Syllabus

Course Overview

This course introduces registered nurses to the field of community/public health nursing. The terms *community health nursing* and *public health nursing* are often used interchangeably. According to Maurer and Smith (2013), nursing care that occurs in non-hospital and nursing home settings is community-based nursing, while public health nursing is population-focused nursing care. The goal of community/public health nursing is to improve and/or maintain the health status of individuals and families; cultural, racial, and ethnic groups; and communities and populations. Caring for a population involves identifying the factors that place the population's health at risk and developing specific interventions to address those factors. The roles of community/public nurses include:

- Preventing illness and injury.
- Client teaching.
- Promoting wellness.
- Disease surveillance.
- Shaping and formulating health care policy.
- Collaborating and partnering with communities.
- Client advocacy.
- Evaluating nursing care.
- Promoting positive client outcomes.

Although community/public health nursing occurs in settings other than hospitals and nursing homes, the nursing process and nursing diagnosis are still utilized to guide and formulate care.

As with all professional nursing care, nurses must first assess their clients. This course will introduce tools to facilitate community assessments. Using the data gathered via the community assessment, population-specific health problems are identified and nursing diagnoses are formulated. Nursing interventions in community/public health frequently result in population-specific health programs (Maurer & Smith, 2013). Evidence-based strategies and models that facilitate the successful implementation of nursing interventions/health programs will be introduced in this course, along with the tools and methods to evaluate the effectiveness, efficiency, and appropriateness of nursing care processes and outcomes.

Reference

Maurer, F. A., & Smith, C. M. (2013). *Community/Public health nursing practice: Health for families and populations* (5th ed.). St. Louis, MO: W. B. Saunders.

Course Competencies   **(Read Only)**

To successfully complete this course, you will be expected to:

1   Explain the factors that affect the health of communities.

2   Apply evidence-based interventions to promote health and disease prevention and respond to community health issues.

3   Develop an evidence-based nursing response for providing health care services related to community crises.

4   Communicate in a manner that is scholarly, professional, and consistent with the expectations of a nursing professional.

Course Prerequisites

Prerequisite(s): Completion of or concurrent enrollment in BSN4012.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Maurer, F. A., & Smith, C. M. (2013). *Community/public health nursing practice: Health for families and populations* (5th ed.). St. Louis, MO: Saunders Elsevier. ISBN: 9781455707621.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Al-Rousan, T. M., Rubenstein, L. M., & Wallace, R. B. (2014). Preparedness for natural disasters among older U.S. adults: A nationwide survey. *American Journal of Public Health, 104*(3), 506–511.
- Almutairi, A. F., & Rondney, P. (2013). Critical cultural competence for culturally diverse workforces: Toward equitable and peaceful health care. *Advances in Nursing Science, 36*(3), 200–212.
- Athlin, E., Hov, R., Petzäll, K., & Hedelin, B. (2014). Being a nurse leader in bedside nursing in hospital and community care contexts in Norway and Sweden. *Journal of Nursing Education and Practice, 4*(3), 234–244.
- Bailie, R., Si, D., Shannon, C., Semmens, J., Rowley, K., Scrimgeour, D. J., . . . Gardner, K. (2010). Study protocol: National research partnership to improve primary health care performance and outcomes for Indigenous peoples. *BMC Health Services Research*, 10, 129.
- Barnett, D. J., Balicer, R. D., Thompson, C. B., Storey, J. D., Omer, S. B., Semon, N. L., . . . Links, J. M. (2009). Assessment of local public health workers' willingness to respond to pandemic influenza through application of the extended parallel process model. *Plos ONE, 4*(7), 1–8.
- Benson, G. A., Sidebottom, A., VanWormer, J. J., Boucher, J. L., Stephens, C., & Krikava, J. (2013). HeartBeat connections: A rural community of solution for cardiovascular health. *Journal of the American Board of Family Medicine. 26*(3), 299–310.

- Bish, M., Kenny, A., & Nay, R. (2012). A scoping review identifying contemporary issues in rural nursing leadership. *Journal of Nursing Scholarship, 44*(4), 411–417.
- Cameron, S., Harbison, J., Lambert, V., & Dickson, C. (2012). Exploring leadership in community nursing teams. *Journal of Advanced Nursing, 68*(7), 1469–1481.
- Chase, E. (2013). Crisis intervention for nurses. *Clinical Journal of Oncology Nursing, 17*(3), 337–339.
- Dastjerdi, M., Olson, K., & Ogilvie, L. (2012). A study of Iranian immigrants' experiences of accessing Canadian health care services: A grounded theory. *International Journal for Equity in Health, 11*(55), 1–15.
- Fram, M. S., Frongillo, E. A., Jones, S. J., Williams, R. C., Burke, M. P., DeLoach, K. P., & Blake, C. E. (2011). Children are aware of food insecurity and take responsibility for managing food resources. *The Journal of Nutrition, 141*(6), 1114–1119.
- Galson, S. K. (2009). USPHS USPHS Commissioned Corps: A global emergency preparedness and response asset. *Public Health Reports, 124*(5), 622–623.
- Gantz, N. R., Sherman, R., Jasper, M., Choo, C. G., Herrin-Griffith, D., & Harris, K. (2012). Global nurse leader perspectives on health systems and workforce challenges. *Journal of Nursing Management, 20*(4), 433–443.
- Giddens, J. F., North, S., Carlson-Sabelli, L., Rogers, E., & Fogg, L. (2012). Using a virtual community to enhance cultural awareness. *Journal of Transcultural Nursing, 23*(2), 198–204.
- Isaranuwatchai, W., Coyte, P. C., McKenzie, K., & Noh, S. (2013). Impact of the 2004 tsunami on self-reported physical health in Thailand for the subsequent two years. *American Journal of Public Health, 103*(11), 2063–2070.
- Kagan, P. N. (2011). Catastrophe and response: Expanding the notion of self to mobilize nurses' attention to policy and activism. *Nursing Science Quarterly, 24*(1), 71–78.
- Kerry, V. B., Ndung'u, T., Walensky, R. P., Lee, P. T., Kayanja, V. F. I., & Bangsberg, D. R. (2011). Managing the demand for global health education. *PLoS Medicine, 8*(11).
- Kozub, M. L. (2013). Through the eyes of the other: Using event analysis to build cultural competence. *Journal of Transcultural Nursing, 24*(3), 313–318.
- Lutfiyya, M. N., McCullough, J. E., Saman, D. M., Lemieux, A., Hendrickson, S., McGrath, C. A., . . . Lipsky, M. S. (2013). Rural/Urban differences in health services deficits among U.S. adults with arthritis: A population-based study. *Journal of Nursing Education and Practice, 3*(11), 43–53.
- Martin, P., Duffy, T., Johnston, B., Banks, P., Harkess-Murphy, E., & Martin, C. R. (2013). Family health nursing: A response to the global health challenges. *Journal of Family Nursing, 19*(1), 99–118.
- Mbewe, C., & Jones, M. (2013). Hurricane Sandy: Competencies needed to contend with natural disasters. *MEDSURG Nursing, 22*(4), 1–5.
- Niiyama, M., Tanaka, F., Nakajima, S., Itoh, T., Matsumoto, T., Kawakami, M., & . . . Nakamura, M. (2014). Population-based incidence of sudden cardiac and unexpected death before and after the 2011 earthquake and tsunami in Iwate, northeast Japan. *Journal of the American Heart Association, 3*(3).
- Oba, N., McCaffrey, R., Choonhapran, P., Chutug, P., & Rueangram, S. (2011). Development of a community participation program for diabetes mellitus prevention in a primary care unit, Thailand. *Nursing and Health Sciences, 13*(3), 352–359.
- Omama, S., Yoshida, Y., Ogasawara, K., Ogawa, A., Ishibashi, Y., Nakamura, M., & . . . Sakata, K. (2013). Influence of the great East Japan earthquake and tsunami 2011 on occurrence of cerebrovascular diseases in Iwate, Japan. *Stroke, 44*(6), 1518–1524.
- Osuke, I., Tomoharu, O., Aiko, I., Masaaki, S., Toru, F., Toru, C., & . . . Daisaku, U. (2013). Infection surveillance after a natural disaster: Lessons learnt from the Great East Japan Earthquake of 2011. *Bulletin of the World Health Organization, 91*(10), 784–789.
- Oztekİn, S. D., Larson, E. E., Altun Uğraş, G., & Yüksel, S. (2014). Educational needs concerning disaster preparedness and response: A comparison of undergraduate nursing students from Istanbul, Turkey, and Miyazaki, Japan. *Japan Journal of Nursing Science, 11*(2), 94–101.
- Parmar, P., Arii, M., & Kayden, S. (2013). Learning from Japan: Strengthening U.S. emergency care and disaster response. *Health Affairs, 32*(12), 2172–2178.
- Pourhosseini, S. S., Ardalan, A., & Mehrolhassani, M. H. (2015). Key aspects of providing healthcare services in disaster response stage. *Iranian Journal of Public Health, 44*(1), 111–118.
- Powell, T., Hanfling, D., & Gostin, L. O. (2012). Emergency preparedness and public health: The lessons of Hurricane Sandy. *Journal of the American Medical Association, 308*(24), 2569–2570.
- Schoeffler, L. M. (2012). Denying lawful immigrants access to state healthcare subsidies violates the equal protection provision of the Massachusetts Constitution – Finch v. Commonwealth health insurance connector authority. *American Journal of Law and Medicine, 38*(1), 228–232.
- Schofield, R., Ganann, R., Brooks, S., McGugan, J., Bona, K. D., Betker, C., Dilworth, K., . . . Watson, C. (2011). Community health nursing vision for 2020: Shaping the future. *Western Journal of Nursing Research, 33*(8), 1047–1068.
- Siedner, M. J., Gostin, L. O., Cranmer, H. H., & Kraemer, J. D. (2015). Strengthening the detection of and early response to public health emergencies: Lessons from the West African Ebola Epidemic. *Plos Medicine, 12*(3), 1–8.
- Stephens, J. H., & Ledlow, G. R. (2010). Real healthcare reform: Focus on primary care access. *Hospital Topics, 88*(4), 98–106.
- Yamashita, M., & Kudo, C. (2014). How differently we should prepare for the next disaster? *Nursing and Health Sciences, 16*(1), 56–59.
- Yukiko, M. (2011). Stories from the bedside: My experience of disaster assistance for the Great East Japan Earthquake and Tsunami. *World Council of Enterostomal Therapists Journal, 31*(2), 16–25.
- Zaré, M., & Ghaychi Afrouz, S. (2012). Crisis management of Tohoku; Japan earthquake and tsunami, 11 March 2011. *Iranian Journal of Public Health, 41*(6), 12–20.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Columbia University Medical Center. (n.d.). _National center for disaster preparedness._ Retrieved from http://ncdp.columbia.edu/
- Georgetown University Center for Child and Human Development. (n.d.). _National center for cultural competence._ Retrieved from http://nccc.georgetown.edu/index.html
- Lee, C. H. (2010). Disaster and mass casualty triage. _American Medical Association Journal of Ethics, 12_(6), 466–470. Retrieved from http://virtualmentor.ama-assn.org/2010/06/cprl1-1006.html
- U.S. Department of Health and Human Services. (n.d.). _Healthy People 2020._ Retrieved from http://www.healthypeople.gov/
- U.S. Department of Homeland Security: Federal Emergency Management Agency. (2011). A whole community approach to emergency management: Principles, themes, and pathways for action. Retrieved from http://www.fema.gov/media-library-data/20130726-1813-25045-0649/whole_community_dec2011__2_.pdf

