

Syllabus

Course Overview

This course introduces you to the role of the baccalaureate-prepared nurse in the community or public health milieu. It emphasizes the development of generalist nursing practice competencies for community health practice, which impact health promotion and disease prevention for culturally diverse individuals, families, and aggregates in various community settings. Principles of community and public health, epidemiology, social determinants of health, health care disparities, and social justice are integrated. Health promotion, disease and disability, and health education strategies are discussed. Evidence-based strategies and models that facilitate the successful implementation of nursing interventions and health programs are introduced, along with the tools and methods to evaluate the effectiveness, efficiency, and appropriateness of nursing care processes and outcomes related to specific community needs. Health policies, biases, and health care issues are also addressed.

Clinical Learning Activity

As part of completing this course, you will engage in a two-part learning activity consisting of the development of a hypothetical health promotion plan for an individual or group living in the community (Assignment 1) and a simulated face-to-face presentation of the plan to the individual or group (Assignment 4) that you have identified. You will need to satisfactorily pass Assignment 1 (Health Promotion Plan) before working on your last assignment (Assignment 4).

You may choose a hypothetical individual or group of your choice. Your learning activity will be based on a health promotion plan addressing a particular health concern affecting members of your hypothetical community that you have identified from the list provided.

- Bullying.
- Home safety.
- Fall prevention.
- Immunizations.
- Tobacco use (vaping e-cigarettes, hookah, chewing tobacco, or smoking) cessation.

Vila Health

To meet the demands of an evolving health care system and the changing needs of patients, Capella designed a virtual lab, Vila Health, to practice solving real health care challenges. Through the Vila Health simulations in this course, you will quickly gain the interprofessional skills and competencies that can make an impact in your career.

Discussion Requirements

You are required to follow the guidelines in the School of Nursing and Health Sciences Faculty Expectations message (FEM) for all course discussion posts and responses. Be sure to review these requirements and contact your faculty member if you have questions.

When you incorporate another writer's ideas in your work (as a quotation, paraphrase, or summary) to support your position or substantiate a claim, be sure to credit that writer in a correctly formatted APA in-text citation. In addition, be sure to provide the full reference for the source. When paraphrasing or summarizing, remember that an APA citation includes the in-text citation (the author's last name and the year of publication) and the full reference for the source. When quoting directly, be sure to include quotation marks and the page or paragraph number in the citation.

Audiovisual Recordings

As part of this course, you are required to record and submit asynchronous audiovisual recordings. You may use Kaltura or other technology of your choice. Refer to [Using Kaltura](#) for more information about this courseroom tool.

You will need a built-in or external microphone and a video camera (webcam or other device). Make sure you set up and test your equipment ahead of time.

Note: If you use assistive technology or any alternative communication methods to access course content, please contact DisabilityServices@capella.edu with any access-related questions or to request accommodations.

APA Style Resources

Capella uses the *Publication Manual of the American Psychological Association* (commonly referred to as the APA manual) as its style guide for scholarly writing. Using a single publication manual ensures a consistent style across degrees, programs, and schools, and APA style is well respected and widely used in scholarly works and academic publications.

For your program, Capella provides a selection of online resources designed to help you understand APA style and use it effectively. See Capella's [APA Module](#), which offers highlights that are designed to help you quickly understand the fundamentals you need to write a course paper that meets APA guidelines.

Course Competencies

(Read Only)

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

- 1 Analyze health risks and health care needs among distinct populations.
- 2 Propose health promotion strategies to improve the health of populations.
- 3 Evaluate health policies, based on their ability to achieve desired outcomes.
- 4 Integrate principles of social justice in community health interventions.
- 5 Apply professional, scholarly communication strategies to lead health promotion and improve population health.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

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

Clark, C. C., & Paraska, K. K. (2014). *Health promotion for nurses: A practical guide*. Burlington, MA: Jones & Bartlett. ISBN: 9781449686673.

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.

- Abdur, R. C., Mehmood, A., & Imran, M. (2016). [Learning from the past](#). *Disaster Prevention and Management*, 25(4), 449–463.
- Aldossary, S., Martin-Khan, M., Bradford, N. K., Armfield, N. R., & Smith, A. C. (2017). [The development of a telemedicine planning framework based on needs assessment](#). *Journal of Medical Systems*, 41(5), 1–9.
- Ashby, S., Kleve, S., McKechnie, R., & Palermo, C. (2016). [Measurement of the dimensions of food insecurity in developed countries: A systematic literature review](#). *Public Health Nutrition*, 19(16), 2887–2896.
- Ballantyne-Rice, M., Chopp, K., Evans, L., Ho, V., Hsiung, W. P., Simon, M. A., . . . Donnelly, T. T. (2016). [A client-centered community engagement project: Improving the health and wellness of older adults in an assisted living facility](#). *Journal of Gerontological Nursing*, 42(8), 44–51.
- Banks, L. H., Davenport, L. A., Hayes, M. H., McArthur, M. A., Toro, S. N., King, C. E., & Vazirani, H. M. (2016). [Disaster impact on impoverished area of US: An inter-professional mixed method study](#). *Prehospital and Disaster Medicine*, 31(6), 583–592.
- Barry, R. A., & Glantz, S. (2016). [A public health framework for legalized retail marijuana based on the US experience: Avoiding a new tobacco industry](#). *PLoS Medicine*, 13(9), 1–9.
- Berenson, J., Li, Y., Lynch, J., & Pagán, J. A. (2017). [Identifying policy levers and opportunities for action across states to achieve health equity](#). *Health Affairs*, 36(6), 1048–1056.
- Brehm, H. N., & Boyle, E. H. (2018). [The global adoption of national policies protecting children from violent discipline in schools and homes, 1950–2011](#). *Law & Society Review*, 52(1), 206–233.
- Calzone, K. A., Kirk, M., Dip, N., Tonkin, E., Badzek, L., Benjamin, C., & Middleton, A. (2018). [The global landscape of nursing and genomics](#). *Journal of Nursing Scholarship*, 50(3), 249–256.
- Carlin, D. J., Larson, T. C., Pfau, J. C., Gavett, S. H., Shukla, A., Miller, A., & Hines, R. (2015). [Current research and opportunities to address environmental asbestos exposures](#). *Environmental Health Perspectives*, 123(8), 194–197.
- Chaffee, B. W., Couch, E. T., & Gansky, S. A. (2017). [Trends in characteristics and multi-product use among adolescents who use electronic cigarettes, United States 2011–2015](#). *PLoS One*, 12(5), 1–19.
- Drevdahl, D. J., & Kneipp, S. M. (2018). [Nursing and the social determinants of health](#). *Nursing Research*, 67(3), 200–201.
- Edmonson, C., McCarthy, C., Trent-Adams, S., McCain, C., & Marshall, J. (2017). [Emerging global health issues: A nurse's role](#). *Online Journal of Issues in Nursing*, 22(1), 1–13.
- Flanders, S. A. (2018). [Effective patient education: Evidence and common sense](#). *Medsurg Nursing*, 27(1), 55–58.
- Gundersen, C., & Ziliak, J. P. (2015). [Food insecurity and health outcomes](#). *Health Affairs*, 34(11), 1–13.
- Harper, D. C., Moore, R. L., Cleveland, C., Miltner, R. S., Froelich, K., McGuinness, T. . . . Selleck, C. S. (2016). [Transforming veterans health care through academic-practice partnerships](#). *Nursing Outlook*, 64(5), 424–430.
- Iton, A., & Shrimali, B. P. (2016). [Power, politics, and health: A new public health practice targeting the root causes of health equity](#). *Maternal and Child Health Journal*, 20(8), 1753–1758.
- Jackson, S. L. (2017). [Adult protective services and victim services: A review of the literature to increase understanding between these two fields](#). *Aggression and Violent Behavior*, 34, 214–227.
- Kreisberg, D., Thomas, D. S. K., Valley, M., Newell, S., Janes, E., & Little, C. (2016). [Vulnerable populations in hospital and health care emergency preparedness planning: A comprehensive framework for inclusion](#). *Prehospital and Disaster Medicine*, 31(2), 211–219.
- Lewis, J. H., Whelihan, K., Navarro, I., & Boyle, K. R. (2016). [Community health center provider ability to identify, treat and account for the social determinants of health: A card study](#). *BMC Family Practice*, 17, 1–12.
- Loan, L. A., Parnell, T. A., Stichler, J. F., Boyle, D. K., Allen, P., VanFosson, C. A., & Barton, A. J. (2018). [Call for action: Nurses must play a critical role to enhance health literacy](#). *Nursing Outlook*, 66(1), 97–100.
- MacIntyre, C. R. (2015). [Biopreparedness in the age of genetically engineered pathogens and open access science: An urgent need for a paradigm shift](#). *Military Medicine*, 180(9), 943–949.
- MacLeod, L. (2012). [Making SMART goals smarter](#). *Physician Executive*, 38(2), 68–70.
- Madrigano, J., Chandra, A., Costigan, T., & Acosta, J. D. (2017). [Beyond disaster preparedness: Building a resilience-oriented workforce for the future](#). *International Journal of Environmental Research and Public Health*, 14(12), 1–14.
- Mahy, P., Collard, J., Gala, J., Herman, P., De Groof, D., Quoilin, S., & Sneyers, M. (2017). [Health crises due to infectious and communicable diseases: European preparedness and response tools in an international context](#). *Journal of Business Continuity & Emergency Planning*, 10(4), 353–366.
- Marchezini, V. (2015). [The biopolitics of disaster: Power, discourses, and practices](#). *Human Organization*, 74(4), 362–371.

