Syllabus for HNC 469 (Fall 2014)

Nursing Practice Family and Community

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Section: 02 Credits: 06
Diadactic hrs: 60 Clinical hrs: 60
Pre-requisites: HBP/HNC 310, HNC 499, HNC 370.
Co-requisites: 

Discussion Board: Yes


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Purpose: To provide the student with theoretical knowledge and clinical skills necessary to recognize the determinants of health within the context of the patient's values, partner with a family to formulate a health management plan and understand the concepts necessary to improve population health; in accordance with Nursing: Scope and Standards of Practice ANA 2004) and the Essentials of Baccalaureate Education for Professional Nursing Practice (AACN 2008).

Course Description: This is a required nursing clinical course which focuses on the concepts of health promotion and disease reduction related to populations, communities, families and individuals. Utilizing the family as the unit of care an examination of the health-illness continuum will occur, provision of care for patients across the lifespan will be considered and skills for providing culturally appropriate care will be developed. Evidenced based research will be utilized to develop a plan, in collaboration with the interprofessional team, to develop interventions designed to modify risk factors and promote healthy lifestyles.

Student Evaluation: QuQuquiz Quiz Module quizzes(5) 50%
A community or family assessment 15%
A collaborative health promotion project 25%
Discussion board 5%

Worksheets 5% each
Clinical site worksheet (P/F)
Verification of Clinical Hours (P/F)
1. Quizzes: The module quizzes are to be utilized as an assessment to verify you are meeting the course objectives. These are graded and credited toward your grade.
   - Quiz 1 due Sept. 11
   - Quiz 2 due Sept. 30
   - Quiz 3 due Oct. 14
   - Quiz 4 due Nov. 4
   - Quiz 5 due Nov. 25

2. The Family or Community Assessment Paper: Utilizing the theory and tools learned in HNC 499 - Epidemiology, you will perform either a Community or Family assessment. This analysis provides you with the opportunity to demonstrate the application of the concepts, skills and tools foundational to community and public health nursing.

3. The Health Promotion Project: Students must choose to do either a Health Promotional Educational Activity Project or a Resource Development Project. The health promotion project requires that you form a work group, conduct a community or family assessment, analyze the data, identify a population health risk in the community, evaluate the availability and utilization of resources, then create an educational opportunity aimed at lowering the health risk for that population. The overarching goal for the project is to influence lifestyle choices and change health related behaviors that will result in better positive health outcomes. Creativity and resourcefulness, as well as the demonstration of understanding of community empowerment will be evaluated in grading this assignment.

4. The current events worksheet and discussion board are practical exercises that require analytical thinking and utilization of evidenced-based findings to complete. These are intended to evaluate your understanding of the concepts of community health nursing and the impact of economic, political and ethical issues in health care.

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### Curriculum Objectives for Undergraduate Students

Upon completion of this program the student will be able to:

1. Utilize the scientific method to provide health promotion, maintenance, and restoration of diverse populations of patients.
   - 1.1 Apply scientific method to a diverse population of patients and families across the continuum of health care environments.
   - 1.2 Conduct a community assessment and analyze the availability and utilization of resources for health promotion and disease & injury prevention.
   - 1.3 Apply principles of the scientific method in the nurse–patient partnership to advocate for families, groups, and communities in a variety of healthcare settings.

2. Use theory to conceptualize health responses of diverse populations.
   - 2.1 Examine nursing and community/public health theories as they apply to individuals and populations accessing the continuum of health care environments.
   - 2.2 Identify examples of appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care.

3. Apply research findings to guide nursing practice.
   - 3.1 Apply evidence-based findings in the analysis of selected clinical nursing problems in community and public health nursing.
   - 3.2 Apply concepts of epidemiological research to inform the care planning of aggregates, families, and community.
   - 3.3 Utilize evidence-based practices to develop proficiency in performing psychomotor skills, guide health teaching, health counseling, screening, outreach, and health referral and follow-up.

4. Apply principles of leadership and management in nursing and healthcare delivery.
   - 4.1 Demonstrate elements of leadership and management skills in community and Public Health Nursing.
   - 4.2 Identify nursing care management systems that are culturally and developmentally appropriate to Community and Public Health Nursing.
   - 4.3 Demonstrate communication and collaboration skill with other healthcare professionals and patient families.

5. Use information and patient care technologies to provide safe, quality care.
   - 5.1 Participate in quality and patient safety initiatives.
   - 5.2 Apply ANA/Public Health Nursing Standards of Care in the practice of community and public health nursing to enhance health outcomes.

6. Participate in interprofessional collaboration to improve healthcare and health outcomes through
   - 6.1 Facilitate patient-centered transitions including discharge planning and patient family education.
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<td>advocacy, activism, and change.</td>
<td>6.2 Evaluate appropriateness of community resources available and their use by patients and families.</td>
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<td>7. Demonstrate professional standards of ethical conduct and social responsibility.</td>
<td>7.1 Advocate for social justice, including a commitment to the health of vulnerable population and the elimination of health disparities.</td>
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<td>7.2 Incorporate ethical principles, professional standards and legal guidelines in the care of patients, families and populations.</td>
<td>7.3 Examine the historical, socio-political and economic influences on community and public health nursing.</td>
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<td>8. Apply knowledge of cultural factors that affect nursing and healthcare across multiple contexts.</td>
<td>8.1 Employ cultural sensitivity in the care of patients, families, and communities.</td>
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<td>9. Articulate the value of pursuing practice excellence, lifelong learning and professional engagement to foster professional growth and development.</td>
<td>9.1 Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy.</td>
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<td>9.2 Explore the significance of membership in professional nursing organizations.</td>
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<td>9.3 Describe the value of pursuing lifelong learning to foster professional growth and development.</td>
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**HIPAA - Health Insurance Portability and Accountability Act**

All Health Sciences students are required to respect the confidential nature of all information that they have access to including the personal health information of patients. The Health Insurance Portability and Accountability Act (HIPAA) of 1996 provides significant new privacy protections for the health information of patients and research participants. Students in the Health Sciences programs are required to comply with the training requirements related to privacy and security provisions of HIPAA and to abide by the University’s policies and procedures related to HIPAA.

**AMERICANS WITH DISABILITIES ACT STATEMENT**

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Disability Support Services, 128 ECC Building (631) 632-6748. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following web site: http://www.ehs.sunysb.edu and search Fire Safety and Evacuation and Disabilities.

**ACADEMIC INTEGRITY**

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report and suspected instances of academic dishonesty to the Academic Judiciary. For more comprehensive information on academic integrity, including categories of academic dishonesty, please refer to the academic judiciary website at http://www.stonybrook.edu/uaa/academicjudiciary/.

**CRITICAL INCIDENT MANAGEMENT**

Stony Brook University expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Office of Judicial Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.