

**Nursing 441 - COMMUNITY HEALTH NURSING  
Summer 2007 Lecture Syllabus**

<b>FACULTY:</b>	Gail Davidson, APRN, BC, MSN, RN
<b>Telephone/Office/E-Mail:</b>	654-2546, Room 132 <a href="mailto:gdavidson@csub.edu">gdavidson@csub.edu</a>
	Judy Pedro, MSN, CNS, PHN, RN
	654-2050, Room 122, <a href="mailto:jpedro@csub.edu">jpedro@csub.edu</a>
<b>OFFICE HOURS:</b>	As posted
<b>WEB SITE:</b>	<a href="http://webct.csub.edu">http://webct.csub.edu</a>
<b>DAY/TIME/LOCATION:</b>	Mondays & Thursdays, 8:00am - 12:30pm RNEC 102
<b>UNITS:</b> 5 quarter units	9 hours (9 50-minute hours of lecture/discussion)

**COURSE DESCRIPTION:**

Principles, theories, and concepts of community health nursing are utilized to generate an understanding of the roles and functions of community health nurses. Special focus is given to the nursing process and nursing roles needed to promote system stability and maximum functional status of families, groups, aggregates, and community. This course is designed to encourage the critical thinking necessary to perform competently in community health nursing.

**PREREQUISITES:**

Level III Nursing courses or RN equivalent for students.

**COURSE OBJECTIVES:**

*Upon completion of the course, the student will:*

1. Discuss the definitions, functions, history, ethics, legal issues & trends of community health nursing.
2. Evaluate the availability & accessibility of health care provided by public & private organizations.
3. Utilize the nursing process as a framework in providing nursing care for families, groups, aggregates & communities in a variety of settings.
4. . Apply selected concepts of community, community health, environmental health, and

epidemiology to community health nursing practice.

5. Apply concepts of health teaching and health promotion in the nursing care of individuals, families, groups, and aggregates in the community.
6. Analyze the effects of internal and external environmental influences in the health of families, groups, aggregates and communities [physiological, sociocultural, and psychological systems].
7. Compare the various roles, functions, and settings of community health nursing (public health nursing, school nursing, occupational nursing, home health nursing, and rural health nursing).
8. Discuss the impact of global health care with consideration for the global ecology (environment) and epidemiology.
9. Utilize research findings to improve nursing practice in the nursing care of individuals, families, groups, and aggregates in the community.

#### **TEACHING METHODOLOGY:**

Lecture/Discussion, Audiovisuals, WebCT, Student Presentation & Group Discussion and questions, Summaries, and Examinations.

#### **TEXTBOOKS:**

##### **Required:**

Allender, J. A. & Spradley, B. W. (2004). *Community health nursing: Promoting and protecting the public's health* (6<sup>th</sup> ed.). Philadelphia: Lippincott, Williams & Wilkins.

Heymann, D. L. (Ed.) (2005). *Control of communicable diseases manual* (18<sup>th</sup> ed.). Washington, DC: American Public Health Association.

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5<sup>th</sup> ed.). Washington, DC: Author.

CSUB (2005). *Undergraduate nursing student policy handbook*. Available at: [www.csub.edu/nursing](http://www.csub.edu/nursing).

##### **Recommended:**

Bastable, S. (2006). *Essentials of patient education*. Boston: Jones & Bartlett Publishers.

Lecture notes available on WebCT. Websites listed on the course WebCT site or discussed in class.

#### **STUDENT EVALUATION:**

## I. Grading Scale:

The grading scale of the Department of Nursing is used in this course. All written work follows the Department of Nursing guidelines. No grades are rounded up.

A	=	100-93	C	=	76-73
A-	=	92-90	C-	=	72-70
B+	=	89-87	D+	=	69-67
B	=	86-83	D	=	66-63
B-	=	82-80	D-	=	62-60
C	=	79-77	F	=	59 & below

A grade of C or better (73%) is required to proceed in nursing courses. All written assignments will be graded according to the criteria provided and on quality of the writing (grammar, spelling, logical flow of content); demonstration of critical thinking, and evaluative ability. Use of APA style and format will also be assessed, where applicable.