- Marion, L., Douglas, M., Lavin, M. A., Barr, N., Gazaway, S., Thomas, E., & Bickford, C. (2017). Implementing the new ANA standard 8: Culturally congruent practice. *Online Journal of Nursing*, 22(1), 1–14.
- Masic, I. (2018). Public health aspects of global population health and well-being in the 21st century regarding determinants of health. *International Journal of Preventive Medicine*, 9, 1–8.
- Medina, M. S., & Avant, N. D. (2015). Delivering an effective presentation. *American Journal of Health-System Pharmacy*, 72(13), 1091–1094.
- Mitchell, F. M. (2015). Racial and ethnic health disparities in an era of health care reform. *Health & Social Work*, 40(3), 66–74.
- Nakatani, H. (2016). Global strategies for the prevention and control of infectious diseases and non-communicable diseases. *Journal of Epidemiology*, 26(4), 171–178.
- Olshansky, E. F. (2017). Social determinants of health: The role of nursing. *AJN: American Journal of Nursing*, 117(12), 11.
- Parpouchi, M., Moniruzzaman, A., Russolillo, A., & Somers, J. M. (2016). Food insecurity among homeless adults with mental illness. *PLoS One*, 11(7), 1–14.
- Persaud, S. (2018). Addressing social determinants of health through advocacy. *Nursing Administration Quarterly*, 42(2), 123–128.
- Phibbs, S., Kenney, C., Rivera-Munoz, G., Huggins, T. J., Severinsen, C., & Curtis, B. (2018). The inverse response law: Theory and relevance to the aftermath of disasters. *International Journal of Environmental Research and Public Health*, 15(5), 1–25.
- Porter-O'Grady, T. (2018). Leadership advocacy: Bringing nursing to the homeless and underserved. *Nursing Administration Quarterly*, 42(2), 115–122.
- Ritchie, U. C., Turner, S. C., & Field, C. (2017). Development and utility of a medication self-assessment tool for community-based healthcare services. *Journal of Pharmacy Practice & Research*, 47(2), 140–146.
- Schifferdecker, K. E., Bazos, D. A., Sutherland, K. A., LaFave, L. R. A., Ruggles, L., Fedrizzi, R., & Hoebeke, J. (2016). A review of tools to assist hospitals in meeting community health assessment and implementation strategy requirements. *Journal of Healthcare Management*, 61(1), 44–57.
- Smith, K. M. (2016). Using technology in biosurveillance and epidemic management. *CIN: Computers, Informatics, Nursing*, 34(11), 485–489.
- Talmage, C. A., Figueroa, H. L., & Wolfersteig, W. L. (2018). Cultivating a culture of health in the Southwest: Linking access and social determinants to quality of life amongst diverse communities. *Journal of Health and Human Services Administration*, 40(4), 397–432.
- Taylor, M. R. S. (2016). Impact of advocacy initiatives on nurses' motivation to sustain momentum in public policy advocacy. *Journal of Professional Nursing*, 32(3), 235–245. doi:10.1016/j.profnurs.2015.10.010
- Veenema, T. G., Griffin, A., Gable, A. R., MacIntyre, L., Simons, N., Couig, M. Pat., . . . Larson, E. (2016). Nurses as leaders in disaster preparedness and response: A call to action. *Journal of Nursing Scholarship*, 48(2), 187–200.
- Veenema, T. G., Lavin, R. P., Griffin, A., Gable, A. R., Couig, M. P., & Dobalian, A. (2017). Call to action: The case for advancing disaster nursing education in the United States. *Journal of Nursing Scholarship*, 49(6), 688–696.
- Veenema, T. G., Losinski, S. L., & Hilmi, L. M. (2016). Increasing emergency preparedness. *AJN: American Journal of Nursing*, 116(1), 40–53.
- Vottis, C. T., Mitsiokapa, E., Igoumenou, V. G., Megaloikonomos, P. D., Galanopoulos, I. P., Georgoudis, G., . . . Mavrogenis, A. F. (2018). Fall risk assessment metrics for elderly patients with hip fractures. *Orthopedics (Online)*, 41(3), 142–156.
- Winland-Brown, J., Lachman, V. D., & Swanson, E. O. (2015). The new 'Code of Ethics for Nurses With Interpretive Statements' (2015): Practical clinical application, part I. *Medsurg Nursing*, 24(4), 268–271.
- Wyte-Lake, T., Griffin, A. R., & Dobalian, A. (2018). Supporting staff through a complete hospital evacuation and extended displacement period. *Journal of Healthcare Management*, 63(3), 195–209.

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.

- Abrampah, N. M., Syed, S. B., Hirschhorn, L. R., Nambiar, B., Iqbal, U., Garcia-Elorrio, E. Chattu, V. K. . . . Kelley, E. (2018). Quality improvement and emerging global health priorities. *International Journal for Quality in Health Care*, 30(Suppl 1), 5–9. Retrieved from https://academic.oup.com/intqhc/article/30/suppl_1/5/4980402
- American Heart Association. (n.d.). Retrieved from <https://www.heart.org/en/>
- American Nurses Association. (2016). The nurse's role in ethics and human rights: Protecting and promoting individual worth, dignity, and human rights in practice settings [PDF]. Retrieved from <https://www.nursingworld.org/~4af078/globalassets/docs/ana/ethics/ethics-and-human-rights-protecting-and-promoting-final-formatted-20161130.pdf>
- American Nurses Association. (n.d.). Public health nursing. Retrieved from <https://www.nursingworld.org/practice-policy/workforce/public-health-nursing>
- American Nurses Association. (n.d.). State. Retrieved from <https://www.nursingworld.org/practice-policy/advocacy/state/>
- American Public Health Association. (2017). Healthy People 2030 development: An informational webinar [PDF]. Available from <https://www.apha.org/events-and-meetings/apha-calendar/webinar-events/2017/healthy-people-2030>
- American Red Cross. (n.d.). Retrieved from <https://www.redcross.org/>
- Centers for Disease Control and Prevention (CDC). (2017). Introduction to Public Health Surveillance. Retrieved from <https://www.cdc.gov/publichealth101/surveillance.html>
- Centers for Disease Control and Prevention (CDC). (2018). Behavior, environment, and genetic factors all have a role in causing people to be overweight and obese. Retrieved from <https://www.cdc.gov/genomics/resources/diseases/obesity/>
- Centers for Disease Control and Prevention (CDC). (2018). Clinician Outreach and Communication Activity (COCA). Retrieved from <https://emergency.cdc.gov/coca/index.asp>

- Centers for Disease Control and Prevention (CDC). (2018). [Coping with a disaster or traumatic event](https://emergency.cdc.gov/coping/index.asp). Retrieved from <https://emergency.cdc.gov/coping/index.asp>
- Centers for Disease Control and Prevention (CDC). (2018). [Emergency preparedness and response](https://emergency.cdc.gov/). Retrieved from <https://emergency.cdc.gov/>
- Centers for Disease Control and Prevention (CDC). (2018). [Global health](https://www.cdc.gov/globalhealth/index.html). Retrieved from <https://www.cdc.gov/globalhealth/index.html>
- Centers for Disease Control and Prevention (CDC). (n.d.). [Healthy People 2020: Oral health objectives](https://www.healthypeople.gov/2020/leading-health-indicators/2020-lhi-topics/Oral-Health). Retrieved from <https://www.healthypeople.gov/2020/leading-health-indicators/2020-lhi-topics/Oral-Health>
- Centers for Disease Control and Prevention (CDC). (n.d.). [Lesson 5: Public health surveillance: Section 2: Purpose and characteristics of public health surveillance](https://www.cdc.gov/ophss/csels/dsepd/ss1978/lesson5/section2.html). Retrieved from <https://www.cdc.gov/ophss/csels/dsepd/ss1978/lesson5/section2.html>
- Centers for Disease Control and Prevention (CDC). (n.d.). [Prevention \[PDF\]](https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf). Retrieved from https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf
- Centers for Disease Control and Prevention (CDC). (n.d.). Retrieved from <https://www.cdc.gov/>
- Centers for Disease Control and Prevention (CDC). (n.d.). [Sexually transmitted diseases \(STDs\)](https://www.cdc.gov/std/default.htm). Retrieved from <https://www.cdc.gov/std/default.htm>
- Centers for Disease Control and Prevention. (2017). [Guidance on microbial contamination in previously flooded outdoor areas](https://www.cdc.gov/nceh/ehs/publications/guidance_flooding.htm). Retrieved from https://www.cdc.gov/nceh/ehs/publications/guidance_flooding.htm
- Centers for Disease Control and Prevention. (2017). [Public health assessment and surveillance after a disaster](https://www.cdc.gov/disasters/surveillance/index.html). Retrieved from <https://www.cdc.gov/disasters/surveillance/index.html>
- [Doctors Without Borders](https://www.doctorswithoutborders.org/). (n.d.). Retrieved from <https://www.doctorswithoutborders.org/>
- Federal Emergency Management Agency (FEMA). (n.d.). [National Flood Insurance Program](https://www.floodsmart.gov/). Retrieved from <https://www.floodsmart.gov/>
- Federal Emergency Management Agency (FEMA). (n.d.). Retrieved from <https://www.fema.gov/>
- FEMA, Emergency Management Institute. (2018). [Welcome to the Emergency Management Institute](https://training.fema.gov/emi.aspx). Retrieved from <https://training.fema.gov/emi.aspx>
- [Habitat for Humanity](https://www.habitat.org/). (n.d.). Retrieved from <https://www.habitat.org/>
- HealthyPeople.gov. (n.d.). [Social determinants of health](https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health?topicid=39). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health?topicid=39>
- Huber, J., Nepal, S., Bauer, D., Wessels, I., Fischer, M. R., & Kiessling, C. (2015). [Tools and instruments for needs assessment, monitoring and evaluation of health research capacity development activities at the individual and organizational level: A systematic review](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4687225/). *Health Research Policy and Systems*, 13, 1–17. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4687225/>
- Minnesota Department of Public Health. (2016). [Relevant challenges and considerations for public health nursing practice \[PDF\]](http://www.health.state.mn.us/divs/opi/cd/phn/practicecouncil/docs/1704_challenges.pdf). Available from www.health.state.mn.us/divs/opi/cd/phn/practicecouncil/docs/1704_challenges.pdf
- National Center for Complementary and Integrative Health. (2018). [Complementary, alternative, or integrative health: What's in a name?](https://nccih.nih.gov/health/integrative-health) Retrieved from <https://nccih.nih.gov/health/integrative-health>
- National Center on Elder Abuse (n.d.). [State resources](https://ncea.acl.gov/Resources/State.aspx). Retrieved from <https://ncea.acl.gov/Resources/State.aspx>
- [Peace Corps](https://www.peacecorps.gov/). (n.d.). Retrieved from <https://www.peacecorps.gov/>
- Ready.gov. (n.d.). [Plan ahead for disasters](https://www.ready.gov/). Retrieved from <https://www.ready.gov/>
- Royo-Bordonada, M. A., & Román-Maestre, B. (2015). [Towards public health ethics](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5809831/). *Public Health Reviews*, 36, 1–15. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5809831/>
- Rural Health Information Hub. (n.d.). [Rural health promotion and disease prevention toolkit](https://www.ruralhealthinfo.org/toolkits/health-promotion). Retrieved from <https://www.ruralhealthinfo.org/toolkits/health-promotion>
- Schmaltz, R. M., & Enstrom, R. (2014). [Death to weak PowerPoint: Strategies to create effective visual presentations](https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01138/full). *Frontiers in Psychology*, 5, 1–4. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01138/full>
- The Kresge Foundation. (n.d.). [Health](https://kresge.org/programs/health). Retrieved from <https://kresge.org/programs/health>
- [The Salvation Army](https://www.salvationarmy.org/). (n.d.). Retrieved from <https://www.salvationarmy.org/>
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). [MAP-IT: A guide to using Healthy People 2020 in your community](https://www.healthypeople.gov/2020/tools-and-resources/Program-Planning). Retrieved from <https://www.healthypeople.gov/2020/tools-and-resources/Program-Planning>
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). [Healthy People 2020](https://www.healthypeople.gov/). <https://www.healthypeople.gov/>
- U.S. Department of Homeland Security. (n.d.). [Plan and prepare for disasters](http://www.dhs.gov/topic/plan-and-prepare-disasters). Retrieved from <http://www.dhs.gov/topic/plan-and-prepare-disasters>
- [U.S. Department of Homeland Security](https://www.dhs.gov/). (n.d.). Retrieved from <https://www.dhs.gov/>
- [United Nations Children's Fund \(UNICEF\)](https://www.unicef.org/). (n.d.). Retrieved from <https://www.unicef.org/>
- [United States House of Representatives](http://www.house.gov). (n.d.). Retrieved from <http://www.house.gov>
- [United States Senate](http://www.senate.gov). (n.d.). Retrieved from <http://www.senate.gov>
- [United Way](https://www.unitedway.org/). (n.d.). Retrieved from <https://www.unitedway.org/>
- World Health Organization. (2017, May 17). [Cardiovascular diseases \(CVDs\) \[Blog post\]](http://www.who.int/en/news-room/fact-sheets/detail/cardiovascular-diseases-(cvds)). Retrieved from [http://www.who.int/en/news-room/fact-sheets/detail/cardiovascular-diseases-\(cvds\)](http://www.who.int/en/news-room/fact-sheets/detail/cardiovascular-diseases-(cvds))
- World Health Organization. (2018). [Millennium Development Goals \(MDGs\)](http://www.who.int/topics/millennium_development_goals/en/). Retrieved from http://www.who.int/topics/millennium_development_goals/en/
- World Health Organization. (n.d.). [Immunization, vaccines and biologicals: Types of surveillance](http://www.who.int/immunization/monitoring_surveillance/burden/vpd/surveillance_type/en/). http://www.who.int/immunization/monitoring_surveillance/burden/vpd/surveillance_type/en/
- [World Heart Federation](https://www.world-heart-federation.org/). (n.d.). Retrieved from <https://www.world-heart-federation.org/>