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Oakley, F., Caswell, S., & Parks, R. (2008). Occupational therapists' role on U.S. army and U.S. public health service commissioned corps disaster mental health response teams. _The American Journal of Occupational Therapy, 62_(3), 361–364.
- Wilkinson, A. M., & Matzo, M. (2015). Nursing education for disaster preparedness and response. _The Journal of Continuing Education in Nursing, 46_(2), 65–73.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- U.S. Department of Education. (n.d.). Family Educational Rights and Privacy Act (FERPA) https://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html
- U.S. Department of Health & Human Services. (n.d.). Summary of the HIPAA privacy rule https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html

Unit 1 ≫ Our Global Community

Introduction

Community/public health nursing is nursing care that is population-focused and occurs in non-hospital settings. Numerous nursing theories can provide the structure for community/public health nursing. However, nursing theories that incorporate components of the general systems theory frequently provide the framework for the practice of community/public health nursing. Historically, nurses have made significant contributions to the field of public health. From providing maternal child care to poor women in the late 1800s, to promoting hygiene among school-aged children in the early 1900s, to providing environmental and safety care to industrial workers during World War I, nurses have been instrumental in shaping public health policies (Maurer & Smith, 2013). Today, community/public health nurses have a key role in identifying and developing plans of care to address local, national, and international health issues.

This unit will introduce the concepts of community/public health nursing, including the historical contributions of community/public health nurses. The definition and roles of the community/public health nurse will be delineated and the theoretical framework of community/public health nursing will be examined. This unit will also introduce local (community) and state level health care perspectives and practices.

Reference

Maurer, F. A., & Smith, C. M. (2013). *Community/public health nursing practice: Health for families and populations* (5th ed.). St. Louis, MO: W. B. Saunders.

Learning Activities

u01s1 - Studies

Riverbend City: Getting Started

Transcript

Workload Calendar

Every week in this course you will be asked to complete readings and respond to discussions. In some units you will also interact with multimedia, engage in assignment preparation activities, or submit your completed assignments. In an effort to help you keep track of all of these parts of the course, we are providing you with a Workload Schedule that lays out what you should be completing for each unit, as well as a suggested day of the week to complete the task.

Readings

Use your *Community/Public Health Nursing Practice: Health for Families and Populations* text to read the following:

- Chapter 1, "Responsibilities for Care in Community/Public Health Nursing," pages 2–28.
- Chapter 2, "Origins and Future of Community/Public Health Nursing," pages 31–52.

Use the Capella University Library to read the following:

- Schofield et al.'s 2011 article, "Community Health Nursing Vision for 2020: Shaping the Future," from *Western Journal of Nursing Research*, volume 33, issue 8, pages 1047–1068.

Multimedia

In previous Capella courses you have encountered a variety of media elements. In this course you will explore a simulation of Riverbend City. In this scenario, the city has experienced a serious accident, and you will be guided through the city, exploring the different agencies, organizations, and individuals who are affected by the accident.

Click **Riverbend City: Getting Started** for an introduction to the simulation, both in terms of the narrative and the navigational aspects of it.

Course Resources

Riverbend City: Getting Started

u01s2 - Your Online ePortfolio

Online ePortfolios serve two key purposes: 1) to support learning and reflection, and 2) to be used as a showcase tool. Your learning journey can be documented, and ePortfolios contribute to lifelong learning and growth through reflection and sharing. Online ePortfolios can also be shared with employers and peers to present artifacts that demonstrate your accomplishments at Capella.

Using ePortfolio to Prepare for Your Capstone

Your program may culminate in a capstone course. At that time you may be required to show evidence of your learning throughout the program by referring to multiple assessments that you have created. You will be telling a story about your learning throughout the program using artifacts you have collected during many of these courses.

Using ePortfolio to Build Your Career

As you are preparing to tell your story in the professional world, leverage your ePortfolio artifacts to demonstrate the knowledge and competencies you have gained through your program in professional conversations, performance reviews, and interviews.

To do that, reflect on the knowledge and skills you have gained from your courses and the elements you have put in your portfolio, along with how you have already applied these things to your professional life or how you might apply them in the future.

Next, create your story or talking points to tell your professional story.

Saving Your Documents to ePortfolio

You will need a place to store your documents in an organized fashion so that you can access them at a later date. Do not rely on the courseroom for storage, as you will lose access to the courseroom after you have completed the course. Capella uses a cloud-based portfolio platform to facilitate your organization of the artifacts you create throughout your program.

To make an online portfolio useful, it is essential that it is organized clearly and that important files of any format are accessible. Read the Online ePortfolio Guidelines [PDF] to ensure you set up your online portfolio correctly. For more information on ePortfolio visit the Campus ePortfolio page.

Privacy Statement

Capella complies with privacy laws designed to protect the privacy of personal information. While you may voluntarily share your own information publicly, you are obligated to protect the personal information of others that may be associated with your academic or professional development. Before sharing information and material in any ePortfolio that is set up to be shared externally to your program at Capella, please consider privacy obligations in relation to protected populations who may be included or referenced in your academic or clinical work. Refer to the Family Educational Rights and Privacy Act (FERPA) and/or the Health Insurance Portability and Accountability Act (HIPAA) if you have specific questions or concerns about your choices.

u01d1 - Our Global Community

Reflect on the global community we live in and consider the following:

- What health issue do you feel has the greatest impact on the world today?
- What is the attitude of the United States toward this health issue?
- Is this an issue in your state or in your community?
- How might nursing influence the outcome of this issue?

For all discussions in this course, please follow the guidelines contained in the Faculty Expectations message (FEM). Remember to provide proper citations for any scholarly sources you use to support your assertions.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Your response post must answer the following questions:

- Is the health issue they have identified in the state/community in which you live?
- Can you suggest any additional ways that nursing might influence the outcome of the issue?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

u01d2 - Public Health Services

With the FEM guidelines in mind, consider the following for your initial post:

- Describe the public health services offered in your community.
  - Do these services adequately meet the needs of the residents who use the services?
- What is the role of the public health nurse?
  - How could the scope of services be expanded?