**Progression Policy:** According to CSUB Department of Nursing Policy, a grade of “C” is the minimal grade acceptable for progression into subsequent nursing courses. Students who fail to achieve at least a “C” in a nursing course may request reentry into the program (based on seat availability) to repeat the course one time. Students who have previously failed a nursing course will be ineligible to remain in the nursing program if any subsequent nursing course (repeat of same course OR different course) is failed.

*Written assignments must be submitted as both hard copy (with website pages & articles attached) and electronically----via e-mail attachment (as a .doc file).* It is highly recommended that the assignment content also be included in the body of the email (as some attachments will not open correctly). Late penalties will be assigned if your attachment cannot be opened.

Two (2) copies of formal papers must be submitted (one hard copy & one electronic copy). The paper copy will be graded and returned; the electronic copy will be kept on file. All papers/assignments must be typed and APA format.

## II. Evaluation Methods/Assignments:

Participation and Discussion Questions	10%
Teaching Paper	15%
Mid-term Exam	20%
Research Paper	15%
Research Presentation	10%
Summaries (2)	10%
Final Exam	20%

**Penalty for Late Work:**

All late written assignments are dropped 5% for each day late. There is no rounding up of assignments or examinations. If you are having difficulty completing assigned work (due to serious illness, etc.), you must discuss this in advance with your instructor in order for late penalties not to apply.

**III. Assignments/Evaluations****1. Participation and Discussion Questions**

The discussion questions provide an opportunity for students to relate assigned course readings to classroom learning and the laboratory setting and to disseminate findings through class room discussion of content.

a) Review weekly discussion questions related to course content and be prepared to discuss questions during class. Discussion of questions will include application of how the information in the content would be useful in the practice of community/public health nursing.

b) Prepare a written a response to answer all discussion questions covering the assigned readings and content. Be brief and concise in discussion to highlight relevant class materials and readings. Each student must submit one written copy of the discussion questions during class time.

Due: see Class Schedule

**Teaching Paper**

a) Applying information from health promotion theories presented in class and using teaching principles, select a group, aggregate, or community (homelessness, immigrants, substance abusers, aging adults) to plan and/or implement health teaching. The planning report will include developmental, age appropriate considerations and describe the following:

- Introduction: Describe the identified audience and the teaching topic. The importance of health education should include supporting data [demographics, epidemiology, and socioeconomic status].
- Choose an appropriate model of health teaching and use the model to:
  - 1) assess the learners
  - 2) identify learning objectives. Examples of health teaching models include: Health belief model, Pender's Health Promotion Model, and PRECEED-PROCEED.
- Identify teaching strategies appropriate to the identified audience and learning task: 1) what teaching methods will be utilized; 2) describe the rationale for each method.
- Select teaching materials to be utilized; analyze the appropriateness of the materials.

- Outline the methods to be used to evaluate learning: short term and long term evaluation may be appropriate; how would you measure if objectives and goals were met ?

b) Write a 5-7 page typed paper covering the above items and consider behavioral changes expected to occur as a result of the health teaching, including affective, cognitive, and psychomotor domains. What community agencies would be involved for educational materials and resources? Health promotion often involves lifestyle changes, how would motivation [internal and external] be a factor to consider with your audience?