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.

- Cannon, C., Hamel, J., Buttell, F., & Ferreira, R. J. (2016). A survey of domestic violence perpetrator programs in the United States and Canada: Findings and implications for policy and intervention. *Partner Abuse, 7*(3), 226–276.
- [Effective goal setting: Applying SMART goals](#). (2010). *Health Care Registration, 19*(12), 5–6.
- Fairchild, A. L., Dawson, A., Bayer, R., & Selgelid, M. J. (2017). [The World Health Organization, public health ethics, and surveillance: Essential architecture for social well-being](#). *American Journal of Public Health, 107*(10), 1596–1598.
- Gray, L. (2017). Social determinants of health, disaster vulnerability, severe and morbid obesity in adults: Triple jeopardy? *International Journal of Environmental Research and Public Health, 14*(12), 1–10.
- Johnstone, C. C. (2018). How to undertake a nutritional assessment in adults. *Nursing Standard, 32*(22), 41–45.
- Kennedy-Stewart, S. (2016). Health care policy for today's nurse: The crucial role you play. *Med-Surg Matters, 25*(4), 11.
- Kulbok, P. A., Kub, J., & Glick, D. F. (2017). Cornerstone documents and milestones: The changing landscape of public health nursing 1950–2015. *Online Journal of Issues in Nursing, 22*(2), 1–12.
- Kusnoor, S. V., Koonce, T. Y., Hurley, S. T., McClellan, K. M., Blasingame, M. N., Frakes, E. T., . . . Giuse, N. B. (2018). Collection of social determinants of health in the community clinic setting: A cross-sectional study. *BMC Public Health, 18*, 1–9.
- Lachman, V. D., Swanson, E. O., & Winland-Brown, J. (2015). [The new 'Code of Ethics for Nurses With Interpretive Statements' \(2015\): Practical clinical application, part II](#). *MedSurg Nursing, 24*(5), 363–366, 368.
- Marino, B. A., Griffith, D. M., & Thorpe, R. J. (Eds.). (2015). Social determinants of men's health disparities. *Family & Community Health, 38*(4), 281–283.
- Roman, J. (2018). Hurricane Maria: A preventable humanitarian and health care crisis unveiling the Puerto Rican dilemma. *Annals of the American Thoracic Society, 15*(3), 293–295.
- Sanford, K. (Ed.). (2018). [Advocacy for all—But especially for the most vulnerable](#). *Nursing Administration Quarterly, 42*(2), 100–106.
- Sundwall, D. N. (2017). [Areas of concern for public health](#). *American Journal of Public Health, 107*(5), 654–656.
- Watson, S. K. (2018, Aug 9). [Sending letters about their patients' overdoses changes doctors' prescribing habits \[Blog post\]](#). *Shots*. Washington, DC: NPR.
- Wizemann, T., Altevogt, B., Forum on Medical and Public Health Preparedness for Catastrophic Events, & Board on Health Sciences Policy, Institute of Medicine. (2015). *Enabling rapid and sustainable public health research during disasters: Summary of a joint workshop by the Institute of Medicine and the U.S. Department of Health and Human Services*. Washington, DC: The National Academies Press.
- Zangerle, C. M. (2016). [Population health: The importance of social determinants](#). *Nursing Management, 47*(2), 17–18.

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.

- Centers for Disease Control and Prevention (CDC). (2011). [Principles of epidemiology in public health practice: An introduction to applied epidemiology and biostatistics \(3rd ed.\)](#). Retrieved from <https://www.cdc.gov/ophss/csels/dsepd/ss1978/>
- Centers for Disease Control and Prevention. (n.d.). [Develop SMART objectives](#). Retrieved from https://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html
- Centers for Disease Control and Prevention. (n.d.). [Resources](#). Retrieved from <https://www.cdc.gov/phcommunities/resourcekit/resources.html>
- Federal Emergency Management Agency (FEMA). (n.d.). [Robert T. Stafford Disaster Relief and Emergency Assistance Act \(Public Law 93-288\) as amended](#). Retrieved from <https://www.fema.gov/robert-t-stafford-disaster-relief-and-emergency-assistance-act-public-law-93-288-amended>
- FEMA, National Training and Education Division. (n.d.). [Welcome to the National Training and Education Division](#). Retrieved from <https://www.firstrespondertraining.gov/frt/>
- [FindLaw](#). (n.d.) Retrieved from <https://www.findlaw.com/>
- Medicare.gov. (n.d.). [Pace](#). Retrieved from <https://www.cms.gov/Medicare-Medicaid-Coordination/Medicare-and-Medicaid-Coordination/Medicare-Medicaid-Coordination-Office/PACE/PACE.html>

- Microsoft. (n.d.). [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US). Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US>
- National Conference of State Legislatures. (n.d.). [State legislative websites directory](http://www.ncsl.org/aboutus/ncslservice/state-legislative-websites-directory.aspx). Retrieved from <http://www.ncsl.org/aboutus/ncslservice/state-legislative-websites-directory.aspx>
- The National Academies of Science, Engineering, and Medicine. (n.d.). [Health and Medicine Division](http://www.nationalacademies.org/hmd/). Retrieved from <http://www.nationalacademies.org/hmd/>
- World Health Organization. (n.d.). [Health education](http://www.who.int/topics/health_education/en/). Retrieved from http://www.who.int/topics/health_education/en/

Unit 1 >> Foundations of Community and Public Health

Introduction

The nurse is morally, ethically, and legally accountable for safeguarding those in the workplace and community; this includes health promotion and disease prevention. *Prevention* is categorized as primary prevention (intervening before health effects occur), secondary prevention (screening), and tertiary prevention (managing disease).

Principles guiding community health nursing are: ethical and legal standards, advocacy, evidence-based practice, quality assurance, and interprofessional collaboration. Public health nursing emphasizes primary prevention to achieve the greatest good for the population at large.

Community nurses need a solid understanding of the foundations of community and public health nursing and the principles guiding it. Nursing theory guides community nurses' actions and ensures high-quality activities. Examples of nursing theories are: Nightingale's Environmental Theory, the Health Belief Model, and Pender's Health Belief Model.

This unit will provide the foundation for community practice. It includes the approaches necessary for evaluating a community's health needs and the use of primary and secondary data to provide evidence-based assessments focusing on health promotion, disease prevention, and disaster preparedness. These data sources can paint a picture of a community's health and be compared to Healthy People 2020.

Community Health Nursing Theories

- Nightingale's Environmental Theory depicts health on a continuum, emphasizing preventive care.
- The Health Belief Model addresses a person's perceived susceptibility, seriousness, and disease threat, likelihood of taking actions to avoid disease, modifying factors, and perceived benefits.
- Pender's Health Belief Model is similar to the Health Belief Model but does not take into account health risks as factors that elicit change. It examines personal factors, feelings, benefits, barriers, and attitudes of others.

Community Organization Model

The community organization model is participatory in nature. It empowers communities to improve their own health by identifying key health issues and strategies to address them.

Ethical Standards

Nurses specializing in community or public health follow standards of practice consistent with the ANA Code of Ethics to ensure competent care and safety for individuals, families, and aggregates, regardless of the setting.

Legal Standards

Nurses must be aware of legal standards of care, as outlined in their state nursing practice acts. They must also be cognizant of ethical and legal standards and policies to ensure competent care and the safety of all.

Ethical Models of Decision Making

While ethical decision making is central to nursing practice, it is rarely easy. Models for reaching difficult decisions or for evaluating decisions made by others can be useful tools as the nurse traverses the difficult ethical terrain of nursing practice. The MORAL model of decision making provides five practical steps to help nurses in the ethical decision-making process:

1. **M**essage the dilemma.
2. **O**utline the options.
3. **R**esolve the dilemma.
4. **A**ct by applying the chosen option.
5. **L**ook back and evaluate the entire process (Guido, 2014).

Since its inception, nursing has been at the forefront of defining the boundaries of practice through setting community standards, patient advocacy, and political activism.

