Course Syllabus: Population Focused Community Nursing
College of Robert D. & Carol Gunn College of Health Sciences & Human Services
NURS 4733
Summer 2025
Contact Information

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Course Description
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1. This course introduces the concept of the community of persons, patients, families, and populations as the patient in the healthcare system and roles of the nurse in community services.
2. The course provides an opportunity to understand nurse roles that include public policy, provision of primary care, prevention of disease or health risk, education and health promotion, and restoration.
3. The course is designed to integrate knowledge from nursing theory and public health services in assessing the health care needs of aggregates, communities, and society
4. The course has an emphasis on the community assessment process and the development of nursing strategies to assist families with consideration of health on a continuum throughout the lifespan.
5. AACN Essentials: For further information regarding the AACN Essentials identified for each course objective, refer to: [The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Course Objectives
Upon completion of this course, the student will be able to:
1. Analyze local, state, and national public health system components, policies, missions, goals, and programs.
2. Compare and contrast community populations with differing needs and resources and match with available services or identify needed services and resources.

3. Differentiate the roles of nurses in community-based practice for persons, patients, families and populations with culturally diverse communities.
4. Explain epidemiologic, social, political, economic, and cultural trends that affect the health status of individuals, families, populations, and communities.
5. Analyze and propose culturally sensitive and developmentally appropriate health services and education programs to maintain or restore health status.
6. Use introspection and conscious examination of personal beliefs and value systems to increase sensitivity, respect, and caring for diverse populations.

Clinical Objectives
1. Analyze local, state and national public health system components, policies, missions, goals, and programs. (AACN IV).
2. Compare and contrast community populations with differing needs and resources and match with available services or identify needed services and resources. (AACN IV).
3. Differentiate the roles of nurses in community-based practice for persons, patients, families and populations within culturally diverse communities. (AACN IV).
4. Explain epidemiologic, social, political, economic, and cultural trends that affect the health status of individuals, families, populations, and communities. (AACN IV).
5. Analyze and propose culturally sensitive and developmentally appropriate health services and education programs to maintain or restore health status. (AACN IV).
6. Use introspection and conscious examination of personal beliefs and value systems to increase sensitivity, respect, and caring for diverse populations. (AACN IV).
7. Identify population health determinants by assessing protective and predictive factors including culturally appropriate health promotion and disease prevention strategies. (AACN VII).
8. Discuss the role of the baccalaureate prepared nurse in promoting professional healthcare to diverse groups and populations. (AACN IX).
9. Describe the effects of effective collaboration and communication on improvement of healthcare outcomes for groups and populations. (AACN VI).

Textbook & Instructional Materials

Required textbook
Stanhope, M. & Lancaster, J. (2018). Foundations for Population Health in Community/Public Health Nursing (5th ed.). St. Louis, Elsevier ISBN: 978-0-323-44383-8
American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.). Washington D.C.

References
Centers for Disease Control and Prevention (CDC) website.
Centers for Disease Control and Prevention
Department of Health and Human Resources website.
Department of Health and Human Resources
Cumulative Index to Nursing and Allied Health Literature database

(CINAHL Plus)

Dreher, M. & Skemp, L. (2011). Healthy people healthy places (2nd ed.). Indianoplis, IN: Sigma Theta International.

Ebersole, P., Hess, P., Touhy, T., Jett, K., 7 Luggen, A. (2008). Toward a healthy aging: Human needs and nursing response. (7th ed.). St. Louis, MO: Mosby-Elsevier.

Institute of Medicine. (2004). Health literacy. National Academies Press.(Executive Summary). Institute of Medicine Health Literacy

Institute of Medicine. (2010). The future of nursing. National Academies Press. Institute of Medicine The Future of Nursing

Institute of Medicine. (2001). Crossing the quality chasm: A new health system for the 21st century. National Academies Press. Crossing the quality chasm

Healthy People 2030.Healthy People 2030

Medicare Preventive Services Quick Reference Guide. Medicare Preventive Services

American Association of Occupational Health Nurses (AAOHN). About AAOHN. American Association of Occupational Health Nurses

Student Handbook

Refer to: Student Handbook 2017-18

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

Grading

Table 1: Points allocated to each assignment –

Assignments	Points
Discussions	10
Evidence based practice Assignments	30
Family Assessment (Friedman) with Genogram (Individual)	30
Community Assessment presentation and paper	30
Total Points	100

Table 2: Total points for final grade. There will be no rounding of final course grades.