Remember to provide proper citations for any scholarly sources you use to support your assertions. You may use a text, any assigned readings, or a reference from the Capella library.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Compare the public health services in their communities to the public health services in your community and reflect on the following:

- How are they different?
- What similarities do you see?
- What is one additional suggestion for improving the scope of services offered?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

u01s3 - Assignment Preparation

In Unit 3 you will complete your first assignment, a Windshield Survey. A windshield survey is an inexpensive, time-efficient way to assess and better understand a community and the people who live in that community. They are performed by making visual observations of a neighborhood or community while driving; hence the name. For the purposes of this course, the windshield survey allows you to observe the housing conditions, use of open spaces, shopping, schools, types of transportation, human services, protective services, and other aspects of the overall daily life of a community. This will help you to understand the demographics of a community as well as the kinds of health-related issues that are likely to exist so you can plan the most appropriate types of wellness, health education, and disease prevention programs

In order to ensure you are prepared to conduct your Windshield Survey, you should complete the following tasks:

- Read the Windshield Survey assignment description and requirements to ensure you have an understanding of what you will be asked to do to complete the assignment.

- Review the Windshield Survey Template that you will use to complete the assignment (located in the Resources area).
- Review the scoring guide to ensure that you understand how your work on this assignment will be assessed.
- Ask the instructor or your classmates any questions you might have regarding the assignment or scoring guide prior to starting your survey.
- Identify a neighborhood or community that you plan to observe, and establish the boundaries of your survey. The area should not be more than 2–3 square miles and should not take you more than 1–2 hours to survey. Be mindful of the mode of transportation you plan to use when determining your boundaries (driving, busing, biking, walking, et cetera).
- If the neighborhood or community you plan to survey is not one you are intimately familiar with, consider mapping out a route prior to going out into the field. A maps website such as Google Maps or Mapquest might be a helpful resource to consult while planning your route.
- Review the Capella Career Center resources for tips for conducting interviews.

Note: Be sure to know the area you are going to survey. Your safety is important to us. We suggest that you bring a friend with you. Scan the area for potential safety issues. Never put yourself or anyone else in potential danger. Do not bring anything of value with you if you choose to conduct the survey outside of a car.

Course Resources

Windshield Survey Template [DOC]

Networking.

Informational Interviewing

Information Gathering Questions [PDF]

Unit 2 ›› Health and Disease Worldwide

Introduction

The overall wealth of a country often influences the country's level of accessible health care and ultimately, the health of the country's citizens. However, developed countries often face similar public health issues as developing and middle income countries. For example, HIV and AIDS is a major public health concern in both the United States and in many less developed sub-Saharan African countries. Through collaboration, research, and direct care, community/public health nurses can provide expertise and leadership in international health issues (Maurer & Smith, 2013). Understanding the processes involved in caring for populations provides the foundation for collaborative practices in international nursing care.

This unit will introduce national and international level health care perspectives and practices. Learners will examine the relationship between financial expenditures and the health status of populations as well as health issues in developing countries. Additionally, learners will have the opportunity to compare and contrast public/community health concerns in developed and developing countries and explore the list of resources that work to address and lessen national and international public health concerns.

Reference

Maurer, F. A., & Smith, C. M. (2013). *Community/Public health nursing practice: Health for families and populations* (5th ed.). St. Louis, MO: W. B. Saunders.

Learning Activities

u02s1 - Studies

Readings

Use your *Community/Public Health Nursing Practice for Families and Populations* text to read the following:

- Chapter 3, "The United States Health Care System," pages 54–82.
- Chapter 5, "Global Health," pages 113–133.

Use the Capella University Library to read the following:

- Fram et al.'s 2011 article, "Children Are Aware of Food Insecurity and Take Responsibility for Managing Food Resources," from *The Journal of Nutrition*, volume 141, issue 6, pages 1114–1119.
- Martin et al.'s 2013 article, "Family Health Nursing: A Response to the Global Health Challenges," from *Journal of Family Nursing*, volume 19, issue 1, pages 99–118.
- Al-rousan et al.'s 2014 article, "Preparedness for Natural Disasters Among Older U.S. Adults: A Nationwide Survey," from *American Journal of Public Health*, volume 104, issue 3, pages 506–511.
- Niiyama et al.'s 2014 article, "Population-Based Incidence of Sudden Cardiac and Unexpected Death Before and After 2011 Earthquake in Iwate, Northeast Japan," from *Journal of the American Heart Association*, volume 3, issue 3.
- Omama et al.'s 2013 article, "Influence of the Great East Japan Earthquake and Tsunami 2011 on Occurrence of Cerebrovascular Diseases in Iwate, Japan," from *Stroke*, volume 44, issue 6, pages 1518–1524.
- Yukiko's 2011 article, "Stories From the Bedside: My Experience of Disaster Assistance for the Great East Japan Earthquake and Tsunami," from *World Council of Enterostomal Therapists Journal*, volume 31, issue 2, pages 16–25.
- Osuke et al.'s 2013 article, "Infection Surveillance After a Natural Disaster: Lessons Learnt From the Great East Japan Earthquake of 2011," from *Bulletin of the World Health Organization*, volume 11, issue 10, pages 784–789.

u02d1 - Health Programs

From your readings, select a national public sector (government) health program and an international health program and discuss the following, keeping the FEM guidelines in mind:

- Describe the programs to include the scope and goals of the programs.
- Discuss the advantages and disadvantages of both programs.
- How could these programs be improved?

Remember to provide proper citations for any sources you use to support your assertions.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Consider the following:

- Are there other advantages or disadvantages that you can see?
- What other suggestions can you offer for improving these programs?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

u02d2 - World Hunger

Globally, malnutrition is a major public health concern, especially in developing countries. In your post:

- Discuss the influence of food insecurity on the health status of Americans.
- Identify types of food insecurity and the populations most affected.
- Identify what types of hunger-reduction programs exist nationally and globally. How do these programs differ?

Remember to follow the FEM guidelines as you prepare your post, and include proper citations for any references used to support your assertions.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, addressing the following:

- Do they discuss programs that are different from the ones you discussed, or the same?
- What similarities are there in these programs?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

[APA Style and Format](#)

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u02s2 - Assignment Preparation

By the end of Unit 5 you will be asked to report on a service learning experience in which you have participated. This service learning experience should satisfy **one** of the following criteria:

- Takes place in or is focused on the community/neighborhood that you plan to observe for your Windshield Survey in Unit 3.
- Involves the diverse or vulnerable population that you will describe in your Windshield Survey in Unit 3.
- Focuses on or addresses the health concern that you will describe in your Windshield Survey in Unit 3.

At this point in the course you may only know the first criteria listed above. However, when looking for a potential service learning experience, try to keep in mind the other two criteria. Even if you have not completed your Windshield Survey, you may have an idea of what these might be. So do not eliminate a possible service learning experience from your options until you are sure that it will not meet any of these criteria.

To ensure that you are prepared to participate in and report on your service learning experience, complete the following tasks:

- Read the Service Learning Experience assignment description and requirements in Unit 5 to ensure you have an understanding of what you will be asked to do to complete the assignment.
- Review the Service Learning Experience scoring guide to ensure that you understanding how your work on this assignment will be graded.
- Ask the instructor or your classmates any questions you might have regarding the assignment or scoring guide prior to starting your survey.
- Research possible service learning experiences that will occur between now and the end of Unit 5 and create a list.
  ◦ Narrow down your list of possible service learning experiences as it becomes clear that they will not satisfy at least one of the required criteria.
  ◦ Narrow down your list of possible service learning experiences to eliminate ones that do not interest you.

Unit 3 ≫ Cultural Competence

Introduction

Community/public health nursing may expose nursing professionals to a wide array of cultures. Understanding the influence of culture on health practices is critical for effective community/public health programs. The beginning foundation of culturally competent care is a working definition of *culture*. Although there are numerous definitions of *culture*, this course will use one proffered by nurse-anthropologist Madeleine Leininger. Dr. Leininger's theory of transcultural nursing is widely used in many community/public health nursing programs.

In this unit, you will explore and discuss the relationships among constructs of values, race, ethnicity, and culture. You will also identify cultural differences and commonalities found among various cultural groups, as you begin to understand the constructs of cultural humility and global citizenship. Additionally, in this unit, you will be provided with a framework to help you deliver culturally competent care.

Learning Activities

u03s1 - Studies

Riverbend City: Cultural Competence Mission

📄Transcript

Readings

Use your *Community/Public Health Nursing Practice for Families and Populations* text to read the following:

- Chapter 10, "Relevance of Culture and Values for Community/Public Health Nursing," pages 266–293.

