemiology, cultural competency, social determinants of health, health promotion and disease and injury prevention through the nursing process. Focuses on disaster and emergency preparedness to protect population health.

COURSE OBJECTIVES:

Becoming competent

1.   Assess population health data and identify the priorities of the community and/or affected population which influence health across the continuum of care. (3.1a, 3.1b, 3.1c)

2.   Assess the public health system and explore core public health functions, principles of epidemiology, social determinants of health, health promotion, and disease and injury prevention. (3.1d, 3.1e)

3.   Plan evidence-based clinical prevention practices to guide health teaching, health literacy, health counseling, screening, outreach, referral, and follow-up across the lifespan and continuum of care. (3.1f, 3.6d, 3.6e

4.   Compare and contrast the public health infrastructures and the interconnectedness of local, regional, national, and global population health. (3.1d, 3.4e)

5.   Examine the impact of health policy development and application on population outcomes including social justice and health equity. (3.4a, 3.4b, 3.4c, 3.4d)

6.   Incorporate health information and communication technology to improve the health of populations through disaster preparedness, public health emergencies, epidemics, and emerging pandemics. (3.6a, 3.6c)

Becoming compassionate

7.   Apply theoretical models including caring science in the nursing process to develop safe, effective, equitable, sociocultural and linguistically appropriate interventions to promote the health and well-being of families, communities, and populations (3.1e, 3.1g, 3.1h, 3.3b)

Demonstrating comportment

8.   Describe effective communication strategies to foster interprofessional collaboration and population-focused stakeholder partnerships to improve the health of populations across the continuum of care. (3.2a, 3.2b, 3.2c)

Becoming confident
9.   Integrate knowledge of self and an understanding of the wholeness of persons and connectivity with the environment to develop holistic responses to population focused care. (3.1h, 3.6b)

Attending to conscience
10.   Examine ethical and political issues impacting the health and safety of diverse populations. (3.1i, 3.4b)

11.   Develop nursing responses that advocate for promoting and protecting equitable population health policy. (3.5a, 3.5b, 3.5c, 3.5d, 3.5e

Affirming commitment

12. Describe the role and scope of practice of the professional nurse in community and public health settings in providing safe, ethical, efficient, cost effective, accessible, quality care for diverse populations across the continuum of care. (3.1i, 3.3a, 3.3b)

The 6 subjectives based on Roach's (2002) work organize the course objectives.

TEACHING LEARNING STRATEGIES:
Course Delivery Mode
Course content and learning materials are accessible through FAU's learning management system—Canvas. The required textbook will be an E-textbook that can be accessed through the CoursePoint Online Platform, The Point by Lippincott. CoursePoint is equipped with Interactive modules, which include short, recorded lectures with active learning questions and activities. The course is organized into weekly modules with dates provided via Canvas. Please note that the modules open and assignments are due by specific dates and times which will be based on the Eastern Standard Time (EST) zone. Each module will open on XX Day and close the following week on XX Day 2359 (EST) Please note: one or two modules may continue over 2 weeks depending on content. The course begins with a Course Orientation Module that has a series of activities/readings for you to complete to familiarize yourselves with the organization and navigation of the course.
Teaching Strategies
Discussion boards, electronic interactive modules, video cases, nursing situations, active learning class activities/learning games, exploring external websites, audiovisuals, YouTube videos, and assigned readings.

Group work and activities will be done in class or online. Students are strongly encouraged to complete a formal final course evaluation. The faculty learn a great deal from the evaluations and frequently adjust teaching as a result. All SPOT scores and comments remain anonymous.

GRADING AND EVALUATIONS (PRE-LICENSURE):

Interactive Modules	20%
Video Cases	10%
Participation/Discussion Boards	20%
Exams	30%
ATI Assignments*	10%
ATI Proctored Assessment*	10%
Total	**100**

To receive credit for <u>all</u> ATI Assignments in which there is a <u>quiz</u> included and for <u>all</u> Rector & Stanley Interactive Module Assignments with post-tests, you must achieve a final score of at least 80%.

GRADING SCALE: Grade below C is not passing in the Undergraduate program

94 - 100 = A
90 - 93 = A-
87 - 89 = B+
84 - 86 = B
80 - 83 = B-
77 - 79 = C+
74 - 76 = C
70 - 73 = C-
67 - 69 = D+
64 - 66 = D
61 - 63 = D-
0 - 60 = F

REQUIRED TEXTS:

1. Standard CoursePoint Online E-Textbook:

Rector, C. & Stanley, M.J. (2020). *Community and public health nursing: Promoting the public's health* (10th ed.). Wolters Kluwer.