Grade	Points
A	90 to 100
B	80 to 89
C	79 to 74
D	65 to 73
F	64 and below

Projects Required

Assignments vary in each module and each assignment has its own rubric for completion and grading. Written work is to be completed and submitted electronically in the appropriate assignment (drop box) on D2L and submitted by 10:59 pm Central Time on due date. A course average of at least 74% is required to pass this course. No rounding of final grades per the WSON handbook. Faculty reserves the right to make changes at any time to this syllabus. Students are to be accountable for all communications sent by faculty on Desire 2 Learn; therefore, you **must** check the site for announcements, assignments, and messages. Faculty prefers students use D2L as a means to make a specific request or to ask for content clarification. I forward your D2L emails to my MSU email. If you are unable to access D2L, you may contact faculty via campus email. Virtual and phone appointments are available upon request.

Discussion Board

You must post a substantive response to each of the required questions. A substantive response is constructive and adds value to the weekly discussions. Substantive responses should be at least 150 words in length. Your responses need to reflect critical thought and demonstrate an understanding of the relevant concepts. All factual knowledge must be supported with appropriate APA citation of source. Response to the discussion board questions must be posted by 10:59 PM Central Standard Time on or before the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. **Discussion responses (initial) posted more than 2 days late and or in the wrong thread will not be accepted. Peer response post will not be accepted late.**
Late initial postings will receive a 10 point deduction for each day late and will not be accepted if posted more than 2 days late. It is the responsibility of the student to post the assignment on the correct thread by 10:59 PM Central Standard Time on or prior to the due date. Participation in the classroom discussion is required. In addition to posting your responses to the discussion questions you must post a substantive comment to at least two of your classmate's posts. This post may be made anytime during the week but must

be made prior to the close of the week before the due date and time. Each peer response must have at least one accompanying APA citation. **Peer Posts made after the due date and time of the week will not be accepted for credit.**

Late Work
Assignments more than two days late will not be accepted. Assignments submitted late which are within two days of the due date will receive a ten point deduction for each day they are late.

Important Dates
Last Day to drop with a grade of "W:" June 18, 2025
     Refer to: Drops, Withdrawals & Void

Desire-to-Learn (D2L)
Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into D2L through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements
Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. *Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.* Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world which is connected to the internet. Contact your instructor immediately upon having computer trouble If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into D2L**.**

Instructor Class Policies
Instructor Drop. An instructor may drop a student any time during the semester for excessive absences, for consistently failing to meet class assignments, for an indifferent attitude or for lack of engagement in the online learning environment. For example, failure to participate in online discussions as schedule and on time is considered being absent. Prior to dropping a student from the class, the instructor must give the student a verbal or written warning. An instructor's drop of a student takes precedence over the student-initiated course drop at a

later date. The instructor will assign a grade of WF or F the 6th week of a 10 week summer term. After this time, the grade will be an F. The date the Office of the Registrar receives the instructor drop form is the official drop date. If a student does not maintain enrollment for one long semester they will be placed on inactive status. If a student were to withdraw for a second time from the same and or any nursing course and or received a second D or F in the same and or any nursing course, even if the student has repeated a course and received a grade of C or above the student will be dismissed from the program. **All submissions earning a Turn-it In Similarity score above 20% will receive a 30-point deduction. Students may submit assignments as many times as needed before the due/date and time to review and revise as needed to earn a Turn-it In Similarity score at or less than 20%. Only the last submission before the due date and time will be graded.**

Change of Schedule
A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the *Schedule of Classes* each semester.

Refund and Repayment Policy
A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. HOWEVER, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Disability Support Services
Midwestern State University is committed to providing equal access for qualified students with disabilities to all university courses and programs, and by law all students with disabilities are guaranteed a learning environment that provides reasonable accommodation of their disability. This guarantee is provided through Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The ADA reads: "No qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subject to discrimination by any such entity." The Director of Disability Support Services serves as the ADA Coordinator and may be contacted at (940) 397-4140, TDD (940) 397-4515, or 3410 Taft Blvd., Clark Student Center 168.