Use the Capella library to read the following:

- Almutairi and Rondney's 2013 article "Critical Cultural Competence for Culturally Diverse Workforces: Toward Equitable and Peaceful Health Care," from *Advances in Nursing Science*, volume 36, issue 3, pages 200–212.
- Giddens et al.'s 2012 article "Using a Virtual Community to Enhance Cultural Awareness," from *Journal of Transcultural Nursing*, volume 23, issue2, pages 198–204.
- Kozub's 2013 article "Through the Eyes of the Other: Using Event Analysis to Build Cultural Competence," from *Journal of Transcultural Nursing*, volume 24, issue 3, pages 313–318.

Multimedia

Click **Riverbend City: Cultural Competence Mission** to launch the multimedia presentation. This mission will be the basis for this unit's Riverbend City discussion.

Course Resources

Riverbend City: Cultural Competence Mission

u03a1 - Windshield Survey

For community health nurses to be able to plan effective health services for a community, it is important for them to understand a community, any health-related issues in the community, resources available, and the gaps in those resources. For this assignment, you will apply the skills necessary to understand a community by completing a windshield survey of a community of your choice. A *windshield survey* is so named because it is often conducted from a car (although it can also be completed on foot, bike, or public transportation) and provides a visual overview of the conditions and trends that exist in the community that could affect the health of the population. When completing your windshield survey, keep in mind that the community you survey will be used as a starting point for your other assignments throughout the course.

Use the Windshield Survey Template located in the Resources area to conduct an assessment of your community. You will determine what constitutes your community, but you should try to limit your survey to an area of no more than 1–2 square miles.

Note: Be sure to know the area you are surveying. Your safety is important to us. We suggest that you bring a friend with you. Scan the area for potential safety issues. Never put yourself or anyone else in danger. Do not bring anything of value with you if you choose to conduct the survey outside of a car.

Next, identify one or more key health care issues in the community. These issues could encompass anything from providing appropriate services for an aging population to dealing with an increase in incidence of a specific disease. After your health care issues have been identified, locate and interview two key informants who are knowledgeable about the problems in their community. For example, if your identified health care issue was an increase in teen pregnancies, a school nurse could be one of your key informants. If your identified health care issue is an increase in type 2 diabetes, you could interview a person with consistent contact with a variety of community members such as a minister or a health care professional in a community center. Keep your interview questions focused on the identified problem from the informant's perspective.

While completing your Windshield Survey, keep in mind the following:

- Use the Windshield Survey Template located in the Resources area.
- How will you describe the boundaries, environment, and culture of the community?
- How will you describe the health care services in the community?
- How will you describe the health care issues of the community?
- What assets does the community possess with regards to providing health care services during a crisis?
- What are potential obstacles in the community regarding providing health care services during a crisis?
- How will you relate the information from your interviews about community health issues to your own observations of the community?

When you submit your assignment, it should contain the following:

- Title page.
- Windshield Survey Template.
- Interview questions and responses.
- Your notes on how the responses of the key informants match or differ from your observations of the community.

Remember to follow APA format and set your assignment in Times New Roman font, 12-point type.

You will submit your Windshield Survey as an assignment in this unit, and as a portion of your final project in Unit 9.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

Course Resources

Windshield Survey Template [DOC]

Capella Writing Center

APA Style and Format

ePortfolio

Networking.

Informational Interviewing

Information Gathering Questions [PDF]

APA Style Paper Tutorial [DOCX]

APA Style Paper Template [DOCX]

u03d1 - Riverbend City: Cultural Competence

Watch the Riverbend City: Cultural Competence Mission for this unit. Consider the following with the FEM guidelines in mind:

- How did the differences in beliefs and values influence the situation?
- What actions might the staff at RCMC have taken to avoid the confusion?
- What is the likely outcome of the situation?
- Discuss the importance of being culturally competent and support your position with references to your unit readings and one scholarly resource not required for this course.

Remember to provide proper citations for any sources you use to support your assertions.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, considering the following:

- Do you all agree as to the likely outcome of the situation?

- Are the actions your peers suggest different from the actions you suggested?
- How would these actions influence the likely outcome?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Unit 4 ≫ Epidemiology

Introduction

Epidemiology is the discipline that studies disease distribution in populations and the factors that influence the distribution. The goals of epidemiology are to identify the cause of a disease and the relevant risk factors of a disease for the purposes of intervening to reduce the morbidity and mortality of the disease (Gordis, 2009). This unit introduces learners to epidemiology, communicable disease, and the statistical methods commonly used in epidemiology. Epidemiology is an integral component of community/public health nursing and is frequently used for evaluating the health of communities and populations.

This unit will also explore communicable disease. The advent of vaccines has reduced the incidence and prevalence of many communicable diseases, such as rubella and rubeola, which caused significant morbidity and mortality in the early part of the twentieth century. However, due to our global society, we face new communicable diseases such as HIV, H1N1, and SARS. In this unit, learners will examine the concept of reportable diseases and the role of governmental agencies in protecting citizens from communicable disease.

In this unit we will read about the Conceptual Model of Ecological Systems, which is a model used to understand the interrelationships between individuals and populations, their environments, and the factors that influence the health of those individuals and populations. In addition, learners will be introduced to the constructs of primary, secondary, and tertiary prevention. Understanding epidemiology, ecological systems, and levels of prevention will facilitate the development of nursing diagnoses and nursing interventions designed to address health concerns in communities and populations.

Reference

Gordis, L. (2009). *Epidemiology* (4th ed.). Philadelphia, PA: Saunders Elsevier.

Learning Activities

u04s1 - Studies

Readings

Use your *Community/Public Health Nursing Practice: Health for Families and Populations* text to read the following:

- Chapter 7, "Epidemiology: Unraveling the Mysteries of Disease and Health," pages 162–187.
- Chapter 8, "Communicable Diseases," pages 190–231.
- Within Chapter 9, read the section "Conceptual Model of Ecologic Systems," pages 240–241.

Use the Capella library to read the following:

- Barnett et al.'s 2009 article, "Assessment of Local Public Health Workers' Willingness to Respond to Pandemic Influenza Through Application of the Extended Parallel Process Model," from *Plos ONE*, volume 4, issue 7, pages 1–8.
- Parmar et al.'s 2013 article, "Learning From Japan: Strengthening U.S. Emergency Care and Disaster Response," from *Health Affairs*, volume 32, issue 12, pages 2172–2178.

u04d1 - Epidemiology

Select a community/population-based health problem common in your state and consider the following, keeping the FEM guidelines in mind:

- Describe the epidemiology of the problem to include incidence and prevalence rates, groups affected by the problem, differences in the distribution of the problem based on group affiliation (for example, is the problem more common among European Americans, Hispanic Americans, African Americans?), and local and state programs that address the problem.
- Using the Model of Ecologic Systems, discuss the influence of the micro and macro system factors on the problem (for example, which macrosystem factors exacerbate the problem, which microsystem factors minimize or exacerbate the problem). Explain why you think the factors affect the problem.

Remember to provide proper citations for any sources you use to support your assertions.

Response Guidelines

Read and respond to your peers' posts, ideally those of learners who live in a different state and who have identified a different health problem from yours. Remember to refer to the FEM guidelines as you craft your responses.

- Research the prevalence of the health problem you identified in your peer's state.
- Discuss the differences and similarities of your findings, then research the prevalence of the health problem your peer identified in your state and discuss your findings.

Include proper APA-formatted citations for any scholarly sources you use in your responses.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

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u04d2 - Global Citizenship

Before we can deliver culturally competent care, we must understand the value of culturally competent care and consider the following:

- What is *cultural humility*? What does it mean to be a global citizen?
- What is the relationship between cultural humility and global citizenship?
- How might these concepts facilitate effective nursing interventions to serve diverse communities?

Support your position using properly cited references from your unit readings and any other research. Refer to the guidelines in the FEM as you prepare your post.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

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u04s2 - Assignment Preparation

By the end of Unit 7 you will be asked to complete a Disaster Response Plan for a hypothetical disaster in the community that you observed for your Windshield Survey.

This assignment will have two parts:

- A review of one article that discusses a response to a disaster, and a discussion about aspects of the disaster response in the article that could prove relevant or irrelevant to the disaster plan you will be creating.
    - Note: The article you review will be chosen from a list of provided articles already in the course.

- A thorough disaster response plan that addresses the hypothetical disaster that could occur in the community you observed for your Windshield Survey.

In order to ensure you are prepared to complete your Disaster Response Plan you should complete these preliminary tasks:

- Read the Disaster Response Plan assignment description and requirements to ensure you have an understanding of what you will be asked to do to complete the assignment.
- Review the scoring guide to ensure that you have an understanding about how your work on this assignment will be assessed.
- Ask the instructor or your fellow learners any questions you might have regarding the assignment or scoring guide prior to starting your survey.
- Consider the hypothetical disaster in the community that you plan to base your response plan around.
- Review the list of articles from which you will choose one to review, and skim through their abstracts.
    - Narrow down the list to the one to three articles you think will best fit with your community or hypothetical disaster.

