Course Syllabus: Population Focused Community Nursing
College of Robert D. & Carol Gunn College of Health Sciences & Human Services
NURS 4733
Spring 2026
Contact Information

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Course Description

Course Description
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 textbooks:

Textbook Name	Author	ISBN
Foundations of Nursing in the community: Community-oriented practice. (5th edition).	Stanhope, M. & Lancaster, J. (2018).	978-0323443838
Publication manual of the American Psychological Association. (7th edition). Washington, D.C.	American Psychological Association (APA)(2019).	978-1-433-83216-1

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 2025-2026

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 individuals 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 Ecomap/Genogram (Individual)	20

Community Assessment presentation and paper	40
Total Points	100

Table 2: Total points for final grade. **There will be no rounding of 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 assigned due date and time. An overall average of at least 74% is required to pass this course. 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 email as a means to make a specific request or to ask for content clarification. Virtual and phone appointments are available upon request. All assignments are run through Turn-it-In for a similarity plagiarism score. Scores above 20% similarity will receive a 30-point deduction. Students may revise and resubmit as many times as needed before the due date and time. Only the last submission will be graded.

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. Rarely should each require more than 250 words. Your responses need to reflect critical thought and demonstrate an understanding of the relevant concepts. All factual knowledge must be supported with appropriate citation of source. Response to the discussion board questions must be posted by 10:59 PM CST of the due date on the Discussion Board section in the appropriate Discussion Question thread as stated in the course outline. Initial discussion responses posted more than 2 days late and or in the wrong thread will not be accepted. Initial postings will receive a 10 percent 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 CST on or prior to the due date. Participation in the classroom discussion is required. In addition to posting your Initial response to the

discussion questions you must post a substantive comment to at least two of your classmate's posts. Peer 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. Peer Posts made after the due date and close of the week will not be accepted for credit.

<div align="center">Late Work</div>

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

<div align="center">Important Dates</div>

Last Day to drop with a grade of "W:" is March 04, 2026.
Refer to: Drops, Withdrawals & Void

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Desire-to-Learn (D2L)
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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.

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Online Computer Requirements
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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**.**

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Instructor Class Policies
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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.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first twelve 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."

Disability Support Services
Student Wellness Center
Phone: 940-397-4140
Email: disabilityservices@msutexas.edu
Website: DSS Webpage

College Policies

Campus Carry Rules/Policies Refer
to: [Campus Carry Rules and Policies](#)

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

Students who wish to appeal a final 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	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date

Week 1	Perspectives in health care delivery and nursing	
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.	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	**Introduction and Initial discussion post** due by Friday 10:59PM CST. **The 2 peer response posts** are due by Sunday 10:59PM CST.
Week	**Weekly Objectives** (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	**Due Date**
	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	

Week	**Activities**	**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](#)	
Week	**Activities**	**Due Date**
	• Medicare Preventive Services Quick Reference Guide. [Medicare Preventive Services](#) • Stanhope Chapter 1 pages 1 to 13. • Stanhope Chapter 2 pages 14 to 32. • Stanhope Chapter 3 pages 33 to 50.	

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date
Week 2 Health risks across the life span, vulnerability and vulnerable populations, and infectious disease prevention and control.	Health risks across the life span Status of children 1. Children's health and major public health issues 2. Target areas for prevention with children 3. Health policy, legislation, ethics related to adult health 4. Chronic disease management of adults 5. Health disparities: special groups 6. Family care giving Community-based models for care of Vulnerability and vulnerable populations: An overview 1. Definition and influencing factors 2. Social determinants of health and health status 3. Outcomes of vulnerability 4. Public policies affecting vulnerable populations Infectious disease prevention and control 1. Historical and current perspectives 2. Transmission of communicable diseases 3. Surveillance of communicable diseases 4. Prevention and control 5. Agents of bioterrorism 6. Vaccine-preventable disease 7. Foodborne and waterborne diseases 8. Vector-borne disease and zoonoses 9. Parasitic diseases 10. Diseases of travelers 11. Health Care-Acquired infections 12. Universal precautions **Readings** • Stanhope Chapter 20 pages 347 to 373 • Stanhope Chapter 26 pages 476 to 501 • Stanhope Chapter 21 pages 374 to 388 • Healthy people 2030 regarding children and adolescents. Healthy People 2030 • Review Immunization Information. CDC Immunization Schedule	**Week 2** **discussion post due** by Friday 10:59 PM. CST. **2 peer response posts** are due by Sunday 10:59PM CST.