Due: Monday, August 20

### 3. Research-Based Paper & Presentation

#### Paper:

a) Choose one public health nursing-related topic of interest to you. Examples might include the effect of domestic violence or substance abuse on communities; communicable disease control, environmental health issues, health status indicators, health promotion/education, or global health. Discuss your choice of topic with your professor for final approval.

b) Review current research-based literature on this topic. *The American Journal of Public Health, Public Health Nursing, Image: Journal of Nursing Scholarship, and Family and Community Health* are good examples of journals to review. Select three research-based articles that depict the state of knowledge relating to your topic of interest. **Attach copies to your completed paper.**

c) Using the 3 articles above, write a 5-7 page paper on your topic, incorporating research-based principles and examples of innovative and effective nursing interventions. Discuss how the problem of interest might be ameliorated by public health nursing intervention. What other health care professionals or organizations/agencies might need to be included? How can individuals and families be engaged to work on this issue? Be sure to include a brief description of your group discussions. **Turn in a paper copy along with copies of all references. An electronic version of your paper (MS Word email attachment) must also be submitted. Include the grading sheet from your syllabus.**

Paper Due: Thursday, August 16

#### Presentation:

- a) Develop a 10 minute PowerPoint presentation on your topic (exact length of time to be determined at beginning of the class). Emphasize the main points from your paper. **Turn in a copy of your PowerPoint handout to your instructor, along with the grading sheet from your syllabus, before your presentation.**

Presentation Due: Thursday, August 23

Note: Class time will be given to students for small group discussions on related topics, as a means of stimulating interest and generating ideas. Papers and presentations, however, must be individually written and prepared.

#### 4. Content Summaries

Two brief, unannounced classroom summaries will be written during the quarter.

Students will be asked to identify content discussed in class and describe:

- 1) what course objective was met [provide rationale for identified course objective] ;
- 2) how did the student meet the course objective [reflection to include classroom activities, discussion, handouts, etc]. Attendance and class participation will enhance your odds.

#### 5. Midterm Exam and Final Exam

See Class Schedule

Multiple-choice exams will be given at midterm and again at the conclusion of the course. The final exam will be comprehensive, covering material presented during the entire quarter. Exams will be based on reading assignments, lecture notes, and classroom lectures/discussions as well as guest presentations.

#### **IMPORTANT DATES:**

June 25 – Last day to ADD classes

July 9 – Last day to WITHDRAW from class without a "W" being recorded on official transcript

May 7 - Sept --- Registration for continuing students (Fall Quarter)

August 6 – Last day to WITHDRAW from class for a serious and compelling reason

**July 4---Independence Day Holiday---CAMPUS CLOSED**

August 24 --- Last day of classes

August 30 --- Grades Due

#### **INCOMPLETE:**

A student may request an incomplete in this course only if:

1. He or she is doing satisfactory work in the course and,
2. For unforeseen reasons, judged appropriate by the instructor, should be permitted additional time to complete the course requirements. Refer to the current catalog.

#### **ACADEMIC HONESTY:**

All students are expected to read and adhere to the Academic Honesty policy detailed in the current *CSUB Catalog* and the Ethical Standards found in the *Undergraduate Nursing Student Policy Handbook*.

All work must be original work written for this course by the individual submitting it (not work written for another course or adapted prior work). All direct quotations must be referenced and quotation marks must be used. It is best to paraphrase information rather than quote it word for word.

See definition of plagiarism according to *CSUB Catalog* and *Undergraduate Nursing Student Policy Handbook*. If you have further questions, ask your instructor.

**Services for Students with Disabilities:** To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in Bldg. 200, and they may be reached at 661-952-5061 (voice) or 661-952-5120 (tdd). If you have an accommodation letter from the SSD Office documenting that you have a disability, please present the letter to me during my office hours so we can discuss the specific accommodations that you might need in this class.

### **ATTENDANCE POLICY**

*Students are required to attend all classes.* If a lecture class is missed, it is the student's responsibility to obtain lecture notes and any missed information from another student. A telephone call or email is expected in case of illness. Participation in class is anticipated and encouraged. Courtesy to guest speakers and faculty is expected. All pagers and cell phones must be turned off during class.

### **THEORY WARNINGS**

Theory warnings may be issued to students who are falling below the passing range after the midterm exam. Please read the procedure for Theory Warnings in the *Undergraduate Nursing Student Policy Handbook*. It is meant as a protection for students.