College Policies

Campus Carry Rules/Policies
Refer to: [Campus Carry Rules and Policies](#)
Smoking/Tobacco Policy
College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated-smoking areas at each location.
Alcohol and Drug Policy
To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process

Individual course grades are not allowed to be appealed. Students who wish to appeal a Final overall course grade should consult the Midwestern State University [Undergraduate Catalog](#)
Notice
Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week	Activities/Assignments/Exams	Due Date
Week 1 Course Orientation, Perspectives in health care delivery and nursing, influences on health care delivery and nursing, and conceptual frameworks applied to nursing practice in the community.	Perspectives in health care delivery and nursing 1. What is public health? 2. Public health core functions? 3. Population-focused nursing practice 4. Practice focusing on individuals, families, and groups 5. Challenges for the future History of Public health and public and community health nursing 1. Early public health 2. Public health during America's Colonial period and the New Republic 3. Nightingale and origins of trained nursing 4. Continued growth in public health nursing 5. Public health nursing during the early twentieth century public health nursing 6. Economic Depression and the impact on public health 7. From World War II until the 1970s 8. Public health nursing from the 1970s to the present Force stimulating change in demand for healthcare 1. Demographic trends 2. Social and economic trends 3. Health workforce trends 4. Technological trends	**Discussions for Week 1: Introduction and Initial discussion post** due by Friday 10:59PM CST **The 2 peer response posts** are due by Sunday 10:59PM CST

Week	Activities/Assignments/Exams	Due Date
Week 1 Continued	Current health care system in the United States 1. Cost, Access, Quality Organization of the Health Care System 1. Primary health care 2. Public health system 3. The federal system 4. The state system 5. The local system **Readings** • Institute of Medicine. (2004). Health literacy. National Academies Press. (Executive Summary). Institute of Medicine Health Literacy • Institute of Medicine. (2010). The future of nursing. National Academies Press. Institute of Medicine The Future of Nursing • Institute of Medicine. (2001). Crossing the quality chasm: A new health system for the 21st century. National Academies Press. Crossing the quality chasm • Healthy People 2030.Healthy People 2030 • Medicare Preventive Services Quick Reference Guide. Medicare Preventive Services • Stanhope Chapter 1 pages 1 to 14. • Stanhope Chapter 2 pages 15 to 32. • Stanhope Chapter 3 pages 33 to 48.	

Week	Activities/Assignments/Exams	Due Date
Week 2 Family development and family nursing assessment, poverty, homelessness, mental illness, teen pregnancy, alcohol, tobacco, other drug problems in the community, and violence and human abuse.	Family development and family nursing assessment 1. Family nursing in the community 2. Family demographics 3. Definition of the family 4. Family functions 5. Family structure 6. Family health 7. Four approaches to family nursing 8. Theoretical frameworks for family nursing 9. Working with families for healthy outcomes 10. Family nursing assessment 11. Social and family policy challenges Health People 2030 and family implications Family health risks 1. Early approaches to family health risks 2. Concepts in family health risk 3. Major family health risks and nursing interventions 4. Nursing approaches to family health risk reduction 5. Community resources Poverty, homelessness, mental illness, and teen pregnancy 1. Attitudes, beliefs, and media communication about vulnerable groups 2. Poverty: Definition and description 3. Homelessness: Understanding the concept 4. Trends in adolescent sexual behavior and pregnancy 5. Mental illness in the United States 6. Levels of prevention and the nurse Role of the nurse	**Evidence Based Practice Written Assignment Due Sunday by 10:59 PM CST**

Week	Activities/Assignments/Exams	Due Date
Week 2 Cont…	Alcohol, tobacco, and other drug problems in the community 1. Scope of the problem 2. Psychoactive drugs 3. Illicit drug use 4. Predisposing and contributing factors 5. Primary prevention and the role of the nurse 6. Secondary prevention and the role of the nurse 7. Tertiary prevention and the role of the nurse 8. The nurse role Violence and human abuse 1. Social and community factors influencing violence 2. Violence against individuals or oneself 3. Family violence and abuse 4. Nursing interventions **Readings** Stanhope: • Chapter 18 pages 294-309 • Chapter 19 pages 310-332 • Chapter 23 pages 392-414 • Chapter 24 pages 415-432 • Chapter 25 pages 433-454	