ISBN: 978-1-975178-25-3

(No virtual simulation required)

Microsite Link to buy required textbook with Standard CoursePoint:

Class code: XXX

- If you do not already have access to Lippincott CoursePoint for Rector & Stanley: Community and Public Health Nursing, Tenth Edition, redeem your **ACCESS CODE** and complete registration at http://thePoint.lww.com/activate.
- Once you have redeemed your Access Code and are logged in to ThePoint, from the **"My Content"** page, click **Launch CoursePoint** for Lippincott CoursePoint for Rector & Stanley: Community and Public Health Nursing, Tenth Edition.
- On the content homepage, select "Join a Class," enter your **CLASS CODE: XXX** and click "Join this Class"

If you have any problems, check the code again and re-enter it. If it does not work, contact Lippincott Online Product Support at 1-800-468-1128 or techsupp@lww.com for assistance.

Not sure what an **ACCESS CODE** is? Learn more at http://thepoint.lww.com/Help/BookAccess.

2. Dossey, B. M., & Keegan, L. (2016). *Holistic nursing: A handbook for practice* (7th ed.). Sudbury, MA: Jones and Bartlett Publishing. ISBN 978-1284072679.

   (This book is also used in several other courses; you should have this already.)

3. **All ATI Materials** as required in the C.E. Lynn College of Nursing program.

RECOMMENDED TEXTS:
American Psychological Association. (2020). P*ublication manual of the American Psychological Association* (7th edition). Washington, D.C.: Author. ISBN 978-1-4338-3216-1.

National Academies of Sciences, Engineering, and Medicine. (2016). *A Framework for Educating Health Professionals to Address the Social Determinants of Health*. Washington, DC: The National Academies Press. https://doi.org/10.17226/21923. (Free pdf online)

National Academies of Sciences, Engineering, and Medicine. (2020). *Evidence-Based Practice for Public Health Emergency Preparedness and Response*. Washington, DC: The National Academies Press. https://doi.org/10.17226/25650. (Free pdf online)

National Academies of Sciences, Engineering, and Medicine. (2021). *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*. Washington, DC: The National Academies Press. https://doi.org/10.17226/25982. (Free pdf online)

WEBSITES:

CDC Website: Public Health 101
https://www.cdc.gov/training/publichealth101/public-health.html

CDC: Health Policy Series
https://www.cdc.gov/policy/opaph/healthpolicy/index.html

CDC: The Pink Book- Epidemiology & Vaccine Preventable Diseases
https://www.cdc.gov/vaccines/pubs/pinkbook/index.html

Association of Community Health Nursing Educators (ACHNE)
https://www.achne.org/aws/ACHNE/pt/sp/home-page

American Public Health Association (APHA)
https://www.apha.org/

TOPICAL OUTLINE:

Introduction to Public Health
- Concepts of community and population-based health
- Core Public Health Functions
- 10 Essentials of Public Health
- Healthy People 2030 Framework
- Roles of C/PHNs

- Settings for community/public health nursing practice
- Historical Overview of Public Health Nursing

Managing Community and Population Health
- The nursing process applied to the community as a client
- Community & Population Assessment
- Data Analysis & Diagnosis
- Planning to meet the Health Needs of the Community
- Implementing and Evaluating Health Promotion Plans
- Patient-focused and/or community action plans for the utilization of available resources

Environmental & Family Health & Genetics/Genomics
- Environmental Health and Safety
- Family Health
- Family Characteristics and Dynamics
- Family Health: Preparing for the Home Visit
- Genetics/Genomics
- Home Health and Safety Evaluation

Health Promotion: Achieving Change Through Education and Effective Partnerships
- Building collaborative relationships with other healthcare professionals and stakeholders
- Communication in Community/Public Health
- Health promotion through education
- Older Adults

Principles of Epidemiology & Communicable Diseases
- Descriptive & analytic epidemiology definitions
- Endemic, epidemic, pandemic
- Epidemiological Triangle
- Vaccines and Immunity
- The immune system & herd immunity
- Natural history of disease
- Calculating rates: incidence & prevalence
- Modes of Transmission: Droplets vs. Aerosol
- Communicable Diseases
- Prevention methods: Contact tracing