### **SYLLABUS**

Other than guest speaker changes, if significant revisions must be made, students will be informed of them in a timely manner and provided a written revision (WebCT or handout).

**CLASS SCHEDULE – Summer 2007**

<b>Unit I – Introduction to Community Health Nursing</b>		
Mon./July 23 G Davidson	A. Introduction to the Course/Syllabus B. Overview of CHN: -Definitions (Community, Health, etc.) -Settings/Roles/Functions/Components -Levels of Prevention; Core PH Functions -History of PHN	-Syllabus -Allender & Spradley, Chapters 1, 2 & 3 Discussion Questions Video: "Opening Doors"
G Davidson	C. Health Care Economics/Delivery Systems: -Past & current system -Forces influencing change/HC costs -Local, State, Federal levels Guest Speaker, N. Tolentino	-Allender & Spradley, Chapters 6, & 11 Discussion Questions <a href="http://www.health.gov/phfunctions/public.htm">www.health.gov/phfunctions/public.htm</a>
<b>Unit II – Concepts &amp; Tools in Community Health Nursing</b>		
Thurs./July 26 J Pedro	A. Family as Client & Home Visiting: -Family Systems/Models of Assessment -Family Health Risks -The Nursing Process Applied to Family -Interventions with Families	- Allender & Spradley, Chapters 22, 23 & 24 Discussion questions  --A & S, pp. 45 – 46
J Pedro	B. Community as Client: --Definitions; Population-Focused nursing ---Community Assessment & Interventions --Working with groups/aggregates in the community	Allender & Spradley Chapters 17, 18 & 19 Discussion questions WebCt Video(s): PHN Practice for 21 <sup>st</sup> Century.
Mon./July 30 G Davidson	C. Epidemiology: <i>Bassam Salameh, Dr.P.H., CSUB</i>	Allender & Spradley, Chapter 8 -Heymann Discussion questions <a href="http://www.ph.ucla.edu/epi/snow.html">www.ph.ucla.edu/epi/snow.html</a> <i>John Snow, Epi Case Study</i>
G Davidson	D. Vulnerable Populations -Rural & Urban Health -Migrant Health	-Allender & Spradley, Chapters 31, 32, & 33 Discussion questions
Thurs./Aug. 2 J Pedro	E. Cultural Diversity -Cultural Assessment F. Communicable Diseases --TB/Valley Fever/other CDs	- Allender & Spradley, Chapter 4 -Heymann Ch 9 (pp. 185-193) Discussion questions <a href="http://www.omhrc.gov">http://www.omhrc.gov</a> site

		for cultural competency <a href="http://www.cdc.gov/">http://www.cdc.gov/</a> site for diseases & conditions
<b>Unit III – Influences on Health Care Delivery &amp; Community Health Nursing</b>		
Mon./ Aug. 6 J Pedro	A. Ethics in CHN Practice B. Political and legal influences C. Health Education -Health Promotion Theories -Health Educators/Programs	-Allender & Spradley, Discussion questions Chapters 5, 12 , 16 Discussion questions <a href="http://www.leginfo.ca.gov">http://www.leginfo.ca.gov</a> <a href="http://www.nursingworld.org/ethics/ecode.htm">http://www.nursingworld.org/ethics/ecode.htm</a>
Thurs./ Aug. 9 G Davidson	<b><u>MIDTERM EXAM - Web Ct</u></b> D. Environmental Health E. International/Global Health	--Allender & Spradley, Chapter 10 & 21 Discussion questions <a href="http://www.co.kern.ca.us/eh">www.co.kern.ca.us/eh</a>
<b>Unit IV — Vulnerability Issues</b>		
Mon./ Aug. 13 G Davidson	A. HIV/AIDS AIDS Case Management Debbie Tyler, PHN ADON Kern County Health Department	- Allender & Spradley, Chapter 34, pp. 814-825. Heymann, pp. 1-9. Discussion questions
G Davidson	B. Health risks across the life span MCH, Preschoolers, Children & Adolescents, Adult Health, & Elderly	-Allender & Spradley, Chapters 26, 27, 29 (pp. 642-661) & 30 Discussion questions
Thurs/ Aug. 16 J Pedro	C. Domestic Violence, Child & Elder Abuse D. Community Mental Health & Substance Abuse	-Allender & Spradley, Chapters 25 Chapter 35 Discussion questions <a href="http://www.kernalliance.org">http://www.kernalliance.org</a> <a href="http://www.co.kern.ca.us/kc_mh">http://www.co.kern.ca.us/kc_mh</a> <b><i>Research Paper Due</i></b>
<b>Unit V — Community Health Nurses' Roles and Functions</b>		
Mon./ Aug. 20 G Davidson	A. Home Health/Hospice Care B. Disaster Management Janie Yadon, PHN, Bioterrorism	-Allender & Spradley, Chapter 37 Chapter 20 Discussion questions National Hospice and Palliative Care Organization:

		<a href="http://www.nhpco.org">www.nhpco.org</a> <b><u>Teaching Paper Due</u></b>
Thurs/ Aug. 23 G Davidson J Pedro	<u>Research-Based Presentations</u>  C. School Health Nursing Guest speaker, Course Evaluation & SOCI <b><i>Review for Final Exam: Web Ct</i></b>	-Allender & Spradley, Chapter 28 (pp. 662- 676); 9 (pp. 185-193) Discussion Questions
Mon./ Aug. 27 10:0am- 12:30pm	<b><i>FINAL EXAMINATION - Web Ct</i></b>	

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**  
**NURSING 441 -- Teaching Paper**  
**Evaluation**

This project provides the opportunity to plan and implement health education for individuals, aggregates, and/or a community.

Evaluation of the project will be based on the following:

Planning Report

- |      |  |    |
|------|--|----|
| I.   | Introduction:<br>Describe the identified audience and the health education topic.<br>Importance of topic: supporting data [statistics, epidemiology,<br>health risks: social, behavioral, physical]. | 20 |
| II.  | Choose an appropriate model of health education, and use the model to:<br>Assess the identified learners<br>Identify learning objectives   | 20 |
| III. | Identify teaching methods appropriate to the identified audience<br>Describe the rationale for each method used  | 20 |
| IV.  | Select materials to be used; analyze the appropriateness of the materials.   | 20 |
| V.   | Outline the method(s) to be used to evaluate learning.   | 10 |
| VI.  | Content is current, accurate, useful to the audience, and validity can be established with credible sources.   | 10 |

California State University, Bakersfield  
Department of Nursing  
N441 - Evaluation of the Research Paper

	<u>Possible Points</u>	<u>Grade</u>
1. Examines subject in depth, using critical analysis.	20	_____
2. Selects appropriate, current research articles and supporting literature. (Attached to paper)	20	_____
3. Summarizes main points and clearly outlines problems.	20	_____
4. Makes clear and appropriate references to innovative approaches and examples.	15	_____
5. Clearly states the implications for public health nursing practice.	20	_____
6. Evidence of group discussion & input.	5	_____
<u>Points Deducted:</u>		_____
Appropriate APA format, spelling, grammar, improper headings. Excessive use of quotations. Can result in up to 100% deduction.		_____
Late paper		_____
	Final Grade:	_____

**CALIFORNIA STATE UNIVERSITY, BAKERSFIELD**  
**Department of Nursing**  
**NURSING 441**  
**EVALUATION OF RESEARCH PRESENTATION**

Date of Evaluation: \_\_\_\_\_ Name of Evaluator: \_\_\_\_\_

Topic: \_\_\_\_\_

Presenter: \_\_\_\_\_

<b>Rating:4</b>	=	Consistently outstanding, excellent	<b>Grading:</b>	A	=	36-40
3	=	Usually very good, average		B	=	32-35
2	=	Below average		C	=	28-31
1	=	No evidence		D	=	24-27
				F	=	0-23