Unit 5 ≫ Healthy Communities

Introduction

This unit will introduce learners to models that focus on preventing illness, promoting health, and understanding health related behaviors. Many factors influence the health of communities and populations, including national policies that focus on health promotion. *Healthy People*, a major national health promotion program issued by the U.S. Surgeon General, identifies major health problems of the nation and sets national goals and objectives targeting health promotion (Maurer & Smith, 2013). If adopted, activities that target health promotion can result in disease prevention.

Two major factors in health promotion and disease prevention are health teaching and vulnerable populations. Health teaching is a common role for community/public health nurses, especially when interacting with vulnerable populations. Vulnerable populations are groups of individuals that are at significant risk for contracting disease and experiencing poor health outcomes.

Reference

Maurer, F. A., & Smith, C. M. (2013). *Community/Public health nursing practice: Health for families and populations* (5th ed.). St. Louis, MO: W. B. Saunders.

Learning Activities

u05s1 - Studies

Readings

Use your *Community/Public Health Nursing Practice: Health for Families and Populations* text to read the following:

- Chapter 18, "Health Promotion and Risk Reduction in the Community," pages 466–483.
- Chapter 20, "Health Teaching," pages 505–524.
- Chapter 21, "Vulnerable Populations," pages 527–548.

Use the Capella library to read the following:

- Benson et al.'s 2013 article, "HeartBeat Connections: A Rural Community of Solution for Cardiovascular Health," from *Journal of the American Board of Family Medicine*, volume 26, issue 3, pages 299–310.
- Isaranuwatchai et al.'s 2013 article, "Impact of the 2004 Tsunami on Self-Reported Physical Health in Thailand for the Subsequent Two Years," from *American Journal of Public Health*, volume 103, issue 11, pages 2063–2070.

- Pourhosseini et al.'s 2015 article, "Key Aspects of Providing Healthcare Services in Disaster Response Stage," from *Iranian Journal of Public Health*, volume 44, issue 1, pages 111–118.

u05a1 - Service Learning Experience

For this assignment you are to select a service learning experience in your community and participate in that experience. Some example of appropriate service learning experiences include, but are not limited to:

- Attending a meeting of your local health department.
- Attending a PTO meeting that focuses on a health issue.
- Attending a faith-based meeting that addresses a health issue.
- Volunteering four hours at a homeless shelter or a soup kitchen and observing health issues related to the populations you are serving.

You may choose the event, but the focus of the event must be health-based.

In addition, the service learning experience should also include **one** of the following expectations:

- It must take place in, or be focused on, the community/neighborhood that you observed for your Windshield Survey in Unit 3.
- It must involve the diverse or vulnerable population that you described in your Windshield Survey in Unit 3.
- It must focus on or address the health concern that you described to complete your Windshield Survey in Unit 3.

Once you have completed your service learning experience, write **2–3 pages** detailing your experience. When composing your report you should include the following components:

- Title page.
- A brief description of the event you attended, and why you selected this event.
- A brief description of how the event was connected to your work on the Windshield Survey.
- A brief explanation of the purpose of the event you attended (for example, discussing the spraying pesticides to reduce mosquito population to control West Nile Virus, a report on the predicted nutritional effects of adopting a new school lunch program, or to answer questions about a proposal for community health responses to seasonal flooding, et cetera).
- Brief notes on the impact that community stakeholders had on the focus or outcomes of the event.
- Brief notes on the impact that community diversity had on the focus or outcomes of the event.
- An explanation of the impact that the event did have, or could potentially have, on the health of the community.
- A description in which you detail the impact of the event on the community's health and the role nursing might play in the outcome. For example, if you attended a PTO meeting where the focus was making sure that elementary school children have PE, the impact might be that PE may reduce the incidence of childhood obesity, and the role of nursing might be to help formulate a healthy lifestyle plan.
- Minimum of three resources, including at least one peer-reviewed journal not required for this course.
- APA Format.
- Times New Roman font, 12 pt.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

Course Resources

APA Style and Format

Capella Writing Center

What Is Peer Review? How Do I Find Peer Reviewed Articles?

ePortfolio

APA Style Paper Tutorial [DOCX]

APA Style Paper Template [DOCX]

u05d1 - Healthy People

For this discussion, choose one of the scenarios presented in the Healthy People Discussion Scenarios linked in Resources and visit the Healthy People 2020 website before completing the following:

- Identify one Healthy People 2020 objective and develop one culturally competent primary prevention health teaching program applicable to your scenario.
    ◦ Your plan must also include one specific nursing intervention, a rationale for the intervention, and how you will evaluate the intervention. As you develop your plan, please be sure to consider all relevant factors, such as biological and environmental influences, cultural influences, and lifestyle influences on health.

Follow the guidelines in the Faculty Expectations message as you prepare your post and remember to cite any references used to support your post.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, considering the following:

- Have they offered a sound rationale for each intervention?
- Have they considered all relevant factors?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

Healthy People 2020

Healthy People Discussion Scenarios [DOC]

Unit 6 ›› Disaster and Mass Casualty

Introduction

As in acute care nursing, emergencies do arise in the community/public health arena. These emergencies can take the form of man-made or natural disasters. Health care professionals have had to increase their awareness of their duty to care during these situations and the need for planning and preparing for these possible events is being reinforced (Tomczyk et al., 2008). Public health nurses bring specific skills to disaster response and their roles can range from first responders to policy development.

This unit will introduce disaster preparedness and the roles of community/public health nurses. Although some learners may have experienced a disaster firsthand, many have not. To help gain a better understanding of disaster response, learners will view a simulated disaster. The discussions in this unit will focus on various scenarios from this simulated disaster. Imagine what it would feel like to be a community/public health nurse responding to a disaster. Consider the decisions that have to be made in the blink of an eye. How will you respond? What will you do?

Reference

Tomczyk, D., Alvarez, D., Borgman, P., Cartier, M., Caulum, L., Galloway, C., . . . Meske, D. (2008). Caring for those who care: The role of the occupational health nurse in disasters. *AAOHN Journal*, *56*(6), 243–250.

Learning Activities

u06s1 - Studies

RIVERBEND CITY

Riverbend City: Vulnerable Populations Mission

📄Transcript

Readings

Use your *Community/Public Health Nursing Practice: Health for Families and Populations* text to read the following:

- Chapter 22, "Disaster Management: Caring for Communities in an Emergency," pages 552–572.

Use the Capella library and the Internet to complete the following:

- Review FEMA's A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action.
- Read Zaré et al.'s 2012 article, "Crisis Management of Tohoku; Japan Earthquake and Tsunami, 11 March 2011," from *Iranian Journal of Public Health*, volume 41, issue 6, pages 12–20.
- Read Lee's 2010 article, "Disaster and Mass Casualty Triage," from *American Medical Association Journal of Ethics*, volume 12, issue 6, pages 466–470.
- Read Kagan's 2011 article, "Catastrophe and Response: Expanding the Notion of Self to Mobilize Nurses' Attention to Policy and Activism," from *Nursing Science Quarterly*, volume 24, issue 1, pages 71–78.
- Read Yamashita and Kudo's 2014 article, "How Should We Prepare Differently for the Next Disaster?" from *Nursing and Health Sciences*, volume 16, issue 1, pages 56–59.
- Read Oztekin et al.'s 2014 article, "Educational Needs Concerning Disaster Preparedness and Response: A Comparison of Undergraduate Nursing Students From Istanbul, Turkey and Miyazaki, Japan," from *Japan Journal of Nursing Science*, volume 11, issue 2, pages 94–101.

Multimedia

Click **Riverbend City: Vulnerable Populations Mission** to complete the multimedia presentation. This mission will be used as the basis for this unit's Riverbend City discussion.

Course Resources

Riverbend City: Vulnerable Populations Mission

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u06d1 - Riverbend City: Vulnerable Populations Mission

Review the Riverbend City: Vulnerable Populations Mission for this discussion.

The Vulnerable Populations Mission is focused on the Ruby Lake community. Within the community is a nursing home where many of the residents have mobility issues—they use walkers, are in wheelchairs or scooters, or are entirely immobile. Additionally, there is a large Hispanic population that does not speak and/or understand English, several families with children with special needs such as autism and attention deficit disorder, and mothers with infants, toddlers, and school-age children. In the wake of a disaster, the residents of the Ruby Lake community are frightened and unsure about what is happening. However, the residents must be evacuated, as the disaster might lead to injury or death. As a public health nurse, you must decide how to handle the situation, make difficult decisions, and prioritize the evacuation of the residents of the Ruby Lake community.

For this discussion, prioritize the order in which you will evacuate the residents of the Ruby Lake community and explain your choices.

- How will you communicate the need to evacuate with each population?
- What resources will you use to help with the evacuation?
- How can you make sure that everyone leaves?
- What will you do if someone refuses to leave because they do not fully understand the severity of the situation?

Also, discuss the ethical issues that a public health nurse will face in this disaster response situation. How would you address these ethical issues? Support your position with references from your unit readings and any additional peer-reviewed journal. Remember to follow the guidelines in the FEM as you prepare your post.