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date
Week 3 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 2020 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 7. Role of the nurse	**Evidence Based Practice Written Assignment Due Sunday by 10:59 PM CST**

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Self-determined competence)	Due Date
Week 3 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 306-323 • Chapter 19 pages 324-346 • Chapter 23 pages 408-432 • Chapter 24 pages 433 to 453 • Chapter 25 pages 453 to 475	

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date

Week 4	Cultural influences in nursing in community health	
	1. Immigrant health issues	
	2. Culture, race, and ethnicity	
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.	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 2020: 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 68 to 88.	
	• Stanhope Chapter 22 pages 389 to 407. • Stanhope Chapter 26 pages 476 to 501.	
	• Stanhope Chapter 27 pages 502 to 522.	
	Healthy People 2030 Healthy People 2030	

Week	**Weekly Objectives** (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date
Week 5 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 2020: 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 389 to 407 • 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/emotionalrelationships/ http://www.genopro.com/genogram/rules/	**Family Assessment and Genogram due Sunday 10:59 PM CST in Assignments.**

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date
Week 6 The nurse in occupational health	The Nurse in Occupational Health 1. Definition and scope of occupational health 2. History and evolution of occupational health nursing 3. Roles and professionalism in occupational health nursing 4. Workers as a population aggregate 5. Application of the epidemiologic model 6. Organizational and public efforts to promote worker health and safety 7. Nursing care of the working populations 8. Healthy people 2020 related to occupational health 9. Legislation related to occupational health Disaster Management 1.Disasters 2. The Disease management cycle and the nursing role 3. Future of disaster management 4. Disaster planning and management. **Readings** • Stanhope Chapter 32 pages 585 to 604. • Stanhope Chapter 14 pages 248 to 265. • Occupational Safety and Health Administration (OSHA). About OSHA. OSHA About OSHA • American Association of Occupational Health Nurses (AAOHN). About AAOHN. American Association of Occupational Health Nurses • American Board for Occupational Health Nurses INC (ABOHN). Practice Analysis. /content/enforced/55879-D2L_201820_XLIST_NURS_NURS-47332NX-NURS-4_2NX_MSU/ABOHN 2011 Practice Analysis Report.pdf	**Initial discussion post** due by Friday, 10:59PM CST. **2 peer posts** are due by Sunday, by 10:59PM CST.

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date
Week 7 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. Health People 2020 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 Sunday by 10:59 PM CST in Assignments, and PPT posted in the forums by Friday 10:59pm.**

9/22/2025

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date
Week 7 Continued	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 210 to 231 • Stanhope Appendix B pages 612-613. • Stanhope page 220, Table 12-3 • Stanhope page 229, • Checklist for a Community Assessment	

Week	Weekly Objectives (To be completed as independent study, building upon prior knowledge. Selfdetermined competence)	Due Date
Week 8 Nursing practice at the local, state, and national levels in public health, nurse in home health and hospice, and the nurse in the schools	Nursing practice at the local, state, and national levels in public health 1. Roles of local, state, and federal public health agencies. 2. History and trends of public health 3. Scope standards, and roles of nursing in public health 4. Issues and trends in public health 5. Education and knowledge requirements for public health nurses 6. National health objectives 7. Functions of public health nurses **Readings** • Stanhope Chapter 28 pages 523 to 534 • Stanhope Chapter 30 pages 549 to 565 • Stanhope Chapter 31 pages 566 to 584School nurses	**Week 8 discussion post** due by Friday 10:59PM CST.