Socioeconomic Impact of Delivery of Health Care
- Ethical principles in the protection of health and safety of diverse populations
- Accessibility to healthcare
- Health equity
- Health disparities
- Social determinants of health
- Addressing Safety on the Community level- self-care, de-escalation techniques, CIWA
- Sociocultural and linguistically responsive interventions through the Eco Social Model of Care
- United Nations Sustainable Development Goals/Agenda 2030

Advance Equitable Population Health Policy
- Policy impact and population health outcomes on social justice and health equity
- Policy development and population health outcomes
- Population health outcomes and global interconnectedness
- Global Public Health Care Nursing: Population Health around the Globe
- Health patterns through the comparisons of local, regional, national and global benchmarks

Demonstrate Advocacy Strategies
- Policy making and advocacy
- Describing purposes, actions and rationale for change
- Definition of stakeholders, and implementation of advocacy strategies
- Evaluation of advocacy actions
- Financing Health
- Public Health Policies
- Government Role in Health Care
  - Healthy People 2030
  - Affordable Care Act
  - Health and Human Services (AHRQ, ATSDR, CMS, CDC, FDA)

Advance Preparedness to Protect Population Health During Disasters and Public Health Emergencies
- Indications of disasters and public health emergencies
- Climate change impact on environmental and population health
- Disasters and public health emergency health and safety hazards
- Personal protective equipment (PPE) and personal safety measures principles and methods
- Infection control measures and proper use of personal protective equipment (PPE)
- Triage, Chain of Command, and Disaster Training
- Natural vs Manmade Disasters
- Bioterrorism

COURSE ASSIGNMENTS:

- **Assignments:** Assigned readings and online assignments are posted in their respective area for each module. Specific directions for each assignment and a question and answer (Q&A) area about any course topic is available via Canvas under the discussions tab. The idea is to build a supportive learning community where you learn from your peers. Grading rubrics for each assignment are embedded in the course. Notification of changes to an assignment will be posted in <u>Announcements.</u> It is the responsibility of the student to check the course announcements at least three times a week.

- <u>**Course Orientation Module: (Ungraded BUT REQUIRED): To familiarize yourself with the expectations and policies of this course, I have created a course orientation module on canvas for you to review. It is vital that you complete this course orientation. You will gain access to module 1, only after you have completed the course orientation materials and agree to the course contract via Canvas.**</u>

- <u>**Modules via Canvas:**</u> There are 10 modules that are covered in this course. Each week a new module topic is presented. Some modules may span over a 2-week period. You are required to complete one module before moving onto the next as the topics build on each other. Each module will open on a weekly or biweekly basis. Working ahead is not encouraged. Check the calendar for module dates.

- <u>**Interactive Modules (CoursePoint Online): Interactive Modules can be accessed via the E-Learning platform called CoursePoint. When you purchase your e-textbook, you will be able to log into The Point to access the Interactive modules and e-textbook (Rector & Stanley):**</u> You will complete Interactive modules throughout the semester. Each module requires that you complete a <u>pre-module quiz</u>, complete the <u>Interactive module</u> by listening to the video, and complete a <u>post-module quiz</u>. You must receive at least an **80%** on the **post-quiz** to receive points, e.g., 80% = 80 points, 90% = 90 points, 100% = 100 points. Since the score on the post-quiz will be used as the grade, you can repeat the post-quiz an *unlimited number of times*. To obtain the grade, upload a screen shot of the completed components of the Interactive Module with the scores, i.e., Pre-module quiz, Community Interactive Module Video, and Post-module quiz, to the corresponding assignment tab. A '0' will be assigned for modules with incomplete module component, late assignment completion, or with post-test scores <80%. **It is best to use Google Chrome with CoursePoint. BE SURE that you have disabled your pop-up blocker for the textbook, as failure to do so can lower your grade because *your completed work will not be visible in the Instructor Gradebook*. In addition, watch the videos and modules in full screen all the way through to the end including the bibliography and in one sitting to be marked as complete in CoursePoint.** If you are not certain how to do disable the pop-up blocker, please contact tech support (OIT) per the instructions on Canvas.