PRESENTATION AND CONTENT		RATING					COMMENTS
1.	Topic: Completely introduced	1	2	3	4	5	
2.	Background of the Problem: Clearly Stated	1	2	3	4	5	
3.	Current Statistics/Local Info	1	2	3	4	5	
4.	Significance of the Problem to PHN: Depth of Analysis	1	2	3	4	5	
5.	Innovative Approaches & Examples/Summary: Organized, Clearly Presented	1	2	3	4	5	
6.	Content: Shows originality in the manner prepared	1	2	3	4	5	
7.	Presentation: Professional manner	1	2	3	4	5	
8.	Presentation: Sustained interest of the audience	1	2	3	4	5	
9.	Discussion period: Articulates answers to questions or comments	1	2	3	4	5	
10.	Presentation: Kept allotted time	1	2	3	4	5	

G. Davidson 11/06, adapted from C. Rector 11/02.

**NURSING 441  
Discussion Questions**

**Unit I – Introduction to Community Health Nursing**

**July 23, 2007 – Discussion**

Overview and History of Community Health Nursing [CHN], Chapter 1, 2, 3

- 1) Identify the three types of communities [Geographic, Common-interest, and Community of Solution]. When conducting a community assessment, when might you utilize these types of communities?
  
- 2) Using the eight characteristics of CHN, give examples of how a CHN might demonstrate meeting each characteristic:
  - Field of nursing
  
  - Public health combined with nursing
  
  - Population focus
  
  - Health promotion and wellness
  
  - Client responsibility and self-care
  
  - Aggregate Measurement
  
  - Organizational theory
  
  - Interdisciplinary collaboration



## **Unit II – Concepts & Tools in Community Health Nursing**

### **July 26, 2007 -- Discussion**

Levels of Prevention, Chapter 1, pp. 14 - 16.

- 1) Review the levels of prevention (Primary, Secondary, Tertiary). In your opinion, which level is most important to promote the health and well being of the community?

Core Public Health Functions, Chapter 2 pp. 45 - 46.

- 2) Examine the Public Health function of assessment. What type of information do you think the Public Health Department gathers as part of it's assessment of Kern County?

Family Health, Chapter 22, 23, & 24.

- 3) What does the eco-map tool demonstrate about the relationships in a family?

- 4) What is the ultimate goal of PHN interventions to empower families?





### Urban Health - Poverty

- 5) What do you believe about the worth of individual human beings?

Are the poor to blame for their poverty?

### Migrant Health

- 6) Identify one common health problem of migrant families and barriers to health care.





### **Unit III – Influences on Health Care Delivery & Community Health Nursing**

#### **August 6, 2007 -- Discussion**

##### Ethics, Chapter 5

- 1) What are the 3 basic values that guide ethical decision making and what do they mean?
  
  
  
  
  
  
  
  
  
  
- 2) A middle class Hispanic woman works as a teacher and has obtained health insurance through her job. She is able to schedule an appointment with her primary physician for her annual pap smear and is scheduled in the next week. A low income Hispanic woman works in the fields and has no health insurance. She calls the local clinic to schedule her annual pap smear and is scheduled for her appointment in 4 weeks. What ethical principle is illustrated by this scenario?

##### Policy Making, Chapter 16

- 3) What is community health advocacy and why is it an important role for the community health nurse?
  
  
  
  
  
  
  
  
  
  
- 4) What are some strategies to resolve conflict regarding health policy?

##### Health Education, Chapter 12

- 5) What are the 3 domains of learning and what do they mean?
  
  
  
  
  
  
  
  
  
  
- 6) Explain the concept of anticipatory guidance and illustrate an example in PHN practice.

### August 9, 2007 -- Discussion

#### Environmental Health, Chapter 10

- 1) Utilizing the Kern County Environmental web site, identify one environmental function that protects the public from harm and related nursing interventions.
  