Reference

Guido, G. W. (2014). *Legal and ethical issues in nursing* (6th ed.). Upper Saddle River, NJ: Pearson/Prentice Hall.

Learning Activities

u01s1 - Studies

The following resources provide useful context for community and public health nursing, which will provide a foundation for your practice with culturally diverse individuals, families, and aggregates in a community. They will also help you with the activities and assignments throughout this course.

Public Health Practice

In *Health Promotion for Nurses: A Practical Guide*, read the following chapters:

- Chapter 1, "Disease Prevention," pages 17–23.
- Chapter 2, "Concepts, Models, and Theories," pages 38–67.

In addition, read the following:

- Centers for Disease Control and Prevention (CDC). (n.d.). [Prevention \[PDF\]](https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf). Retrieved from https://www.cdc.gov/pictureofamerica/pdfs/picture_of_america_prevention.pdf
- Centers for Disease Control and Prevention (CDC). (n.d.). [Lesson 5: Public health surveillance: Section 2: Purpose and characteristics of public health surveillance](https://www.cdc.gov/ophss/csels/dsepd/ss1978/lesson5/section2.html). Retrieved from <https://www.cdc.gov/ophss/csels/dsepd/ss1978/lesson5/section2.html>
- Marion, L., Douglas, M., Lavin, M. A., Barr, N., Gazaway, S., Thomas, E., & Bickford, C. (2017). [Implementing the new ANA Standard 8: Culturally congruent practice](#). *Online Journal of Issues in Nursing*, 22(1), 1–14.
- Minnesota Department of Public Health. (2016). [Relevant challenges and considerations for public health nursing practice \[PDF\]](http://www.health.state.mn.us/divs/opi/cd/phn/practicecouncil/docs/1704_challenges.pdf). Retrieved from www.health.state.mn.us/divs/opi/cd/phn/practicecouncil/docs/1704_challenges.pdf
- MacLeod, L. (2012). [Making SMART goals smarter: Physician Executive](#), 38(2), 68–70.
- Rural Health Information Hub. (n.d.). [Rural health promotion and disease prevention toolkit](https://www.ruralhealthinfo.org/toolkits/health-promotion). Retrieved from <https://www.ruralhealthinfo.org/toolkits/health-promotion>
 - Explore Modules 1 and 2.
- World Health Organization. (n.d.). [Millennium Development Goals \(MDGs\)](http://www.who.int/topics/millennium_development_goals/en/). Retrieved from http://www.who.int/topics/millennium_development_goals/en/
 - Millennium development goals were eight goals that all 189 UN Member States agreed to try to achieve by the year 2015. The United Nations Millennium Declaration, signed in September 2000, committed world leaders to combat poverty, hunger, disease, illiteracy, environmental degradation, and discrimination against women.

Ethics

- American Nurses Association. (2016). [The nurse's role in ethics and human rights: protecting and promoting individual worth, dignity, and human rights in practice settings \[PDF\]](https://www.nursingworld.org/~4af078/globalassets/docs/ana/ethics/ethics-and-human-rights-protecting-and-promoting-final-formatted-20161130.pdf). Retrieved from <https://www.nursingworld.org/~4af078/globalassets/docs/ana/ethics/ethics-and-human-rights-protecting-and-promoting-final-formatted-20161130.pdf>
- Royo-Bordonada, M. A., & Román-Maestre, B. (2015). [Towards public health ethics](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5809831/). *Public Health Reviews*, 36, 1–15. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5809831/>
- Winland-Brown, J., Lachman, V. D., & Swanson, E. O. (2015). [The new 'Code of Ethics for Nurses With Interpretive Statements' \(2015\): Practical clinical application, part I](#). *Medsurg Nursing*, 24(4), 268–271.
- World Health Organization. (n.d.). [Immunization, vaccines and biologicals: Types of surveillance](http://www.who.int/immunization/monitoring_surveillance/burden/vpd/surveillance_type/en/). Retrieved from http://www.who.int/immunization/monitoring_surveillance/burden/vpd/surveillance_type/en/

Role of the Public Health Nurse

Explore the following Web pages, which provide insight into the role of the public health nurse:

- American Nurses Association. (n.d.). [Public Health Nursing](https://www.nursingworld.org/practice-policy/workforce/public-health-nursing). Retrieved from <https://www.nursingworld.org/practice-policy/workforce/public-health-nursing>
- Centers for Disease Control and Prevention (CDC). (2017). [Introduction to Public Health Surveillance](https://www.cdc.gov/publichealth101/surveillance.html). Retrieved from <https://www.cdc.gov/publichealth101/surveillance.html>

Optional Resources

Epidemiology and Biostatistics

- Centers for Disease Control and Prevention (CDC). (2011). *Principles of epidemiology in public health practice: An introduction to applied epidemiology and biostatistics* (3rd ed.). Retrieved from <https://www.cdc.gov/ophss/csels/dsepd/ss1978>

Public Health Nursing

- Kulbok, P. A., Kub, J., & Glick, D. F. (2017). Cornerstone documents and milestones: The changing landscape of public health nursing 1950–2015. *Online Journal of Issues in Nursing*, 22(2), 1–12.

Ethics

- Fairchild, A. L., Dawson, A., Bayer, R., & Selgelid, M. J. (2017). The World Health Organization, public health ethics, and surveillance: Essential architecture for social well-being. *American Journal of Public Health*, 107(10), 1596–1598.
- Lachman, V. D., Swanson, E. O., & Winland-Brown, J. (2015). The new 'Code of Ethics for Nurses With Interpretive Statements' (2015): Practical clinical application, part II. *Medsurg Nursing*, 24(5), 363–366, 368.

Campus Resources

PowerPoint

- [PowerPoint Presentations Library Guide](#).
 - This library guide provides links to PowerPoint and other presentation software resources.
- [Microsoft Office Software](#).
 - This site includes tip sheets and tutorials for Microsoft PowerPoint.
- [SoNHS Professional Presentation Guidelines \[PPTX\]](#).

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [BSN Program Library Research Guide](#).
- [Journal and Book Locator Library Guide](#).
- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).

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 culminates in a capstone course. At that time, you will be required to show evidence of your learning throughout the program by referring to multiple assignments 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. Remember to save your assignments to your ePortfolio.

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 to store your assignments for you 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 - The Role of the Community or Public Health Nurse

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

For this activity, you will be placed in small discussion groups by the instructor. Complete the following:

- Discuss the role of the community nurse with the members of your group.
- After concluding your small-group discussion, share your thoughts about community or public health nurses and their role in the community in one or two PowerPoint slides.
 - Cite two credible references from scholarly or professional sources to support your conclusions.

Response Guidelines

Read and respond to the posts of your colleagues. Try to comment on those that have had few or no responses thus far.

- Identify colleagues' conclusions about community or public health nurses and their role in the community that you agree with.
 - Explain why.
- Identify colleagues' conclusions about community or public health nurses and their role in the community that you disagree with.
 - Explain why you disagree.
- Cite one additional scholarly or professional source that supports or refutes key points, assertions, or conclusions presented by your colleagues.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[APA Module](#)

[Capella University Library](#)

u01d1 - Learning Components

- Describe the role of the community/public health nurse.

Unit 2 >> Community Assessment

Introduction

There are many ways to evaluate the wellness of a community or an organization. It is important to understand the current status of individuals, families, and aggregates to accurately assess their needs and measure changes in health risks through support. All physical systems must be appropriately assessed for health status.

Social and cultural factors such as living environment, housing conditions, economic status, employment, diet, and cultural beliefs all inform a person's risk level and resulting health. With this in mind, the health care provider must be aware of the socioeconomic and lifestyle factors in a population.

The nursing assessment must include these social influences as part of the domain necessary for evaluation and inclusion in the assessment approach and integrate a framework for analysis, which involves all of the social milieus associated with each dimension. The five categories of social determinants of health are: neighborhood (environmental health), social and community context, economic stability, health and access to health care services, and education. Cultural beliefs, values, attitudes, and behaviors must be assessed to determine their impact on health. Understanding the social and physical determinants of health, key community assessment components identified by Healthy People 2020 and cultural competence and sensitivity will provide the basis for measuring the overall wellness of community individuals, families, and aggregates.

Data can be collected through surveys and health assessments administered by a professional or as a self-administered survey; however, the best way is through a hands-on physical assessment. Data may also be gathered via informant interviews, community forums, participant observation, and focus groups. The windshield survey or community walk-through is a common data collection method used by the community or public health nurse. It provides descriptive information such as people, place (boundaries, health services, natural and man-made environments), housing, and social systems.

Community Support

Community support is essential for the health of all community members. Ease of access to services and community resources helps people live in an optimal state of mental and physical health in ordinary and extraordinary circumstances, such as a public health emergency. Healthy communities work together to bring the greatest health benefits to all by maintaining public and personal safety, preventing disease, and making healthy living options accessible, regardless of income, education, race, ethnicity, or geographic location. The goal of public support is to reduce gaps by connecting those in need with necessary services to live safely in the community, at home, at work, and in school. A prepared population will be less vulnerable to disease or injury during a personal or public health emergency.

Learning Activities

u02s1 - Studies

The following resources will help you to evaluate the level of wellness in a culturally diverse community or organization. Nurses must be able to assess needs to determine the current state of health and wellness, recommend appropriate programs, and evaluate their effectiveness.

Community and Public Health Assessment

- Ballantyne-Rice, M., Chopp, K., Evans, L., Ho, V., Hsiung, W. P., Simon, M. A., . . . Donnelly, T. T. (2016). [A client-centered community engagement project: Improving the health and wellness of older adults in an assisted living facility](#). *Journal of Gerontological Nursing*, 42(8), 44–51.
- Drevdahl, D. J., & Kneipp, S. M. (2018). [Nursing and the social determinants of health](#). *Nursing Research*, 67(3), 200–201.
- HealthyPeople.gov. (n.d.). [Social determinants of health](https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health?topicid=39). Retrieved from <https://www.healthypeople.gov/2020/topics-objectives/topic/social-determinants-of-health?topicid=39>
- Huber, J., Nepal, S., Bauer, D., Wessels, I., Fischer, M. R., & Kiessling, C. (2015). [Tools and instruments for needs assessment, monitoring and evaluation of health research capacity development activities at the individual and organizational level: A systematic review](#). *Health Research Policy and Systems*, 13, 1–17. Retrieved from <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4687225/>
- Iton, A., & Shrimali, B. P. (2016). [Power, politics, and health: A new public health practice targeting the root causes of health equity](#). *Maternal and Child Health Journal*, 20(8), 1753–1758.
- Mitchell, F. M. (2015). [Racial and ethnic health disparities in an era of health care reform](#). *Health & Social Work*, 40(3), 66–74.
- Olshansky, E. F. (2017). [Social determinants of health: The role of nursing](#). *AJN: American Journal of Nursing*, 117(12), 11.