- <u>**Nursing Situations:**</u> These are digital activities to enhance learning, referred to in your textbook as Video Cases. Complete all activities for full credit. Upload Case Study answers to the specific assignment in Canvas. **BE SURE that you have disabled your**

pop-up blocker for the textbook, as failure to do so can lower your grade as your completed work will not be visible in the Instructor Gradebook. In addition, watch the videos and modules in full screen all the way through to the end including the bibliography and in one sitting to be marked as complete in CoursePoint. If you are not certain how to do disable the pop-up blocker, please contact tech support (OIT) per the instructions on Canvas.

- **Discussion Boards (Fully Online Course):** Learning in an online course is enhanced through the exchange of student ideas in the discussion forums. There are X number of graded discussion boards throughout the semester. Each graded discussion board is worth 5 points. The discussion board includes an initial post and a peer response post to at least one colleague. At least two scholarly references must be included in the initial post and the peer response post. Since we have a large class, discussions will take place in randomly assigned small groups.

- **Exams: There will be 4 exams administered online via Canvas during the semester. Each exam is worth X points. Exams are to be taken independently. Respondus Lockdown Browser and Webcam will be used while taking exams. Should a technology issue occur during the exam, please contact me immediately via text and send a screenshot to capture the problem. You must also contact Canvas support and Respondus Lockdown Browser support to document computer/internet issues. Per the university disability policy, please contact me should a disability make the exam format difficult for you so that we can work on an acceptable resolution.**

- These exams will assess your knowledge of the major concepts presented in the modules. Only 1 attempt will be given. Once you begin the exam the clock starts counting down *even if* you log out. If you miss the exam during the designated timeframe, you will receive a 0. If you experience an emergency that prevents you from taking the exam, contact me immediately via phone and provide the needed documentation via email (e.g., death in family- death certificate; computer broke- receipt of computer being fixed or new computer). Check the course calendar for assigned exam dates.

- **ATI Assignments:** You will complete ATI assignments as per Course Schedule. *To receive credit for all ATI Assignments in which there is a quiz included, you must achieve at least 80%. The grade for the assignment will be the score earned.*

- **ATI Proctored Assessment:** The mandatory ATI Proctored Assessment for Community Health is worth 10%. Successful completion ($\geq$ 74% = Level 2) of the ATI exam related to community health is required to receive a successful course grade. See the ATI policy below for specific information.

- **Assignment Feedback Policy:** Feedback will be provided on submitted assignments within two weeks of the submission date. Unforeseen issues with submissions may take slightly longer.

BIBLIOGRAPHY:

Barry, C. & Kronk, P. B. (1993). Nursing care of Guatemalan refugees. In M. Parker (Ed.)
Nursing Theories in Practice. New York: National League for Nursing Press.

Bent, K. N. (1999). The ecologies of community caring. *Advances in Nursing Science*, 21(4), 29-
36.

Carper, B. (1978). Fundamental patterns of knowing in nursing. *Advances in Nursing Science,*
1(1), 13-23.

Gordon, S.C., Barry, C.D., Dunn, D.J. & King, B. (2011). Clarifying a vision for health literacy:
A holistic school- based community approach. *Holistic Nursing Practice*, 25(3).

Leininger, M. & McFarland, M. (2010). Madeline M. Leininger's Theory of Culture Care
Diversity and Universality. In Parker, M. E. & Smith, M. (Eds.), *Nursing theories and
nursing practice*. Philadelphia: F. A. Davis Co., pp. 317-336.

Ray, M. (1994). Transcultural nursing ethics: A framework and model for transcultural ethical
analysis. *Journal of Holistic Nursing 12*(3), 251-264.

Roach, M. S. (1998). Caring ontology: Ethics and the call of suffering. *International Journal for
Human Caring*, 2(2), 30-4. White, J. (1995). Patterns of knowing: Review, critique and
update. *Advances in Nursing Science, 17*(4), 73-86.

COURSE SPECIFIC LITERATURE:

Barry, C.D., Lange, B. & King, B. (2011). Women Alive: Gathering Underserved Women
Upstream for a comprehensive breast health program. *Southern Online Journal of
Nursing Research* (SOJNR).

Barry, C. D.; Blum, C.A.; Eggenberger, T. L.; Palmer-Hickman, C. L. & Mosley, R. (2009).
*Understanding Homelessness Using a Simulated Nursing Experience. Holistic Nursing
Practice, 23*(4), 230-237.