Response Guidelines

Read and respond to your peers' posts as though you are the Director of Public Health Nursing. With the FEM in mind, consider the following:

- Could you accept the list based on the explanation?
- Can you offer any suggestions to assist with communicating with the Ruby Lake population?

If you respond with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

u06d2 - Planning for Emergencies

Effective disaster preparedness includes a pre-event plan. Community/public health nurses can facilitate effective disaster response by ensuring they have disaster plans for their families, their social groups, and/or their workplaces. Consider your own family and reflect on the following:

- What would you do in the event of a disaster? Would you evacuate? Would you spend time gathering precious memories?
- What information do you feel would be critical to have to ensure appropriate care for your loved ones?
- How would you ensure the safety of your children?
- What would you do with your pets?

Develop and post your disaster plan for your family, following the FEM guidelines.

Include at least one APA-formatted reference. It may be a text, any assigned readings, or a reference you find in the Capella library.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. Consider the following:

- How well have they planned?
- Did they include things that are different from the things you have in your plan?
- What kind of insights has this discussion highlighted?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

u06s2 - Assignment Preparation

By the end of Unit 7 you will be asked to complete a Disaster Response Plan for a hypothetical disaster to the community that you observed for your Windshield Survey.

As was stated in u04s2, this assignment will have two parts:

- A review of one article that discusses a response to a disaster, and a discussion about aspects of the disaster response in the article that could prove relevant or irrelevant to the disaster plan you will be creating.
    - Note: The article you review will be chosen from a list of provided articles already in the course.
- A thorough disaster response plan that addresses the hypothetical disaster that could occur in the community you observed for your Windshield Survey.

In order to ensure you are prepared to complete your Disaster Response Plan you should complete or expand upon your preliminary preparation:

- Review the Disaster Response Plan assignment description and requirements in Unit 7 to ensure you have an understanding of what you will be asked to do to complete the assignment.
- Review the scoring guide to ensure that you have an understanding about how your work on this assignment will be assessed.
- Ask the instructor or your classmates any questions you might have regarding the assignment or scoring guide prior to starting your survey.
- Begin to draft and develop the hypothetical disaster in more detail. Keep in mind some of the following characteristics of a disaster:
    - Type of disaster.
    - Agent(s) of harm.
    - Predictability.
    - Frequency.
    - Controllability.
    - Time.
    - Scope and Intensity.
- Consider or begin drafting certain aspects of your response plan to your hypothetical disaster. Some topics to consider are:
    - Communication plans and procedures.
    - Triage system.
    - Obstacles in providing health services, basic needs, and assisting vulnerable populations.
- Determine which article from the list provided in the assignment you will review for part one.

Unit 7 ≫ Caring for the Community

Introduction

As in acute care, public health nurses utilize the nursing process when providing care to communities. The first step in the nursing process is assessment. To begin a community assessment, public health nurses must define their community. Communities can be geographical locations or groups of people that have common interests. Maurer and Smith (2013) define communities as open social systems comprising people that share common goals. How nurses define the community provides the framework for the community assessment. Once the community is defined, the comprehensive assessments help nurses identify actual and potential needs, issues, and problems that affect the health of the community. Once the actual and potential needs, issues, and problems are identified, public health nurses are able to formulate nursing diagnoses and develop plans of care that include measurable outcomes. In keeping with the nursing process, the plans of care are implemented and evaluated using the measurable outcomes. As in acute care, public health plans of care are continuously monitored, evaluated, and modified to better meet the needs of a changing community.

Reference

Maurer, F. A., & Smith, C. M. (2013). *Community/Public health nursing practice: Health for families and populations* (5th ed.). St. Louis, MO: W. B. Saunders.

Learning Activities

u07s1 - Studies

Transcript

Readings

Use your *Community/Public Health Nursing Practice: Health for Families and Populations* text to read the following:

- Chapter 15, "Community Assessment," pages 393–425.
- Chapter 16, "Community Diagnosis, Planning, and Intervention," pages 427–447.
- Chapter 17, "Evaluation of Nursing Care With Communities," pages 449–464.

Use the Capella library and the Internet to complete the following:

- Read Athlin et al.'s 2014 article, "Being a Nurse Leader in Bedside Nursing in Hospital and Community Care Contexts in Norway and Sweden," from *Journal of Nursing Education and Practice,* volume 4, issue 3, pages 234–244.
- Read Chase et al.'s 2013 article, "Crisis Intervention for Nurses," from *Clinical Journal of Oncology Nursing*, volume 17, issue 3, pages 337–339.
- Read Oba et al.'s 2011 article, "Development of a Community Participation Program for Diabetes Mellitus Prevention in a Primary Care Unit, Thailand," from *Nursing & Health Sciences*, volume 13, issue 3, pages 352–359.
- Read Mbewe and Jones's 2013 article, "Hurricane Sandy: Competencies Needed to Contend with Natural Disasters," from *MEDSURG Nursing*, volume 22, issue 4, pages 1–5.
- Read Powell et al.'s 2012 article, "Emergency Preparedness and Public Health: The Lessons of Hurricane Sandy," from *JAMA*, volume 308, issue 24, pages 2569–2570.
- Visit the website *National Center for Disaster Preparedness*.

Multimedia

Click **Riverbend City: Debriefing Mission** to complete the multimedia presentation. This mission is the basis for your Disaster Response assignment that is due at the end of Unit 7.

Course Resources

Riverbend City: Debriefing Mission

Community/Public Health Nursing Practice: Health for Families and Populations

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u07a1 - Disaster Response Plan

For this assignment you will be developing a disaster plan to address a hypothetical disaster that could plausibly strike the community that you observed for your Windshield Survey.

A disaster can come in many forms. We might tend to associate disasters with mass natural disaster, like Hurricane Katrina or the 2011 earthquake and tsunami that struck Japan. However, disasters also include relatively small man-made disasters, such as a fire in an apartment building or a gas leak in a factory (Maurer & Smith, 2013). You will also be asked to select one of the articles from the list below that addresses a response to a disaster, or provides guidelines for creating a disaster response plan. You will briefly evaluate the article's disaster response practices and also explain aspects for the article's disaster response that would be appropriate to incorporate into your plan, as well as aspects that would not be feasible to incorporate. By evaluating responses to disasters in communities outside of your own, you will be able to bring in global perspectives as well as gain a deeper understanding of aspects of disaster response plans that are universal, as well as aspects that are only primarily applicable to specific communities.

Choose one of the following articles (see the Resources area for links to these articles):

- Almutairi and Rondney's 2013 article, "Critical Cultural Competence for Culturally Diverse Workforces: Toward Equitable and Peaceful Health Care," from *Advances in Nursing Science*, volume 36, issue 3, pages 200–212.
- Öztekİn et al.'s 2014 article, "Educational Needs Concerning Disaster Preparedness and Response: A Comparison of Undergraduate Nursing Students From Istanbul, Turkey, and Miyazaki, Japan," from *Japan Journal of Nursing Science*, volume 11, issue 2, pages 94–101.
- Yamashita & Kudo's 2014 article, "How Should We Prepare Differently for the Next Disaster?" from *Nursing and Health Sciences*, volume 16, issue 1, pages 56–59.
- Zaré et al.'s 2012 article, "Crisis Management of Tohoku; Japan Earthquake and Tsunami, 11 March 2011," from *Iranian Journal of Public Health*, volume 41, issue 6, pages 12–20.

Your plan should address and include the following:

Section 1: Article Evaluation (1–2 pages)

- An evaluation of the disaster response presented in the article you selected from the provided list.
- An explanation of aspects of the article's disaster response that you plan on incorporating into your own Disaster Response Plan. Please include your rationale for why you are choosing to incorporate these aspects into your plan.
- An explanation of aspects of the article's disaster response that would not be appropriate or plausible to include in your disaster response plan. Please include your rationale for why these aspects would not be appropriate or plausible to incorporate these aspects into your plan.

Section 2: Community Disaster Response Plan (5–7 pages)

- Describe the hypothetical disaster for your surveyed community that your plan will be addressing. Be sure to include details such as:
    - Scope of the disaster.
    - Intensity of the disaster.
        - Effects on the community environment as a result of the disaster.
        - Immediate health impacts on people in the community.
        - Medium and long-term health impacts on people in the community.

- Communication procedures: When and how should public health department nurses communicate with each other in a disaster? When should they communicate with other first responders, law enforcement, and other resources/responders in a disaster?
- Communication procedures for coordinating care with hospitals and other resources.
    - Note: During disasters, acute care hospitals become overwhelmed—less critical patients may be treated at field hospitals, leaving room for critical patients in functioning acute care facilities. Identify who will communicate with whom.