- 2) Identify an environmental health issue or problem in the community. Utilize the triangle of human disease, Figure 10 - 1, p. 230 to describe the habitat, behavioral factors, and population factors.
  
- 3) Select an environmental hazard of concern in your community, i.e. lead poisoning, radiation, noise, air or water pollution. Discuss primary, secondary, and tertiary preventive measures for selected hazard(s).

#### International/Global Health, Chapter 21

- 4) Differentiate between multilateral and bilateral international health agencies. Give examples of each and discuss when each might be appropriate for solving a particular health problem.
  
- 6) CDC's priorities for involvement in global health initiatives include the following:
  - Response to international disease outbreaks [diagnostic, epidemiologic analysis and follow up]
  - Global disease surveillance
  - Research on global health problems
  - Development and dissemination of new public health approaches
  - Training and capacity building for public health  
(CDC, 2003)

Select one of the above priorities that could be utilized to protect the spread of communicable diseases [TB, HIV/AIDS, Acute Respiratory Infection (ARI), Pan endemic flu, etc.] and describe specific interventions to reduce security risks at home and abroad.

- 6) How can community health nurses be involved in global health nursing?

## Unit IV – Vulnerability Issues

### August 13, 2007 -- Discussion

Chronic Illnesses, Chapter 34, pp. 814-825; Heymann text

- 1) Search [www.healthypeople.gov](http://www.healthypeople.gov) for Healthy People 2010 objectives 13-1, 13-6, 13-11 HIV/AIDS goals for population health, as a public health nurse what nursing interventions might be utilized for reducing the number of HIV/AIDS cases?
  
- 2) A postpartum Mom has received positive HIV results through Health department screening and presents at the clinic for counseling and support. One of her concerns is related to if she should continue to breast feed. How would the public health nurse counsel on + HIV status and breast feeding? [Heymann, pp. 1-9].

Health risks across the life span, Chapters 26, 27, 29 (pp. 642-661) & 30

- 3) A Teen mom comes to the health department for health education and support. Discuss emotional, physical, and social needs the public health nurse might consider for health education and teaching.
  
- 4) A mom presents with three children, ages five and under, at an Immunizations clinic. She is unable to locate the immunizations record for the five year old and states “just go ahead and restart the shots to get her ready for school”. She appears stressed and has unrealistic expectations with the children’s behaviors. Utilize the “levels of prevention” model to identify child abuse and neglect prevention efforts, p. 635.
  
- 5) and 6) Review “Goals for the Nation” and enabling goals, focus areas, Fig. 29-1, p. 704. Select focused areas [#1-20] and discuss health promotion for each women’s and men’s group listed below:
  - Teenaged Women [12-18 years]
  - Adult Women [35-65 years]
  - Mature Women [65-85 years]
  
  - Teenaged Men [12-18 years]
  - Adult Men [35-65 years]
  - Mature Men [35-65 years]

**August 16, 2007 -- Discussion**

## Families in Crisis, Chapter 25

- 1) True or False Suspicion of child abuse or neglect is not enough to make a report to child protective services, there must be some kind of proof.
- 2) What are some public health nursing interventions to prevent shaken baby syndrome?
- 3) What are some reasons that elders may be reluctant to report they are being abused?

## Mental Health Issues, Chapter 35

- 4) In your experience, are mental illness and addiction interrelated?
- 5) Describe the risk factors that influence mental illness.
- 6) What community problems exist related to people living with addictions?

## **Unit V – Community Health Nurses' Roles and Functions**

### **August 20, 2007 --Discussion**

Home Health/Hospice, Chapter 37

- 1) Describe roles and settings of the Hospice and Home Health nurse:

Disasters and Terrorism, Chapter 20

- 2) What are the four phases of Disaster Management and specific strategies?

- 3) What is the role of the public health nurse in preparing for terrorist activity?

### **August 23, 2007**

Role of school nurse, Chapter 28, p. 662 – 676

- 1) What is the role of the school nurse?

- 2) What other professionals do school nurses collaborate with?