Barry, C.D, Gordon, S.C., & Lange, B. (2007). The usefulness of the Community Nursing Model
in school-based community wellness centers: Voices from the U.S. and Africa. *Research
and Theory for Nursing Practice: An International Journal*, *21*(3), 174-184.

Barry, C. D. & Gordon, S. C. (2005). Caring for students in school using a Community Nursing
Practice Model. *International Journal for Human Caring, 9* (3), 38-42. Campinha-
Bacote, J. (1999).

Corso, V. M. (2012). Oncology nurse as wounded healer: developing a compassion identity.
Clinical Journal of Oncology Nursing, 16(5). https://doi.org/10.1188/12.CJON.448-450

Meiers, S. & Brauer, J. (2008). Existential caring in the family health experience: a proposed
conceptualization. *Scandinavian Journal of Caring Sciences, 22*(1), 110-117.
https://doi.org/10.1111/j.1471-6712.2007.00586.x

McCormack, B., Roberts, T., Meyer, J., Morgan, D., & Boscart, V. (2012). Appreciating the 'person' in long-term care. *International Journal of Older People Nursing, 7*(4), 284-294. https://doi.org/10.1111/j.1748-3743.2012.00342.x.

Cultural competence in health care. *Journal of Nursing Education, 38*(5), 203-206.

Lowe, J. & Archibald, C. (2009). Cultural diversity: The Intention of Nursing. *Nursing Forum, 44*(1), 11-18.

Smith-Campbell, B. (1999). A case study on expanding the concept of caring from individuals to communities. *Public Health Nursing, 16*, 405-11

Sternberg, R. & Barry, C. D. (2011). Transnational mothers crossing the border and bringing their healthcare needs. *Journal of Nursing Scholarship, 43*(1), 64-71. https://sigmapubs.onlinelibrary.wiley.com/doi/10.1111/j.1547-5069.2010.01383.x.

ESSENTIAL LITERATURE ON CARING SCIENCE (Revised 2017)

Barry, C. D., Gordon, S. C. & King, B. M. (2015). *Nursing Case Studies in Caring: Across the Practice Spectrum.* Springer. ISBN: 978-0-8261-7178-8

Boykin, A. & Schoenhofer, S. (2001). *Nursing as caring: A model for transforming practice.* Jones & Bartlett.

Boykin, A. & Schoenhofer, S. & Valentine, K. (2014). *Health care system transformation for nursing and health care leaders: Implementing a culture of caring.* Springer.

Buber, M. (1970). *I and thou.* Scribner.

Davidson, A., Ray, M. & Turkel, M. (Eds.). (2011). *Nursing, caring, and complexity science.* Springer.

Duffy, J.R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders.* Springer.

Locsin, R.C (2016). *Technological competency as caring in nursing: A model for practice (2nd ed.).* Silliman University Press.

Mayeroff, M. (1971). *On caring.* HarperCollins.

McFarland, M.R. & Wehbe-Alamah, H. (2017). *Leininger's Culture Care diversity and universality: A worldwide theory of nursing (3rd Ed.).* Jones & Bartlett.

Paterson, J. & Zderad, L.T. (1988). *Humanistic nursing.* National League for Nursing.

Ray, M.A. (2016). *Transcultural caring dynamics in nursing and health care (2nd ed.).* FA Davis.

Roach, M.S. (1987). *The human act of caring: A blueprint for the health professions* Canadian Hospital Association.

Rosa, W., Horton-Deutsch, S, & Watson, J. (2019). *A handbook for caring science: Expanding the paradigm.* Springer.

Smith, M.C., Turkel, M.C., & Wolf, Z.R. (2012). *Caring in nursing classics: An essential resource.* Springer.

Watson, J. (2009). *Assessing and measuring caring in nursing and health sciences.* Springer.