- Rural Health Information Hub. (n.d.). [Rural health promotion and disease prevention toolkit](https://www.ruralhealthinfo.org/toolkits/health-promotion). Retrieved from <https://www.ruralhealthinfo.org/toolkits/health-promotion>
 - Explore Modules 3, 4, and 5.
- Schifferdecker, K. E., Bazos, D. A., Sutherland, K. A., LaFave, L. R. A., Ruggles, L., Fedrizzi, R., & Hoebeke, J. (2016). [A review of tools to assist hospitals in meeting community health assessment and implementation strategy requirements](#). *Journal of Healthcare Management*, 61(1), 44–57.
- Talmage, C. A., Figueroa, H. L., & Wolfersteig, W. L. (2018). [Cultivating a culture of health in the Southwest: Linking access and social determinants to quality of life amongst diverse communities](#). *Journal of Health and Human Services Administration*, 40(4), 397–432.
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). [Healthy People 2020](https://www.healthypeople.gov/). Retrieved from <https://www.healthypeople.gov/>
 - Learn more about the ODPHP's Healthy People 2020 program and the focus of health care, screening, prevention, and education.

Optional Resources

Social Determinants of Health

The following resources provide additional information about social determinants of health that you may find useful as a community or public health nurse.

- Kusnoor, S. V., Koonce, T. Y., Hurley, S. T., McClellan, K. M., Blasingame, M. N., Frakes, E. T., . . . Giuse, N. B. (2018). Collection of social determinants of health in the community clinic setting: A cross-sectional study. *BMC Public Health*, 18, 1–9.
- Marino, B. A., Griffith, D. M., & Thorpe, R. J. (Eds.). (2015). Social determinants of men's health disparities. *Family & Community Health*, 38(4), 281–283.
- Zangerle, C. M. (2016). Population health: The importance of social determinants. *Nursing Management*, 47(2), 17–18.

Health and Safety Policies

Explore the following websites, which will help you locate health and safety policies that affect public service providers or community support groups.

- [FindLaw](https://www.findlaw.com/). (n.d.) Retrieved from <https://www.findlaw.com/>
- Medicare.gov. (n.d.). [Pace](https://www.cms.gov/Medicare-Medicaid-Coordination/Medicare-and-Medicaid-Coordination/Medicare-Medicaid-Coordination-Office/PACE/PACE.html). Retrieved from <https://www.cms.gov/Medicare-Medicaid-Coordination/Medicare-and-Medicaid-Coordination/Medicare-Medicaid-Coordination-Office/PACE/PACE.html>
- National Conference of State Legislatures. (n.d.). [State legislative websites directory](http://www.ncsl.org/aboutus/ncslservice/state-legislative-websites-directory.aspx). Retrieved from <http://www.ncsl.org/aboutus/ncslservice/state-legislative-websites-directory.aspx>
 - Find your home state legislature Web page and search for health-related bills. Choose on that would affect health disparities. Review and consider its impact on target populations in your state.

Campus Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following to help with any required or self-directed research you do to support your coursework.

- [BSN Program Library Research Guide](#).
- [Journal and Book Locator Library Guide](#).
- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).

u02s1 - Learning Components

- Identify key factors and barriers affecting community safety, health, and disaster recovery efforts.
- Identify high-priority health issues.
- Identify health determinants, community health needs, and health disparities.
- Identify the social determinants of health affecting members of a community.

u02s2 - Vila Health: Effective Interpersonal Communications

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

The community or public health nurse must be knowledgeable of community health and safety needs. In order to gain as much data as possible to provide the appropriate services and referrals, the community nurse must engage directly with community members. Consequently, it is important to be aware of one's interpersonal communication skills, professional appearance, and behavior.

First impressions are often long-lasting and determine the rapport that you will develop with others. It takes five seconds for someone to develop a first impression. The nurse should consider such factors as etiquette, professional appearance, body language, cultural norms and practices, and the immediate environment, which must be conducive to privacy and comfort. In addition, the nurse must be considerate of the timing and length of the interaction to demonstrate respect for the other person.

During this unit, complete [Vila Health: Effective Interpersonal Communications](#) to gain insight into communication best practices when engaging with individuals or groups in the community.

u02s2 - Learning Components

- Identify communication best practices when engaging with individuals or groups within the community.

u02s3 - Assignment Preparation

In your upcoming assignment in Unit 3, you will develop a hypothetical health promotion plan for an individual or group living in the community.

To prepare for the assignment, you will choose a specific health concern as the focus of the health promotion plan. Then, investigate your chosen concern and best practices for health improvement, based on supporting evidence.

You will choose one of the following topics for the Unit 3 assignment:

- Bullying.
- Home safety.
- Fall prevention.
- Immunizations.
- Tobacco use (vaping e-cigarettes, hookah, chewing tobacco, or smoking) cessation.

Be sure to complete the [Vila Health: Effective Interpersonal Communications](#) simulation.

In addition, you may wish to:

- Review the health promotion plan assignment and scoring guide to ensure that you understand the work you will be asked to complete.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Ask your faculty member any questions you have at this time about the assignment.

Note: Remember that you can submit all, or a portion of, your draft plan to [Smarthinking Tutoring](#) for feedback, before you submit the final version for this assignment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u02d1 - Effective Interpersonal Communication

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

For your Unit 3 assignment, you will develop a health promotion plan addressing a specific health concern and the associated health goals of the affected population. As part of this assignment, you will engage with a selected person or group in your community to enlist their participation in a health promotion activity and collaborate with them in developing health improvement goals. In preparing for this assignment, you should consider some of the key aspects of effective interpersonal communication.

For this activity, you will be placed in small discussion groups by the instructor. Complete the following:

- In your group, discuss the factors you consider most important in engaging with the public, such as:
 - Professional behavior.
 - Dress.
 - Introduction and follow-up.
- After concluding your small-group discussion, provide two references from scholarly or professional sources on effective interpersonal communication.
 - Summarize the key points from each resource and explain how these resources informed your perspective and thinking about the crucial aspects of effective interpersonal communication.

Response Guidelines

Read and respond to the posts of your colleagues. Try to comment on those that have had few or no responses thus far.

- Identify conclusions drawn by your peers with which you disagree.
 - Explain why.
- Identify colleagues' conclusions that are aligned with yours.
 - Explain why you agree.
- Cite one additional scholarly or professional source on effective interpersonal communication that supports or refutes key points, assertions, or conclusions presented by your colleagues.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[APA Module](#)

[Capella University Library](#)

[BSN Program Library Research Guide](#)

u02d1 - Learning Components

- Identify effective interpersonal communication techniques.
- Identify communication best practices when engaging with individuals or groups within the community.

Unit 3 >> Health Promotion

Introduction

Historically, nurses have made significant contributions to community and public health with regard to health promotion, disease prevention, and environmental and public safety. They have also been instrumental in shaping public health policy. Today, community and public health nurses have a key role in identifying and developing plans of care to address local, national, and international health issues. The goal of community and public health nursing is to optimize the health 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.

It is important that nurses maintain an open line of communication with individuals, groups, and aggregates within a community to establish health promotion, health maintenance, and disease prevention activities. Effective communication is essential to developing trust and rapport with community members to accurately identify health needs and help them adopt health promotion strategies.

Learning Activities

u03s1 - Studies

The Role of Nurse as Educator

The following resources address the expanding role of the nurse as community and public health educator as communities become more diverse with more complex health issues and financial constraints grow. These resources provide insight into why interprofessional collaboration is even more important in achieving social justice and equitable access to services to promote health and prevent disease in culturally diverse communities.

In *Health Promotion for Nurses: A Practical Guide*, read the following chapter:

- Chapter 10, "Health Promotion Programs: Developing, Facilitating, Measuring, and Evaluating," pages 415–444.

In addition, read the following:

- Aldossary, S., Martin-Khan, M., Bradford, N. K., Armfield, N. R., & Smith, A. C. (2017). [The development of a telemedicine planning framework based on needs assessment](#). *Journal of Medical Systems*, 41(5), 1–9.
- Flanders, S. A. (2018). [Effective patient education: Evidence and common sense](#). *Medsurg Nursing*, 27(1), 55–58.
- Loan, L. A., Parnell, T. A., Stichler, J. F., Boyle, D. K., Allen, P., VanFosson, C. A., & Barton, A. J. (2018). [Call for action: Nurses must play a critical role to enhance health literacy](#). *Nursing Outlook*, 66(1), 97–100.
- National Center for Complementary and Integrative Health. (2018). [Complementary, alternative, or integrative health: What's in a name?](#) Retrieved from <https://nccih.nih.gov/health/integrative-health>
- Ritchie, U. C., Turner, S. C., & Field, C. (2017). [Development and utility of a medication self-assessment tool for community-based healthcare services](#). *Journal of Pharmacy Practice & Research*, 47(2), 140–146.

Campus Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [BSN Program Library Research Guide](#).
- [Journal and Book Locator Library Guide](#).
- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).

u03s1 - Learning Components

- Set realistic and measurable health promotion goals.

u03s2 - Smart Goals in Community Health

SMART Goals

This is a reminder that although study materials in this course refer to face-to-face communication and meetings with individuals and groups, all assignments in the course are based upon hypothetical individuals or groups.

The nurse is accountable for maintaining the safety and health of the individual, group, or community daily and in the event of a disaster or disease outbreak. People who are prepared will achieve better outcomes and possibly demonstrate a better quality of life. An educational program is a great way to help achieve this.

Poorly planned programs result in a waste of time, money, and valuable services. It may even result in the death of those involved or hinder resiliency. The first step in an educational program is the development of SMART goals (Specific, Measurable, Attainable, Relevant, Timely) goals. Smart goals provide direction for educational programs. They establish criteria and standards for evaluation of the program.

SMART goals must be effective, meaningful, achievable, and collaborative in nature. Key stakeholders (such as the individual, group, or community; possibly significant others; and you, the nurse) must be taken into account.

Often the best way to identify patient-centered functional goals is simply to ask the target group, "What are your goals?" Doing this will help you to improve adherence, satisfaction, and outcomes. Consider the following when developing SMART goals:

- **Specific:** Goals will specify who will be responsible, what is to be achieved, where the activity is located, and why it is important or beneficial.
- **Measurable:** Goals must specify criteria for measuring progress against those goals. It helps you to stay on track, reach milestones, and motivate the stakeholders.
- **Attainable:** Setting attainable goals serves to motivate the individual or group.
- **Relevant:** Key stakeholders must see how a specific goal is relevant to them.
- **Timely:** To be most effective, goals must be structured around a specific time frame to motivate individuals to begin working on their goals.