Week	Activities/Assignments/Exams	Due Date
Week 3 Cultural influences in nursing in community health, rural health, migrant health, infectious disease prevention and control, HIV infection, hepatitis, tuberculosis, sexually transmitted disease, heath care needs of women and men.	Cultural influences in nursing in community health 1. Immigrant health issues 2. Culture, race, and ethnicity 3. Cultural competence 4. Inhibitors to developing cultural competence 5. Cultural nursing assessment 6. Cultural groups' differences 7. Culture and nutrition 8. Culture and socioeconomic factors Rural health and migrant health 1. Differences in rural versus urban 2. Population characteristics and cultural considerations 3. Health status of rural residents 4. Occupational and environmental health problems in rural areas 5. Occupational and environmental health problems in rural areas 6. Rural health care delivery issues and barriers to care 7. Health of minorities, particularly migrant farmworkers 8. Cultural considerations in migrant health care 9. Nursing care in rural environments 10. Healthy people 2030: Related to rural health HIV Infection, hepatitis, tuberculosis, and sexually transmitted diseases 1. Human Immunodeficiency virus infection (HIV) 2. Sexually transmitted diseases 3. Hepatitis 4. Tuberculosis 5. Nurse's role in providing preventive care for communicable diseases **Readings** • Stanhope Chapter 5 pages 65-83 • Stanhope Chapter 22 pages 374-391. • Stanhope Chapter 26 pages 455-477. • Stanhope Chapter 27 pages 478-497. Healthy People 2030 Healthy People 2030 (Research your community's resources that target women and men's healthcare needs.)	**The initial discussion Post** is due by Friday, 10:59PM CST **The 2 peer posts** are due by Sunday 10:59PM CST

Week	Activities/Assignments/Exams	Due Date
Week 4 Rural health and migrant health	Rural health and migrant health 1. Differences in rural versus urban 2. Population characteristics and cultural considerations 3. Health status of rural residents 4. Occupational and environmental health problems in rural areas 5. Occupational and environmental health problems in rural areas 6. Rural health care delivery issues and barriers to care 7. Health of minorities, particularly migrant farmworkers 8. Cultural considerations in migrant health care 9. Nursing care in rural environments 10. Healthy people 2030: Related to rural health Federal farmworker housing standards and regulations, their promise and limitations for farmworker health 1. Types of housing 2. Federal regulatory framework Gaps in the protections afforded by OSHA temporary labor camp standards 3. Omissions from OSHA standards 4. Next steps **Readings** Stanhope • Chapter 22 pages 374 to 391 • Joyner et al., (2015). Federal farmworker housing standards and regulations, their promise and limitations, and implications for farmworker health. A Journal of Environmental and Occupational Health Policy. 25(3), 334-352. doi: 10.177/104891115604390. http://www.genopro.com/genogram/emotional-relationships/ http://www.genopro.com/genogram/rules/	**Family Assessment and Genogram due Sunday 10:59 PM CST**

Week	Activities/Assignments/Exams	Due Date
Week 5 Community Assessment and Evaluation	Family development and family nursing assessment 1. Family nursing in the community 2. Family demographics 3. Definition of the family 4. Family functions 5. Family structure 6. Family health 7. Four approaches to family nursing 8. Theoretical frameworks for family nursing 9. Working with families for healthy outcomes 10. Family nursing assessment 11. Social and family policy challenges 12. Healthy People 2030 and family implications Poverty, homelessness, mental illness, and teen pregnancy 1. Attitudes, beliefs, and media communication about vulnerable groups 2. Poverty: Definition and description 3. Homelessness: Understanding the concept 4. Trends in adolescent sexual behavior and pregnancy 5. Mental illness in the United States Levels of prevention and the nurse 6. Role of the nurse Alcohol, tobacco, and other drug problems in the community 1. Scope of the problem 2. Psychoactive drugs 3. Illicit drug use 4. Predisposing and contributing factors 5. Primary prevention and the role of the nurse 6. Secondary prevention and the role of the nurse 7. Tertiary prevention and the role of the nurse	**Community Assessment due Friday 10:59 PM CST** **No Late Work accepted this week courses closes at 11:59 pm Friday**

Week	Activities/Assignments/Exams	Due Date
Week 5	Violence and human abuse 1. Social and community factors influencing violence 2. Violence against individuals or oneself 3. Family violence and abuse **Readings** • Stanhope Chapter 12 pages 203 to 220 • Chapter 12 Pg. 213 Box 12.3 • Chapter 12 Pg. 218: Checklist for a Community Assessment	