- The triage system you would use for assessing victims.
- How will you address the needs of vulnerable populations (the elderly, children, mentally ill, homeless, and so on)?
- How will you address cultural groups and non-English speaking persons?
- Housing and shelter:
    - How will you let the residents of your community know where to go?
    - What system will you use to fill shelters?
    - How will you communicate shelter capacity to prevent overcrowding the shelters? What resources will you use to help staff shelters?
    - How many nurses will you allocate for shelters? Will you use nurses to staff shelters?
    - Will you use other nursing resources to staff shelters, such as Red Cross, U.S. Commissioned Corps, military nurses, and so on?

- What resources will you use to help provide food, water, and toilet facilities for victims?
    - Who will you call and when will you call?

- What procedures will you implement to prevent disease outbreak?
- How will you care for the needs of the public health department nursing staff?

Other requirements and considerations:

- Your plan should be as detailed as possible.
- Use a minimum of four peer-reviewed journal articles (the article you select from the provided list counts as one of the four) to support the effectiveness of your plan. Be sure to use proper APA style and formatting.
- Include a title page.
- Include a reference page. Be sure to use proper APA style and formatting.
- Times New Roman font, 12 pt.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

Reference

Maurer, F. A., & Smith, C. M. (2013). *Community/public health nursing practice: Health for families and populations* (5th ed.). St. Louis, MO: W. B. Saunders.

Course Resources

Critical Cultural Competence for Culturally Diverse Workforces: Toward Equitable and Peaceful Health Care

Educational Needs Concerning Disaster Preparedness and Response: A Comparison of Undergraduate Nursing Students From Istanbul, Turkey, and Miyazaki, Japan

How Differently We Should Prepare for the Next Disaster?

u07d1 - Assessing the Needs of a Community

In Unit 3, you submitted a Windshield Survey of your community. A Windshield Survey is just one method a community/public health nurse can use to assess the health of a community. For this discussion, consider the following:

- Identify the strengths and limitations of the Problem-Oriented, Single Population, and Familiarization approaches to community assessment.
- How do they compare to the Windshield Survey in relation to providing the best health care services for a community?

Follow the FEM guidelines as you prepare your post and include at least one APA-formatted reference. It can be a text, any assigned readings, or a reference you find in the Capella library.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines. What additional advantages or limitations to these approaches can you identify?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

Unit 8 ❯❯ Barriers to Health Care

 Introduction

There are many barriers that keep people from seeking health care. These barriers are not always financial, and often coincide with affordability for unmet need or delayed care (Kullgren, McLaughlin, Mitra, & Armstrong, 2012). For example, public health clinics without extended hours may not meet the needs of working parents with children. Similarly, clinics located in older buildings may have wheelchair ramps but facilities such as restrooms may not have fixtures to accommodate wheelchair-bound persons. Realistically, it may be impossible to eradicate all barriers to care. However, community/public health nurses should be cognizant of the barriers to care and strive to develop programs that minimize barriers, especially for special populations. Understanding the needs of special populations, along with the challenges these populations experience, facilitates the development of comprehensive plans of care to meet their needs.

The United States has enacted numerous laws to address the needs of special populations. For example, the Social Security Act of 1965 created Medicare, a federally-funded program designed to ensure health care for the elderly. The Balanced Budget Act of 1997 created the Children's Health Insurance Program (CHIP) to increase children's access to health care. Laws such as the Americans with Disabilities Act and Vocational Rehabilitation

Acts were enacted to help persons with disabilities. Despite these and other laws, many special populations receive fragmented services and experience unmet health care needs. Community/public health nurses are in a key position to help special populations address their health care needs.

Reference

Kullgren, J. T., McLaughlin, C. G., Mitra, N., & Armstrong, K. (2012). Nonfinancial barriers and access to care for U.S. adults. *Health Services Research, 47*(2), 462–485.

Learning Activities

u08s1 - Studies

Readings

Use your *Community/Public Health Nursing Practice: Health for Families and Populations* text to read the following:

• Chapter 26, "Rehabilitation Clients in the Community," pages 659–677.
• Chapter 27, "Children in the Community," pages 679–698.
• Chapter 28, "Older Adults in the Community," pages 701–723.

Use the Capella library to read the following:

• Lutfiyya et al.'s 2013 article, "Rural/Urban Differences in Health Services Deficits Among U.S. Adults With Arthritis: A Population-Based Study," from *Journal of Nursing Education and Practice*, volume 3, issue 11, pages 43–53.
• Schoeffler's 2012 article, "Denying Lawful Immigrants Access to State Healthcare Subsidies Violates the Equal Protection Provision of the Massachusetts Constitution - Finch v. Commonwealth Health Insurance Connector Authority," from *American Journal of Law & Medicine*, volume 38, issue 1, pages 228–232.
• Stephens and Ledlow's 2010 article, "Real Healthcare Reform: Focus on Primary Care Access," from *Hospital Topics*, volume 88, issue 4, pages 98–106.

u08d1 - Health Care Delivery Systems

Compare private and socialized health care delivery systems in relation to how these systems provide public/community health programs for special populations. This is not a political discussion and your post needs to address the effectiveness and ineffectiveness, benefits and limitations of *both* systems in providing health care to special populations.

Follow the guidelines in the FEM as you prepare your post and include at least one APA-formatted reference. It can be a text, any assigned readings, or a reference you find in the Capella library.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, keeping in mind that this is not a political discussion. The post must address the following:

• Did they discuss both systems effectively?
• Can you suggest additional benefits and/or limitations?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you offer an alternative viewpoint or refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

u08d2 - Medicare

Discuss and analyze the pros and cons of privatizing Medicare. Again, this is *not* meant to be a political discussion. Rather, your post should focus on how both privatizing and not privatizing Medicare will impact health care services for the elderly and disabled. Reference one peer-reviewed journal in support of privatizing and one peer-reviewed journal in support of not privatizing Medicare.

Remember to follow the FEM guidelines as you prepare your post and provide proper APA citations for any sources you use to support your assertions.

Response Guidelines

Read and respond to your peers' posts according to FEM guidelines, assuming the role of a nursing journal editor. You are looking for an article that presents a balanced discussion on the topic of privatizing Medicare. Did your peer's post stay focused on how health care services would be affected?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

u08s2 - Assignment Preparation

By the end of Unit 9 you will be asked to complete a Community Assessment and Nursing Plan for health issues you identified in the community which you observed for your Windshield Survey.

In order to ensure you are prepared to complete your Community Assessment and Nursing Plan you should expand upon your preliminary preparation:

- Read the Community Assessment and Nursing Plan assignment description and requirements to ensure you have an understanding of what you will be asked to do to complete the assignment.
- Review the scoring guide to ensure that you have an understanding about how your work on this assignment will be assessed.
- Ask the instructor or your classmates any questions you might have regarding the assignment or scoring guide prior to starting your survey.
- Review your Windshield Survey and determine the three health-based problems in the community you want to write about.
  - Consider the nursing diagnosis for each of these problems.
- Begin thinking about which health-based problem for which you want to develop a full nursing plan.
- Begin considering possible nursing interventions, the epidemiology of the health-based problem, and the role of nursing in preventing or treating the problem.

Unit 9 ≫ Leadership

Introduction

From parish nurses to school nurses to nurses in the uniformed services, community/public health nurses provide care in a wide array of settings. Two examples of where community/public health nurses can be found are in remote corners of the world providing care to small villages, or aboard the United States Navy's Mercy Hospital ship caring for active-duty personnel and global civilian citizens. The field of community/public health nursing is diverse, affording nurses opportunities to practice in their areas of interest.

In this unit, learners will also examine nursing leadership roles in the community/public health field. Community/public health nursing operates in an ever-changing environment. Political factors, public health interest groups, citizens, and advancing science all exert influence on the practice and roles of

community/public health nurses. Hence, effective community/public health nursing leaders must be flexible, remain focused on their vision, and inspire staff while managing external factors and environments.

Learning Activities

u09s1 - Studies

Readings

Use your *Community/Public Health Nursing Practice: Health for Families and Populations* text to read the following:

- Chapter 29, "State and Local Health Departments," pages 726–746.
- Chapter 30, "School Health," pages 749–772.

Use the Capella library to read the following:

- Cameron et al.'s 2012 article, "Exploring Leadership in Community Nursing Teams," from *Journal of Advanced Nursing*, volume 68, issue 7, pages 1469–1481.
- Bish et al.'s 2012 article, "A Scoping Review Identifying Contemporary Issues in Rural Nursing Leadership," from *Journal of Nursing Scholarship*, volume 44, issue 4, pages 411–417.
- Gantz et al.'s 2012 article, "Global Nurse Leader Perspectives on Health Systems and Workforce Challenges," from *Journal of Nursing Management*, volume 20, issue 4, pages 433–443.

Optional Readings

Use the Capella library to find and review the following article. This reading is not required to complete the course:

- Wilkinson, A. M., & Matzo, M. (2015). Nursing education for disaster preparedness and response. *Journal of Continuing Education*, *46*(2), 65–73.