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Approved by CON Faculty Assembly, 9/25/2017; Revised Committee on Programs 10/ 8/2018; Presented for Action to CON Faculty Assembly 10/22/2018, Approved CON Faculty Assembly 10/22/18

COURSE SCHEDULE

Date	Topic	Read/Listen	Assignment
	Welcome & Course Orientation	**Read Syllabus & Review Course Calendar**	**Complete Course Orientation Module via Canvas**
MODULE 1:	**Introduction to Public Health**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.** Chapters 1, 2, 3 **ATI:** Chapters 1, 5	**Complete Interactive Modules via E-Learning (Rector & Stanley):** **Interactive Modules via E-Learning** (Rector & Stanley) **1) Module 1.01**: The Role of Public Health Nursing

			2) **Module 1.08:** Three Levels of Prevention
MODULE 2: **(2 Weeks)**	**Managing Community and Population Health**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.** Chapters 15, 21, 29 **ATI:** Chapters 2, 4, 6	**Small Group Discussion: Community Assessment** **Complete Interactive Modules via E-Learning (Rector & Stanley):** 1) **Module 3.02:** Assessing Communities 2) **Module 3.03:** Using Screening for Community Assessment
MODULE 3:	**Environmental & Family Health & Genetics/Genomics**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.** Chapters 9, 14, 30	**Complete Interactive Modules via E-Learning (Rector & Stanley):** **1) Module 2.01:** Environmental Health and Risks **2) Module 2.02:** Home, Work and Community Hazards **3) Module 2.03:** Environmental Influences on Genetics

			Complete Nursing Situations (Rector & Stanley Community Case Studies): • Environmental Health/Food Safety
MODULE 4:	**Health Promotion: Achieving Change Through Education and Effective Partnerships**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.** Chapters 10, 11, 20, 22, 28, 30 **ATI:** Chapters 1, 6, 9	**Complete** **Interactive Modules via E-Learning (Rector & Stanley):** **1) Module 4.01**: Types of Health Education **2) Module 4.02**: Low Health Literacy and Its Impact **3) Module 4.03**: Tools for Addressing Low Health Literacy **4) Module 4.04:** Needs Assessment for Community Health Education **Complete Nursing Situation (Rector & Stanley Community Case Studies):** • Health Promotion: Childhood Obesity

			• Case Management **EXAM ONE** **MODULES 1, 2, 3**
MODULE 5:	**Principles of Epidemiology & Communicable Diseases**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.** Chapters 7, 8 **ATI:** Chapter 3	**Complete Interactive Modules via E-Learning:** 1) **Module 6.05:** Biostatistics as a Community Health Tool 2) **Module 3.07:** Exploring Causal Relationships in Epidemiology 3) **Module 3.09:** Communicable Diseases in Community Health **Complete Nursing Situations (Rector & Stanley Community Case Studies):** • STIs and Older Adults
MODULE 6:	**Socioeconomic Impact of Delivery of Health Care**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.**	**Small Group Discussion: Social Determinants of Health**

		Chapters 4, 9, 11, 15, 18, 25 **ATI:** Chapter 7, 9	**Complete Interactive Modules via E-Learning (Rector & Stanley):** **1) Module 3.06**: Addressing Disparities **2) Module 5.06**: Intervening to Strengthen Vulnerable Populations **Complete Nursing Situations (Rector & Stanley Community Case Studies):** • Health Literacy • Mental Health **Complete ATI Assignments:** The Communicator 2.0 Technique Identifier: Respecting Clients Cultures
MODULE 7:	**Advance Equitable Population Health Policy**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.**	**Complete**

		Chapters 4, 9, 16, 21, 27, 29	**Interactive Modules via E-Learning (Rector & Stanley):**
			1) Module 1.03: The Role of Government in the Health of Its Citizens
		ATI:	**2) Module 1.05:** Understanding Health Care Financing
		Chapter 7	**3) Module 1.06:** Publicly Funded Health Care Programs
MODULE 8:	**Demonstrate Advocacy Strategies**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.** Chapters 6, 13, 26 **ATI:** Chapter 7	**Complete** **Interactive Modules via E-Learning (Rector & Stanley):** 1) **Module 1.07:** Nurses as Advocates 2) **Module 5.08:** How Policy Change Happens **Complete Nursing Situations (Rector & Stanley Community Case Studies):** • Advocacy in Community Health Nursing **EXAM 2:** **MODULES 4, 5, 6**

MODULE 9: (2 Weeks)	Advance Preparedness to Protect Population Health During Disasters and Public Health Emergencies	READ: Online E-Text Book: Rector & Stanley, 10th ed. Chapters 8, 9, 18, 18, 30 ATI: Chapter 2, 7, 8	Small Group Discussion: Pandemics Complete Interactive Modules via E-Learning (Rector & Stanley): 1) Module 8.03: Working Together to Prevent, Prepare, Respond, and Recover 2) Module 8.06: Allocation of Resources Complete Nursing Situation (Rector & Stanley Community Cases): • Emergency Preparedness and Disaster Management Complete ATI Assignment: Video Case Studies RN 2.0: Survival Potential

