UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Spring /2017

COURSE NUMBER NUR 3638

COURSE TITLE Population Focused Care

CREDITS 2

# PLACEMENT Accelerated Track BSN Program: 3rd Semester Upper Division

PREREQUISITE NUR 3138 Systems of Care 1: Wellness Promotion and Illness Prevention

COREQUISITE None

FACULTY Kay M. Leary, PhD, ARNP

ADJ. Clinical Assistant Professor

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LRC 3rd Floor

Wednesdays 12-2 and by appointment(Office hours)

COURSE DESCRIPTION The purpose of this course is to examine strategies for wellness promotion, disease prevention, and disaster management in communities and populations. Emphasis is on the epidemiologic principles that affect the health of vulnerable populations. Focus is on the impact of interventions that address health disparities in related populations.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Analyze nursing management of wellness promotion and illness prevention for communities and populations.
2. Analyze interprofessional strategies for wellness promotion and illness prevention of culturally diverse communities and populations.
3. Utilize epidemiology and other evidence-based sources to identify communities and populations at risk.

4. Discuss response systems and management strategies for selected disasters.

COURSE SCHEDULE

Section                Day                      Time                    Room

1G73                   Wednesday       2:00-3:50pm      3083, POB 3rd Floor

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at <http://elearning.ufl.edu/>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

TOPICAL OUTLINE

1. Basic epidemiology concepts and methods
2. Public Health Core Functions
3. Assessment of communities and populations
   1. Healthy People Determinants of Health model
   2. Community as Partner model
   3. Accessing and interpreting census and vital statistic data
4. Planning for populations
5. Public Health Intervention Wheel
6. Health disparities and vulnerable populations
7. Environmental Health
   1. Basic concepts
   2. Environmental assessment
   3. Risk communication
8. Global Health
9. Emergency preparedness and disaster response

# TEACHING METHODS

Lecture, small group discussion, and web-based problems

LEARNING ACTIVITIES

# Participation in class, small group projects, and web-based analysis

# EVALUATION METHODS/COURSE GRADE CALCULATION

|  |  |
| --- | --- |
|  | Grade Percentage |
| Exam 1 | 25% |
| Exam 2 | 25% |
| Community Assessment | 25% |
| Community Assessment Presentation | 10% |
| Topical Presentation | 10% |
| Outbreak Questions | 5% |
| Total | 100% |

Assignments will be returned within 14 days.

MAKE UP POLICY

Notify Kay Leary **prior** to any exam you are unable to take at the scheduled time. For Exam 1, if a make up exam is not taken within 2 weeks, the final exam will be valued at 50% of the student’s grade.

# GRADING SCALE/QUALITY POINTS

A 95-100 (4.0) C 74-79\* (2.0)

A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91- 92 (3.33) D+ 70-71 (1.33)

B 84-90 (3.0) D 64-69 (1.0)

B- 82-83 (2.67) D- 62-63 (0.67)

C+ 80-81 (2.33) E 61 or below (0.0)

* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies:

Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/student-policies-and-handbooks/course-policies/>.

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

# REQUIRED TEXTBOOKS

None (Required readings accessed online)

RECOMMENDED TEXTBOOKS

Public Health Nursing, Stanhope and Lancaster, 9th edition, 2016. ISBN 9780323321556

STUDENT RESPONSIBILITIES:

\* ***You are responsible for having the following supplies for this course: At least, either laptop with a privacy screen or a phone (either smart phone or flip phone) is required to participate in the classroom activities throughout the semester*. *Please plan accordingly.***

WEEKLY CLASS SHEDULE

|  |  |  |
| --- | --- | --- |
| DATE | TOPIC/EVALUATION | ASSIGNMENTS/READINGS |
| 1/4/17  Week 1 | Preparing for clinical  Orientation to Class  Introduction to Population Focused Care   * History * Healthy People 2020   Community Assessment Project | Google search Healthy People 2020  Prior to reporting to your agency conduct a search and familiarize yourself with their mission, population served, funding stream, how long providing services.  Be prepared. |
| 1/11/17  Week 2 | Outbreak | Questions will be distributed in class. This is a two hour film, breaks will be as you need them.  This is an assignment |
| 1/18/17  Week 3 | Public Health Nursing  Core functions  Levels of prevention  Essential services  Terms and definitions  US and Public Health Systems |  |
| 1/25/17  Week4 | Epidemiology   * Basic Concepts and Methods * Rates and formulas * Types of studies * Public Health Nursing Intervention Wheel | **Supplemental Material**  [Weighing the Evidence: Misconceptions About Measles-Mumps-Rubella (MMR) Vaccine and Autism Student Guide (PDF)](http://www.aptrweb.org/resource/resmgr/prevention_modules/module_2_student_case.pdf)  **Resources**  [Fundamentals of Epidemiology - PowerPoint References (PDF)](http://www.aptrweb.org/resource/resmgr/prevention_modules/module2_references.pdf)  [Fundamentals of Epidemiology - Resources (PDF)](http://www.aptrweb.org/resource/resmgr/prevention_modules/module1_resources.pdf) |
| 2/1/17  Week 5 | Planning for community change   * Accessing and interpreting census and vital statistic data * Collaboration * Coalition Building   Cultural considerations | Florida Charts  Compare state data to county data. |
| 2/8/17  Week 6 | Population Focused Care-  Leading Health Indicators   * Health Teaching * Stages of Change- * Motivational Interviewing * Social Marketing | TBD |
| 2/15/17  Week 7 | Population Focused Care   * Vulnerable Populations and Health Disparities   + Social Justice   + Case Management   + Advocacy   + Referral and Follow-up   Violence |  |
| 2/22/17  Week 8 | Exam 1 |  |
| 3/1/17  Week 9 | Introduction to School Health  Parish Nursing  Occupational health nursing  Hospice  Infectious and Communicable diseases |  |
| 3/5-12/2107  Week10 | |  |  | | --- | --- | | Spring Break |  | |  |
| 3/15/17  Week11 | Population Focused Care   * Environmental Health   + Basic Concepts   + Environmental Justice   + Environmental Assessment | TBD |
| 3/22/17  Week12 | Population Focused Care   * Emergency Preparedness and Disaster Response | <http://www.coj.net/departments/fire-and-rescue/emergency-preparedness/response/emergency-operations-center>  Access and explore this link prior to class. |
| 3/29/17  Week13 | Population Focused Care  Chronic and Transitional Care Challenges   * Global health | <http://www.who.int/whr/2003/chapter1/en/>  <http://www.humanosphere.org/global-health/2016/01/guest-post-10-global-health-issues-to-follow-in-2016/>  <https://www.cdc.gov/chronicdisease/pdf/2009-power-of-prevention.pdf> |
| 4/5/17  Week14 | Student Presentations:  Health Literacy  Safe Haven  Prisons as the New Asylum  Sex Trafficking  Or  Zika  Or  Obsesity |  |
| 4/12/17  Week15 | * This class will begin at 2:30 * Community Assessment Presentations | Dress for Success  Look professional |
| 4/19/17 | * Review |  |
| 4/26/2017 | * Exam 2 |  |

Concepts are taught using current public health issues. As the course progresses, the professor may change the dates of some of the modules to better connect content with what is occurring in the community.

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| Approved: | Academic Affairs Committee:  General Faculty:  UF Curriculum Committee: | 09/09  09/09  10/09 |