You may also wish to review the following readings from earlier units:

- Oztekİn, S. D., Larson, E. E., Altun Uğraş, G., & Yüksel, S. (2014). Educational needs concerning disaster preparedness and response: A comparison of undergraduate nursing students from Istanbul, Turkey, and Miyazaki, Japan. *Japan Journal of Nursing Science*, *11*(2), 94–101.
- Pourhosseini, S. S., Ardalan, A., & Mehrolhassani, M. H. (2015). Key aspects of providing healthcare services in disaster response stage. *Iranian Journal of Public Health*, *44*(1), 111–118.

u09a1 - Community Assessment and Nursing Care Plan

Your final assignment for this course has two components. For the first component, you will use the information you obtained in your Windshield Survey and interviews from Unit 3 to develop a Community Assessment. The second component utilizes the Community Assessment to develop a Nursing Plan.

Community Assessment (5–7 pages)

Using the information in your Windshield Survey, identify **three** health-based problems within the community you surveyed. Explain why you believe these are problems within the community. Then develop **one** nursing diagnosis for each problem. Use references to support your nursing diagnosis. This portion of your project will include:

- Your Windshield Survey.
- The key informant interview questions and responses.
- Description of three health-based problems.
- Description of one nursing diagnosis for each problem.

Note: The description of the three health-based problems and their nursing diagnoses should add **1–2 pages** of material to this section.

Nursing Care Plan

Select one of the problems from your Community Assessment and develop a nursing care plan for that problem. The Nursing Care Plan will use the nursing diagnosis from the Community Assessment to help develop nursing interventions. This portion of your project will include:

- A description of the problem that addresses the epidemiology of the problem, 10–15 year trends of the problem, a comparison of the epidemiology to any health disparities for local, state, national, and global populations.
- Your selection of three primary nursing interventions for the identified problem.
- Your selection of three secondary nursing interventions for the identified problem.
- Your selection of three tertiary nursing interventions for the identified problem.
- A description and explanation of the nursing role in relation to the identified problem, and what the nurse will do at *each* level of intervention (client teaching, project management, direct delivery of care, surveillance, and so on).

This explanation must be specific and answer the following questions:

1. What is the nursing role in the primary interventions?
2. What specifically does your plan require the nurse to do?
3. Based on your primary interventions, what will the nurse do in the secondary interventions?
4. What specifically will the nurse do in the tertiary interventions?

You will need to support your Nursing Care Plan with current literature:

- A minimum of one peer-reviewed journal article that supports your choice of the problem (for example, an article that supports the statement that infant mortality is a problem).
- A minimum of one peer-reviewed journal article that supports one of your nursing interventions (for example, an article supporting a statement that prenatal education programs are efficacious and improve birth outcomes).
- A minimum of one peer-reviewed nursing research article supporting the role of nursing (for example, a research-based article that supports the idea that clients prefer prenatal education classes that are delivered by a nurse).

You may use your course text and unit readings as resources, but you must also use at least two resources not required for this course. Be sure to follow proper APA style and formatting when citing and referencing these articles.

Your final project submission should be organized with the following:

- Title page.
- Table of Contents.
- Community Assessment—Windshield Survey, key informant interview, identification of three health-based problems.
- Nursing Care Plan.
- Reference page.

Remember to follow APA format and use Times New Roman 12-point type.

Portfolio Prompt: You are required to save this assignment to your ePortfolio.

Course Resources

APA Style and Format

What Is Peer Review? How Do I Find Peer Reviewed Articles?

ePortfolio

Capella Writing Center

APA Style Paper Template [DOCX]

APA Style Paper Tutorial [DOCX]

u09d1 - Leadership

True leaders possess a variety of qualities that make them effective and efficient. Discuss the role of leadership in community/public health and how leadership (or lack of leadership) impacts the health of local and global communities, following the FEM guidelines as you prepare your post.

Include at least one APA-formatted reference. It can be a text, any assigned readings, or a reference you find in the Capella library.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines, addressing the following:

- Provide constructive arguments that offer other viewpoints.
- Support your alternate viewpoints using references from your unit readings and other research.

Remember that any reference to the ideas or work of others must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

Unit 10 ≫ Reflection

Introduction

This course has introduced you to the field of community/public health nursing. You have explored the roles and employment settings of community/public health nurses. Additionally, you have studied the concepts and principles that provide a framework for, and support nursing practice within the communities and public health arena. You have gained insight into the concept of global citizenship as it relates to community/public health nursing. You have also completed a service learning project, responded to a disaster, and developed a plan of care for your community. This unit will be a period of reflection.

Learning Activities

u10s1 - Studies

Readings

Use the Capella library and the Internet to complete the following:

- Visit the National Center for Cultural Competence website. Navigate to the "Self-Assessments" section and take time to open the PDF Assessment Tools and Documents. Test your cultural competence in several areas. (These are just learning resources and do not need to be submitted.)
- Review Almutairi and Rondney's 2013 article, "Critical Cultural Competence for Culturally Diverse Workforces: Toward Equitable and Peaceful Health Care," from *Advances in Nursing Science*, volume 36, issue 3, pages 200–212.
- Review Kozub's 2013 article, "Through the Eyes of the Other: Using Event Analysis to Build Cultural Competence," from *Journal of Transcultural Nursing*, volume 24, issue 3, pages 313–318.
- Read Bailie et al.'s 2010 article, "Study Protocol: National Research Partnership to Improve Primary Health Care Performance and Outcomes for Indigenous Peoples," from *BMC Health Services Research*.
- Read Dastjerdi et al.'s 2012 article, "A Study of Iranian Immigrants' Experiences of Accessing Canadian Health Care Services: A Grounded Theory," from *International Journal for Equity in Health*.
- Read Kerry et al.'s, 2011 article, "Managing the Demand for Global Health Education," from *PLoS Medicine*, volume 8, issue 11.
- Read Siedner et al.'s 2015 article, "Strengthening the Detection of and Early Response to Public Health Emergencies: Lessons From the West African Ebola Epidemic," from *PLoS Medicine*, volume 12, issue 3.
- Read Galson's 2009 article, "USPHS Commissioned Corps: A Global Emergency Preparedness and Response Asset," from *Public Health Records*, volume 124, issue 5, pages 622–623.

Optional Readings

Use the Capella library to find and read the following. This reading is not required to complete the course.

- Oakley, F., Caswell, S., & Parks, R. (2008). Occupational therapists' role on U.S. army and U.S. public health service commissioned corps disaster mental health response teams. *The American Journal of Occupational Therapy*, *62*(3), 361–364.

u10d1 - U.S. Public Health Service

The U.S. Public Health Service Commissioned Corps is a cadre of active-duty officers. As one of the seven uniformed services in the United States, this group of active-duty officers is the frontline leader in advancing the science of public health. For this discussion:

- Briefly describe the role and function of the U.S. Public Health Service Commissioned Corps as it relates to public health.
- Select a Healthy People 2020 goal/objective and discuss the role of the U.S. Public Health Service Commissioned Corps in meeting that goal/objective.
- Include the specific agencies where Commissioned Corps nurses are employed and their roles with respect to meeting the goal/objective.
- Identify the group you feel is best suited to meet the goal/objective, Commissioned Corps nurses, or civilian public health nurses.
- Explain your decision and support your choice with APA-formatted references from peer-reviewed journals.

Remember to follow the FEM guidelines as you prepare your post.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines. If they had chosen a different Healthy People 2020 objective, would their choice of group best suited to meet the objective be the same?

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

Healthy People 2020

u10d2 - Western and Non-Western Health Care

Discuss the value of both Western and non-Western health care practices when working with diverse populations.

- Provide one example of how Western health care practices can be effective when working with diverse populations.
- Provide one example of how non-Western health care practices can be effective when working with diverse populations.

Remember to follow the FEM guidelines as you prepare your post.

Response Guidelines

Read and respond to your peers' discussion posts according to FEM guidelines, addressing the following:

- Determine if the post demonstrates a value of both Western and non-Western health care practices.
- Offer one additional way that Western and non-Western health care practices can be effective when working with diverse populations.

If you are responding with a personal perspective or an example from your workplace experience, you are not required to cite a source. However, if you refer to the ideas or work of others, your response must be supported with an outside source, which you must cite using APA style.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format

u10d3 - Reflection

When you reflect on this course:

- Identify two things covered in this course that stood out for you.
- Discuss why these things were important to you.
- Discuss how these things will influence your nursing practice.

Please refer to the FEM guidelines as you prepare your post.

Response Guidelines

Review the posts of fellow learners. Are there common themes in the reflections of your peers? There is no requirement to respond to others for this reflection question, but you may. If you do so, please ensure that you are addressing the guidelines in the Faculty Expectations message.

Course Resources

Undergraduate Discussion Participation Scoring Guide

APA Style and Format