MODULE 10:	**Global Public Health Nursing**	**READ: Online E-Text Book: Rector & Stanley, 10th ed.** Chapter 16	**Complete** **Interactive Module via E-Learning (Rector & Stanley):** **1) Module 7.05:** Public Health Nursing at the Global Level **Complete Nursing Situation (Rector & Stanley Community Case):** • Global Health **Complete ATI Assignment:** Learning System Quiz 3.0 Community Health Final Quiz **EXAM 3:** **MODULES 7, 8, 9**
	ATI PROCTORED **ASSESSMENT #1** **AND**	**ATI PROCTORED** **ASSESSMENT #1** Login at least 30 minutes prior to end time, i.e., 8:30 pm.	

	ATI PROCTORED **ASSESSMENT** **Retake**	The exam is allotted 60 minutes. **If you scored Level 1 or Below, upload ATI remediation from Proctored Assessment #1 by XX/XX @ 2359 to take the ATI Community Health Proctored Assessment Retake** **ATI PROCTORED ASSESSMENT RETAKE** Login at least 30 minutes prior to end time, i.e., 8:30 pm. The exam is allotted 60 minutes.	
	Reading Days		
FINAL EXAM			**EXAM 4:** **Comprehensive Exam (All Modules)**

COURSE POLICIES & GUIDELINES

COLLEGE OF NURSING POLICIES

The faculty reserves the right to make changes in course content and requirements.

Policies below may be found in:
a). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
https://nursing.fau.edu/academics/student-resources/undergraduate/index.php
b). Florida Atlantic University's Academic Policies and Regulations
http://www.fau.edu/academic/registrar/FAUcatalog/academics.php and
http://www.fau.edu/regulations

CODE OF ACADEMIC INTEGRITY:
Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001. If your college has particular policies relating to cheating and plagiarism, state so here or provide a link to the full policy—but be sure the college policy does not conflict with the University Regulation. For more information, see: https://www.fau.edu/regulations/documents/chapter4/reg4-001-6-7-22.pdf

CON Academic Integrity: https://nursing.fau.edu/academics/student-resources/undergraduate/academic-integrity-policy.php The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:
In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at http://www.fau.edu/sas/
To apply for SAS accommodations: http://www.fau.edu/sas/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER
Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish

to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to http://www.fau.edu/counseling/

INCOMPLETE POLICY:
The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:
Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

POLICY ON THE RECORDING OF LECTURES (OPTIONAL)
Because of a new Florida Statute in 2021, the following model language is suggested for inclusion in course syllabi, at the discretion of individual faculty:
Students enrolled in this course may record video or audio of class lectures for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach students about a particular subject. Recording class activities other than class lectures, including but not limited to student presentations (whether individually or as part of a group), class discussion (except when incidental to and incorporated within a class lecture), labs, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, and private conversations between students in the class or between a student and the lecturer, is prohibited. Recordings may not be used as a substitute for class participation or class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct and/or the Code of Academic Integrity.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination. For more information, see: https://www.fau.edu/provost/resources/files/religiousaccommodations-students-and-faculty-8-21-15.pdf

CON Religious Accommodation: http://www.fau.edu/sas/New.php

USE OF STUDENT COURSE MATERIAL
The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.

FACE COVERINGS and PPE in Laboratory
Persons are required to wear a face mask and a face shield over the face mask when in the laboratory areas, maintain social distancing of 6 feet when possible, wash hands and use hand sanitizer.

ATI Assessment and Remediation Program Policy
Introduction
The Assessment Technologies Institute (ATI) is an online, comprehensive, testing and review program, designed to provide students with various learning tools that will assist them in learning course content, identifying strengths and weaknesses, reviewing content, improving test taking abilities, and ultimately successfully passing the NCLEX-RN® for professional licensure.

Research has demonstrated a strong correlation between successful completion of ATI proctored exams and successful first-time pass rates on the NCLEX-RN® (Davenport, 2007). Courses at the Christine E. Lynn College of Nursing (CELCON) integrate the ATI Comprehensive Assessment and Remediation Program (CARP) as 10% of the course grade in selected courses.