SMART Objectives

After developing a mutually agreed upon goal, SMART objectives are developed to help guide activities. Objectives help to determine whether the goals have been achieved and if revisions need to be made for future educational sessions.

SMART objectives must be:

- **Specific:** Objectives need to be concrete, detailed, and well defined so that you know what exactly is going to occur and what to expect.
- **Measurable:** A way to determine how the objective was met or needs revision.
- **Achievable:** The objective must be appropriate and feasible for those involved. Ask: What's the patient's learning style? For example, does the patient prefer reading printed materials, viewing audiovisual materials, or watching demonstrations?
- **Realistic:** It must take into consideration constraints such as resources, personnel, cost, educational level, learning style, reading level, and comprehension level. What language do they speak? How much does the individual or group like to know? Ask: Can a patient read and comprehend instructions or follow directions? Do they prefer reading printed materials, viewing audiovisual materials, or demonstrations?
- **Time-bound:** A time frame helps to set boundaries around the objective. Ask: How long will it take to attain the objective? Objectives may be process- or outcome-oriented.

Outcome objectives can be short-term, intermediate, or long-term:

- **Short-term outcome objectives** can be achieved after implementing certain activities or interventions. Change may be in cognitive (knowledge), psychomotor (demonstration), and values (attitude).
- **Intermediate outcome objectives** provide a sense of progress toward reaching the long-term objectives. This could be behavior and policy change.
- **Long-term objectives** occur after the program has been implemented. It may take more than a month. These can be changes in mortality, morbidity, and quality of life.

Example of a SMART goal:

- Prepare the stakeholders in the community for a disaster.

Example of a SMART objective:

- By the end of the program, the stakeholders will verbalize at least five supplies that need to be in their family disaster kit.

Example of an evaluation of a SMART objective:

- The participants correctly verbalized five supplies that need to be in their family disaster kit.

Additional Resources

The following additional resources will help you in establishing SMART goals and objectives in collaboration with educational session participants:

- Centers for Disease Control and Prevention. (n.d.). [Develop SMART objectives](https://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html). Retrieved from https://www.cdc.gov/phcommunities/resourcekit/evaluate/smart_objectives.html
- Centers for Disease Control and Prevention. (n.d.). [Resources](https://www.cdc.gov/phcommunities/resourcekit/resources.html). Retrieved from <https://www.cdc.gov/phcommunities/resourcekit/resources.html>
 - This site has a template for you to use as a guide.
- [Effective goal setting: Applying SMART goals](#). (2010). *Health Care Registration*, 19(12), 5–6.
- MacLeod, L. (2012). [Making SMART goals smarter](#). *Physician Executive*, 38(2), 68–70.

Professional Context

The first step in any effective project or clinical patient encounter is planning. This assignment provides an opportunity for you to plan a hypothetical learning experience focused on health promotion associated with a specific community health concern. Such a plan defines the critical elements of who, what, when, where, and why that establish the foundation for an effective clinical learning experience for the participants. Completing this assignment will strengthen your understanding of how to plan and negotiate individual or group participation.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze health risks and health care needs among distinct populations.
 - Analyze a community health concern that is the focus of a health promotion plan.
- Competency 2: Propose health promotion strategies to improve the health of populations.
 - Explain why a health concern is important for health promotion within a specific population.
 - Establish agreed-upon health goals in collaboration with participants.
- Competency 5: Apply professional, scholarly communication strategies to lead health promotion and improve population health.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

Scenario

For this assignment, you will propose a hypothetical health promotion plan addressing a particular health concern affecting an individual or group living in the community from the list of topics provided. In the Unit 9 assignment (Assignment 4), you will simulate a face-to-face presentation of this plan to the individual or group that you have identified.

Instructions

Health Promotion Plan

- Choose a specific health concern as the focus of your hypothetical health promotion plan. Then, investigate your chosen concern and best practices for health improvement, based on supporting evidence. Please choose one of the topics below:
 - Bullying.
 - Home safety.
 - Fall prevention.
 - Immunizations.
 - Tobacco use (vaping, e-cigarettes, hookah, chewing tobacco, or smoking) cessation.
- Identify populations potentially affected by this health concern, determine what their related concerns may be, and explain why this health concern is important for health promotion.
- Identify the hypothetical individual or group that you have chosen to work with for this activity.
- Identify expectations for an educational session and suggestions for how the individual or group needs can be met. The hypothetical audience needs to be described and the educational plan should be outlined. Health goals need to be clear, measurable, and appropriate for this activity.
- Then, research and document their potential learning needs and health promotion goals.

Document Format and Length

Your health promotion plan should be 2–3 pages in length.

Supporting Evidence

Support your health promotion plan with peer-reviewed articles, course study resources, and Healthy People 2020 resources. Cite at least three credible sources published within the past 5 years using APA format.

Graded Requirements

The requirements outlined below correspond to the grading criteria in the assignment scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Analyze the health concern that is the focus of your health promotion plan.
 - Consider underlying assumptions and points of uncertainty in your analysis.
- Explain why a health concern is important for health promotion within a specific population.
 - Examine current population health data.
 - Consider the factors that contribute to health, health disparities, and access to services.
- Establish agreed-upon health goals in collaboration with participants.
 - Be sure to emphasize the development of SMART goals.

- Write clearly and concisely in a logically coherent and appropriate form and style.
 - Write with a specific purpose and audience in mind.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Additional Requirements

Before submitting your assignment for grading, proofread it to minimize errors that could distract readers and make it difficult for them to focus on the substance of your plan.

Portfolio Prompt: Remember to save the assignment to your ePortfolio so that you may refer to it as you complete the final capstone course.

Course Resources

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[Family Educational Rights and Privacy Act \(FERPA\)](#)

u03d1 - Health Problem Identification

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

For this discussion, you will be placed in small groups by the instructor. With your group members, develop a list of key points to consider when identifying problems and developing goals for an effective health promotion plan.

After concluding your discussion, explain what you think is the best approach to identifying a specific health problem and engaging the target population—individual, family, or community aggregate.

- Consider underlying assumptions and areas of uncertainty.
- Consider effective ways of identifying and collaboratively setting health goals.

Response Guidelines

Read and respond to the posts of your colleagues. Try to comment on those that have had few or no responses thus far.

Compare your colleague's approach to your own. In preparing your response, address the following:

- Which conclusions do you agree and disagree with?
 - Why?
- What suggestions can you offer that might improve your colleague's approach?

Cite one scholarly or professional source addressing the analysis of public health problems and effective goal setting.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[APA Module](#)

[BSN Program Library Research Guide](#)

[Capella University Library](#)

u03d1 - Learning Components

- Identify individual or group health concerns.

- Determine best practices for educational outreach.
- Set realistic and measurable health promotion goals.
- Identify specific health goals of an individual or group.

Unit 4 >> Emergent Health Care Priorities

Introduction

Nurses have a pivotal role in educating the community about high-priority health issues and leading health indicators (LHIs), and effective strategies for addressing them in schools, homes, workplaces, and communities. The LHIs identified by HealthyPeople.gov facilitate collaboration and action at local, state, and national levels to improve and encourage health promotion activities across the United States.

Health Care Access

Access to health care affects everyone and is influenced by social, economic, and environmental factors. Access includes health insurance, transportation, and availability of resources. Barriers to access are compounded by age, gender, race, income, mobility, and ethnicity. Many people may not have a primary provider. Rural and low-income areas may rely on clinics managed by advanced practice nurses.

Clinical Preventive Services

Health screenings and regular immunizations are key to reducing mortality, disability, and costly medical care from sexually transmitted diseases (STDs), certain cancers, heart disease, hypertension, diabetes, depression, and other infectious diseases (Healthy People 2020. n.d.). While immunizations are recommended to prevent serious diseases such as pneumonia, influenza, mumps, tetanus, and chicken pox, many people do not participate in these preventive services for various reasons.

Environmental Quality

The quality of the environment can impact community health, longevity, and health disparities. Young children and the elderly are the most vulnerable to environmental issues such as secondhand smoke, pollution (air, water, and noise), carbon monoxide, allergens, lead, and toxic chemical exposure. Gastrointestinal disorders, cancer, respiratory issues, cardiovascular diseases, and other problems are caused, triggered, and/or exacerbated by environmental factors.

Injury and Violence

The United States continues to be plagued by violence and related injuries in workplaces, schools, and communities, resulting in death or long-term or permanent disabilities. While abuse (domestic, child, elder) and neglect, suicide, accidents, and violence are all primary concerns, our focus has expanded to include monitoring and protection related to drug overdoses and school violence.

According to the Centers for Disease Control and Prevention, the number-three cause of death in the United States in 2016 was accidents (CDC, 2018). Although homicide is not among the top 15 causes of death in the U.S. as a whole, it ranks among the top 15 in over 20 states and Washington, D.C. (CDC, 2018). Health professionals are mandated reporters when abuse is suspected. In addition, nurses are speaking out about workplace violence among staff and patients.

Maternal, Infant, and Child Health

Despite advances in health care, preterm births, infant deaths, and postpartum depression rates remain high. The focus is on improving the woman's health before pregnancy. Health screenings, wellness visits, and immunizations must be addressed.

Mental Health

Mental health issues impact adults, children, and adolescents at startling rates. Anxiety and depression are common in the United States. Many Americans are functionally depressed and never seek help. Untreated disorders may manifest themselves as unhealthy and/or precarious behaviors, including substance abuse, self-destructive behavior (cutting, anorexia, and bulimia), violence, and suicide.

Nutrition, Physical Activity, and Obesity

Healthy eating deters and prevents obesity and related conditions, such as heart disease, cardiovascular accident, and type 2 diabetes. Obesity is on the rise, particularly for adolescents and adults. Food insecurities exist for low-income, urban, and some rural communities. Fresh fruit and vegetables are unavailable or too expensive. Communities may not be safe to play or exercise in. Americans must have healthy diets, participate in regularly scheduled physical activity, and maintain healthy body weight, regardless of age.

Oral Health

Oral health is directly related to overall health. Diabetes, heart disease, cardiovascular accident, premature births, and low birth weight are linked to poor oral health. Addressing health determinants, such as socioeconomic disparities, literacy levels, communication barriers, and access to medical insurance are key to reducing health disparities and promoting healthy lifestyle behaviors.