ATI program consists of practice assessments, proctored exams, and tutorials.

All proctored exams, including the RN Comprehensive Predictor, will be scheduled on specific dates and times.

As part of the ATI package, students will be required to complete proctored exams as a course requirement in select courses. Proctored ATI exams will be given at the FAU Testing Center (students pay a sitting fee for each exam) and under exceptional circumstances may be given in the classroom. If in the classroom, students are required to bring a laptop with Wi-Fi capability and, browsers compatible

with the ATI program. Proctored ATI exams will be administered prior to course completion and scheduled by course faculty.

Practice Assessments

Practice Assessment A will be conducted in class as an interactive activity.

Practice Assessment B will be opened for two-week time period prior to the proctored assessment.

Proctored Assessments

The course-specific ATI Assessment will count for 10 percent of the course grade. Grades will be calculated using the information outlined below.

Proctored Assessments

I.   Students can earn up to 10 points based on the proctored assessment outcome.

Student score	Level 3	*Level 2*	*Level 1*	*Below Level 1*
Points awarded	*10 points*	*8.5 points*	*5 points*	*0 points*
Remediation/ retake	▴Minimum one-hour remediation recommended to complete activities listed for assessment on ATI Pulse. ▴	• Minimum two-hour remediation to complete activities listed for assessment on ATI Pulse. • *Optional retest*	**Remediation:** • Minimum three-hours to complete activities listed for assessment on ATI Pulse and submit score report for each activity **Retest required*	**Remediation:** • Minimum four-hour complete activities listed for assessment on ATI Pulse and submit score report for each activity• **Retest required*

Students earning a level 1 or below a level 1:

- *Students earning a level 1 or below a level 1 on the first attempt are required to remediate and retake the proctored exam.*
- ***Failure to retake the proctored exam will result in 0 points for ATI Assessment in the course. Points previously earned will be forfeited.***
- *In order to retake the proctored exam, students must submit remediation based activities listed for assessment in ATI pulse*
- *The highest score of the two attempts will be recorded.*

Students earning a level 2 on the first attempt:

- *May choose to retake the exam. Points will be awarded for the highest level achieved from the two attempts.*
- *Remediation is not required but strongly encouraged.*

Students earning a level 3 on the proctored exam on the first attempt:

- *Do not need to retest*
- *Remediation is not required to be submitted but strongly encouraged.*

Successful completion of NUR 4829L and Certification to take the NCLEX-RN®:

Prior to NUR 4829L: Nursing Practice Immersion students must complete the ATI Comprehensive Predictor.

Students are expected to achieve a score ≥ 92% of the *Predicted Probability of Passing the NCLEX-RN® and a level 2 or better on 5 of 7 ATI content exams.* **Students who do not meet BOTH of these expectations must achieve the 100% stage of Virtual ATI remediation (at the student's expense). Following successful remediation, students will have completed the requirements for the ATI assignment in NUR 4829L.**

Undergraduate Program Committee Approval March 9, 2015; February 1, 2016
UPC May 3, 2018' UPC December 3, 2018; UPC October 7, 2019; January 13, 2020; April 5, 2021; March 28, 2022. May 3, 2022.

PROFESSIONAL STATEMENT
http://nursing.fau.edu/academics/student-resources/undergraduate/policies-regulations/professional-statement.php

When students of nursing begin their course of study, they enter into an implied professional agreement-agreeing to abide by the American Nurses Association (ANA) Code of Nursing Ethics and to conduct themselves in all aspects of their lives in a manner becoming a professional nurse. The College of Nursing faculty holds a professional ethic of caring and healing, recognizing that each person's environment includes everything that surrounds an individual. Similarly, the College creates an environment that preserves the wholeness and dignity of self and others. The faculty requires self and socially responsible behavior and will not accept actions that can be perceived as hostile, threatening or unsafe to others. It is the College's expectation that students promote a positive public image of nursing. It is the College's goal, as a professional college, to build an expanding community of nursing scholars and leaders within the context of its' caring-based philosophy. Safety of the person being nursed and accountability for individual actions are priorities and/or critical components/elements of a professional nursing education. Students who do not abide by this policy will be subject to appropriate academic sanctions which may include disciplinary action, dismissal from the College of Nursing, and/or suspension or expulsion from the University.

Approved in Faculty Assembly 11/28/2016

CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patters of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

'revised April, 2012.'