Reproductive and Sexual Health

Untreated sexually transmitted disease (STD) may result in serious reproductive health problems, infertility, and fetal or perinatal health issues. Immunodeficiency virus (HIV), Human papillomavirus (HPV), chlamydia, gonorrhea, syphilis, herpes, and trichomoniasis do not discriminate on the basis of age, gender, income, or geographic location. Reproductive and sexual health services offer screening and treatment for community members.

Substance Abuse

Substance abuse leads to destructive social conditions, financial problems and lost productivity, contributing to health complications, domestic and other types of violence, abuse, homicide, and suicide (Healthy People 2020, n.d.).

Opioid abuse, polypharmacy, and codependency rates are increasing in the United States. Misappropriation of medications is a growing concern in the U.S. for all age groups.

Tobacco

Tobacco use (smoking, smokeless tobacco, chewing, e-cigarettes, vaping) is associated with respiratory conditions, cancer, heart disease, possible pregnancy complications and, in the case of vaping, contagious conditions from sharing. Secondhand smoke also affects the health of exposed nonsmokers.

References

Centers for Disease Control and Prevention (CDC). (2018). LCWK5. Deaths, percent of total deaths, and death rates for the 15 leading causes of death: United States and each state, 2016 [PDF]. Retrieved from https://www.cdc.gov/nchs/data/dvs/lcwk/lcwk5_hr_2016.pdf

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). [Healthy People 2020](https://www.healthypeople.gov/). Retrieved from <https://www.healthypeople.gov/>

Learning Activities

u04s1 - Studies

Emerging Health Care Priorities and State Resources

The following resources provide insight into high-priority health issues and provide the foundation to facilitate collaboration with key stakeholders to improve the health of culturally diverse communities.

- Ashby, S., Kleve, S., McKechnie, R., & Palermo, C. (2016). [Measurement of the dimensions of food insecurity in developed countries: A systematic literature review](#). *Public Health Nutrition*, 19(16), 2887–2896.
- Barry, R. A., & Glantz, S. (2016). [A public health framework for legalized retail marijuana based on the US experience: Avoiding a new tobacco industry](#). *PLoS Medicine*, 13(9), 1–9.
- Brehm, H. N., & Boyle, E. H. (2018). [The global adoption of national policies protecting children from violent discipline in schools and homes, 1950–2011](#). *Law & Society Review*, 52(1), 206–233.
- Centers for Disease Control and Prevention (CDC). (2018). [Behavior, environment, and genetic factors all have a role in causing people to be overweight and obese](#). Retrieved from <https://www.cdc.gov/genomics/resources/diseases/obesity/>
- Centers for Disease Control and Prevention (CDC). (n.d.). [Healthy People 2020: Oral health objectives](#). Retrieved from <https://www.healthypeople.gov/2020/leading-health-indicators/2020-lhi-topics/Oral-Health>
- Chaffee, B. W., Couch, E. T., & Gansky, S. A. (2017). [Trends in characteristics and multi-product use among adolescents who use electronic cigarettes, United States 2011–2015](#). *PLoS One*, 12(5), 1–19.
- Gundersen, C., & Ziliak, J. P. (2015). [Food insecurity and health outcomes](#). *Health Affairs*, 34(11), 1–13.
- Parpouchi, M., Moniruzzaman, A., Russolillo, A., & Somers, J. M. (2016). [Food insecurity among homeless adults with mental illness](#). *PLoS One*, 11(7), 1–14.
- World Health Organization. (2017, May 17). [Cardiovascular diseases \(CVDs\) \[Blog post\]](#). Retrieved from [http://www.who.int/en/news-room/fact-sheets/detail/cardiovascular-diseases-\(cvds\)](http://www.who.int/en/news-room/fact-sheets/detail/cardiovascular-diseases-(cvds))

The following websites provide insight into additional emerging health care priorities and state resources.

- Centers for Disease Control and Prevention (CDC). (2018). [Sexually transmitted diseases \(STDs\)](https://www.cdc.gov/std/default.htm). Retrieved from <https://www.cdc.gov/std/default.htm>
 - Use this website to gather information about STDs.
- National Center on Elder Abuse. (n.d.). [State resources](https://ncea.acl.gov/resources/state.html). Retrieved from <https://ncea.acl.gov/resources/state.html>
 - Use this website to identify government agencies, legislation, data, and other resources.

Optional Resources

- Gray, L. (2017). Social determinants of health, disaster vulnerability, severe and morbid obesity in adults: Triple jeopardy? *International Journal of Environmental Research and Public Health*, 14(12), 1–10.
- Johnstone, C. C. (2018). How to undertake a nutritional assessment in adults. *Nursing Standard*, 32(22), 41–45.

Campus Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [BSN Program Library Research Guide](#).
- [Journal and Book Locator Library Guide](#).
- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).

u04s1 - Learning Components

- Identify high-priority health issues.
- Identify strategies for promoting public health and improving the quality of life.
- Identify strategies for addressing public health issues.
- Identify relevant external factors affecting an organization's provision of services.

u04s2 - Assignment Preparation

For your Unit 5 assignment, you will research one of the following organizations. Your research will include investigating the organization's specific mission and vision to improve the quality of life within local and global communities and how funding sources, policy, and legislation affect its operation. You will then report your findings in a scholarly paper.

To prepare for the assignment, choose the organization that you are most interested in researching.

- [American Heart Association](#).
- [World Heart Federation](#).
- [Peace Corps](#).
- [American Red Cross](#).
- [Habitat for Humanity](#).
- [United Way](#).
- [Doctors Without Borders](#).
- [The Salvation Army](#).
- [United Nations Children's Fund \(UNICEF\)](#). (Formerly the United Nations International Children's Emergency Fund).
- [Federal Emergency Management Agency \(FEMA\)](#).
- [Centers for Disease Control and Prevention \(CDC\)](#).
- [Department of Homeland Security \(DHS\)](#).

In addition, you may wish to:

- Read the assignment description and scoring guide to ensure that you understand all requirements.

- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Ask your faculty member any questions you have about the assignment.

Note: Remember that you can submit all, or a portion of, your draft research report to [Smartinking Tutoring](#) for feedback, before you submit the final version for this assignment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u04d1 - Community or Public Health Overview

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

For this discussion, choose one of the community or public health resource organizations listed/linked in Unit 4 Study 2 that you would like to learn more about, related to health promotion.

Create a 3–5 minute video to share with your colleagues in which you explain what interests you most about this organization from a public health perspective and why. Then, explain how supporting the organization in some way might benefit you in your professional practice.

You may use Kaltura (preferred) or other technology of your choice to make your recording. Note that Kaltura automatically creates a written transcript for those who need or prefer to have one. Refer to Using Kaltura linked in the Resources for more information about this courseroom tool. Follow the Kaltura instructions for uploading your recording in the courseroom. Please upload a transcript if you chose to use a technology other than Kaltura.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

Response Guidelines

Review the posts of your colleagues, and respond to those who chose an organization different from yours.

- What do you find most interesting about your colleague's choice?
- Which aspects of your colleague's chosen organization do you find most interesting or compelling, with respect to public health?
- Do you agree or disagree with your colleague's conclusions about the potential benefits of engaging with the organization?
- What additional information about the organization can you offer that your colleague might not have considered?

Course Resources

Undergraduate Discussion Participation Scoring Guide

[Using Kaltura](#)

u04d1 - Learning Components

- Research community/public health resource organizations.
- Determine how engaging with a community/public health resource organization might benefit nursing practice.

Unit 5 >> Global Support

Introduction

This unit introduces you to organizations that work to improve the quality of life in communities locally and globally, promoting health and safety in times of crisis. As advocates and change agents, nurses must be familiar with the mission, vision, and goals of these organizations. An understanding of these organizations will provide the nurse with a working knowledge of their day-to-day local or global impact as well as in crisis situations.

Learning Activities

u05s1 - Studies

Local and Global Population Health

Nurses are the gatekeepers of service referrals and, at times, service coordinators. The following resources will provide insight into local and global health organizations that promote health and safety and the role of the nurse.

- Calzone, K. A, Kirk, M., Dip, N., Tonkin, E., Badzek, L., Benjamin, C., & Middleton, A. (2018). The global landscape of nursing and genomics. *Journal of Nursing Scholarship*, 50(3), 249–256.
- Lewis, J. H., Whelihan, K., Navarro, I., & Boyle, K. R. (2016). Community health center provider ability to identify, treat and account for the social determinants of health: A card study. *BMC Family Practice*, 17, 1–12.
- Masic, I. (2018). Public health aspects of global population health and well-being in the 21st century regarding determinants of health. *International Journal of Preventive Medicine*, 9, 1–8.

Nurses are the gatekeepers for quality care and resource referrals that are equitable for community individuals, groups, and aggregates. Nurses must consider the health, social, physical, and emotional needs of the community. They work closely with internal stakeholders and external stakeholders such as government officials and community members where services take place. It can be challenging to meet these needs when financial cuts in local, state, and federal funding limit the availability of resources, the viability of organizations, and access to these services.

- Complete the Nonprofit Organizations and Community Health activity to gain insight into promoting equal opportunity and improving the quality of life within the community.

Optional Resources

Global Health Education and Development Goals

- World Health Organization. (n.d.). Health education. Retrieved from http://www.who.int/topics/health_education/en/
- World Health Organization (WHO). (2018). Millennium Development Goals (MDGs). Retrieved from http://www.who.int/topics/millennium_development_goals/en/

Campus Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- BSN Program Library Research Guide.
- Journal and Book Locator Library Guide.
- Capella University Library.
- Library Research and Information Literacy Skills.

u05s1 - Learning Components

- Identify strategies for promoting public health and improving the quality of life.

u05a1 - Community Resources

Professional Context

Many organizations work to better local and global communities' quality of life and promote health and safety in times of crisis. As public health and safety advocates, nurses must be cognizant of how such organizations help certain populations. As change agents, nurses must be aware of factors that impact the organization and the services that it offers. Familiarity with these organizations enables the nurse to offer assistance as a volunteer and source of referral.

This assignment provides an opportunity for you gain insight into the mission, vision, and operations of a community or public health resources organization of interest.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze health risks and health care needs among distinct populations.
 - Explain how an organization's work impacts the health and/or safety needs of a local community.
- Competency 2: Propose health promotion strategies to improve the health of populations.
 - Explain how an organization's mission and vision enable it to contribute to public health and safety improvements.
- Competency 3: Evaluate health policies, based on their ability to achieve desired outcomes.
 - Assess the impact of funding sources, policy, and legislation on an organization's service delivery.
- Competency 4: Integrate principles of social justice in community health interventions.
 - Evaluate an organization's ability to promote equal opportunity and improve the quality of life in a community.
- Competency 5: Apply professional, scholarly communication strategies to lead health promotion and improve population health.
 - Write clearly and concisely in a logically coherent and appropriate form and style.

Preparation

If you have not yet done so, choose one of the following nonprofit organizations or government agencies (linked in Resources) to research:

- American Heart Association.
- World Heart Federation.
- Peace Corps.
- American Red Cross.
- Habitat for Humanity.
- United Way.
- Doctors Without Borders.
- The Salvation Army.
- United Nations Children's Fund (UNICEF) (formerly the United Nations International Children's Emergency Fund).
- Federal Emergency Management Agency (FEMA).
- Centers for Disease Control and Prevention (CDC).
- U.S. Department of Homeland Security (DHS).

Scenario

You are interested in expanding your role as a nurse and are considering working in an area where you can promote equal opportunity and improve the quality of life in your local or global community. You are aware of several nonprofit organizations and government agencies whose work contributes to this effort in some way. You are particularly interested in one of these organizations but would like to know more about its contribution to public health and safety improvement. You would also like to report the results of your research in a scholarly paper that you could submit for publication.

Instructions

Research your chosen nonprofit organization or government agency (linked in Resources) and prepare a report of your findings according to the following specifications:

Document Format and Length

Format your research article using APA style.

- Use the APA Style Paper Template, linked in Resources. An APA Style Paper Tutorial is also provided to help you in writing and formatting your paper. Be sure to include:
 - A title page and references page. An abstract is not required.
 - A running head on all pages.
 - Appropriate section headings.
- Your report should consist of 3–5 pages of content plus title and references pages.

Supporting Evidence

Cite at least three credible sources from peer-reviewed journals or professional industry publications published within the past 5 years that support your research findings.

Graded Requirements

The requirements outlined below correspond to the grading criteria in the assignment scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Explain how an organization's mission and vision enable it to contribute to public health and safety improvements.
 - Provide examples of ways a local and/or global initiative supports the mission and vision and promotes public health and safety.
- Evaluate an organization's ability to promote equal opportunity and improve the quality of life in a community.
 - Consider the effects of social, cultural, economic, and physical barriers.
- Assess the impact of funding sources, policy, and legislation on an organization's service delivery.
 - Consider the potential implications of funding decisions, policy, and legislation for individuals, families, and aggregates within the community.
- Explain how an organization's work impacts the health and/or safety needs of a local community.
 - Consider how nurses might become involved with the organization.
- Write clearly and concisely in a logically coherent and appropriate form and style.
 - Write with a specific purpose and audience in mind.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Additional Requirements

Before submitting your paper, proofread it to minimize errors that could distract readers and make it difficult for them to focus on your research findings.

Portfolio Prompt: Remember to save the assignment to your ePortfolio so that you may refer to it as you complete the final capstone course.

Course Resources

[APA Style Paper Template \[DOCX\]](#)

[APA Style Paper Tutorial \[DOCX\]](#)

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[American Heart Association](#)

[World Heart Federation](#)

[Peace Corps](#)

[American Red Cross](#)

[Habitat for Humanity](#)

[United Way](#)

[Doctors Without Borders](#)

[The Salvation Army](#)

[United Nations Children's Fund \(UNICEF\)](#)

[Federal Emergency Management Agency \(FEMA\)](#)

[Centers for Disease Control and Prevention \(CDC\)](#)

[U.S. Department of Homeland Security](#)

[APA Module](#)

[Capella University Library](#)

u05d1 - The Impacts of Government Policy

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

For this discussion, cite one government policy affecting the operation of the community or public health organization you have chosen for the Unit 5 assignment and address the following:

- Describe the impact of the law or policy on the organization.
- Identify aspects of the law or policy that you consider detrimental to the organization's service delivery.
 - What are the potential public health implications?
 - What assumptions are you making?
- Identify aspects of the law or policy that you consider beneficial to the organization's provision of services.
 - What are the potential public health implications?
 - What assumptions are you making?

Response Guidelines

Read and respond to the posts of your colleagues. Try to comment on those that have had few or no responses thus far. As you prepare each response, address the following questions:

- Do you agree or disagree with your colleague's impact assessment?
 - Why or why not?
- Are your colleague's conclusions or underlying assumptions reasonable and valid?

Suggest another government policy or piece of legislation affecting the operation of your colleague's selected organization and briefly state its impact.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[APA Module](#)

[BSN Program Library Research Guide](#)

[Capella University Library](#)

[American Heart Association](#)

[World Heart Federation](#)

[Peace Corps](#)

[American Red Cross](#)

[Habitat for Humanity](#)

[United Way](#)

[Doctors Without Borders](#)

[The Salvation Army](#)

[United Nations Children's Fund \(UNICEF\)](#)

[Federal Emergency Management Agency \(FEMA\)](#)

u05d1 - Learning Components

- Identify government policy and legislation affecting the operation of a community/public health resources organization.
- Determine the public health implications of government policy and legislation.

Unit 6 >> Vulnerable Populations

Introduction

As the number of uninsured people reach record levels in the United States, health care disparities increase. Without health insurance, many people delay seeking care until their illness and symptoms have reached an advanced stage. These unattended conditions have a profound impact on health outcomes for those without suitable access to health care. This occurs most often among vulnerable groups in society who are already at risk of disease, poor health outcomes, and premature death.

Community nurses identify vulnerable populations and link them to relevant agencies and resources. Assistance may include food banks, shelters, transportation, and service referrals. Children and the elderly, the disabled, migrant workers, veterans, assault and rape victims, the homeless, substance abusers, attempted suicides and the self-injured, and others with mental health issues are counted among vulnerable populations.

Learning Activities

u06s1 - Studies

Vulnerable Populations

The following articles offer insight into special populations for whom nurses advocate for equitable access to services.

- Carlin, D. J., Larson, T. C., Pfau, J. C., Gavett, S. H., Shukla, A., Miller, A., & Hines, R. (2015). Current research and opportunities to address environmental asbestos exposures. *Environmental Health Perspectives*, 123(8), 194–197.
- Harper, D. C., Moore, R. L., Cleveland, C., Miltner, R. S., Froelich, K., McGuinness, T. . . . Selleck, C. S. (2016). Transforming veterans' health care through academic-practice partnerships. *Nursing Outlook*, 64(5), 424–430.
- Jackson, S. L. (2017). Adult protective services and victim services: A review of the literature to increase understanding between these two fields. *Aggression and Violent Behavior*, 34, 214–227.
- Porter-O'Grady, T. (2018). Leadership advocacy: Bringing nursing to the homeless and underserved. *Nursing Administration Quarterly*, 42(2), 115–122.
- The Kresge Foundation. (2018). Health. Retrieved from <https://kresge.org/programs/health>
 - Explore this web page.
 - The Kresge Foundation seeks to expand opportunity for low-income people to enable them to lead self-determined lives and join the economic mainstream.
- Vottis, C. T., Mitsiokapa, E., Igoumenou, V. G., Megaloikonomos, P. D., Galanopoulos, I. P., Georgoudis, G., . . . Mavrogenis, A. F. (2018). Fall risk assessment metrics for elderly patients with hip fractures. *Orthopedics (Online)*, 41(3), 142–156.

Disaster Preparedness and Management

The following articles offer insight into emergency preparedness, as well as public health assessment and surveillance, which will help you with the Unit 7 assignment.

- Kreisberg, D., Thomas, D. S. K., Valley, M., Newell, S., Janes, E., & Little, C. (2016). Vulnerable populations in hospital and health care emergency preparedness planning: A comprehensive framework for inclusion. *Prehospital and Disaster Medicine*, 31(2), 211–219.
- MacIntyre, C. R. (2015). Biopreparedness in the age of genetically engineered pathogens and open access science: An urgent need for a paradigm shift. *Military Medicine*, 180(9), 943–949.
- Madrigano, J., Chandra, A., Costigan, T., & Acosta, J. D. (2017). Beyond disaster preparedness: Building a resilience-oriented workforce for the future. *International Journal of Environmental Research and Public Health*, 14(12), 1–14.
- Veenema, T. G., Losinski, S., L., & Hilmi, L. M. (2016). Increasing emergency preparedness. *AJN: American Journal of Nursing*, 116(1), 40–53.

The following resources are the "gold standard" references for disaster preparedness and management, used by health professionals and first responders. Explore these websites for further insight into disaster preparedness and response as a member of a community and health care team, which will help you with the Unit 7 assignment:

- Centers for Disease Control and Prevention (CDC). (2018). [Coping with a disaster or traumatic event](https://emergency.cdc.gov/coping/index.asp). Retrieved from <https://emergency.cdc.gov/coping/index.asp>
- Centers for Disease Control and Prevention (CDC). (2018). [Emergency Preparedness and Response](https://emergency.cdc.gov/). Retrieved from <https://emergency.cdc.gov/>
- Centers for Disease Control and Prevention (CDC). (2017). [Public health assessment and surveillance after a disaster](https://www.cdc.gov/disasters/surveillance/index.html). Retrieved from <https://www.cdc.gov/disasters/surveillance/index.html>
- Federal Emergency Management Agency (FEMA). (n.d.). [National Flood Insurance Program](https://www.floodsmart.gov/). Retrieved from <https://www.floodsmart.gov/>
- FEMA, Emergency Management Institute. (2018). [Welcome to the Emergency Management Institute](https://training.fema.gov/emi.aspx). Retrieved from <https://training.fema.gov/emi.aspx>
- Ready.gov. (n.d.). [Plan Ahead for Disasters](https://www.ready.gov/). Retrieved from <https://www.ready.gov/>
- U.S. Department of Homeland Security (DHS). (n.d.). [Plan and Prepare for Disasters](https://www.dhs.gov/plan-and-prepare-disasters). Retrieved from <https://www.dhs.gov/plan-and-prepare-disasters>

Optional Resources

Vulnerable Populations

These readings provide additional information to consider as a community or public health nurse to address violence and protect the most vulnerable in society.

- Cannon, C., Hamel, J., Buttell, F., & Ferreira, R. J. (2016). A survey of domestic violence perpetrator programs in the United States and Canada: Findings and implications for policy and intervention. *Partner Abuse, 7*(3), 226–276.
- Sanford, K. (Ed.). (2018). Advocacy for all—But especially for the most vulnerable. *Nursing Administration Quarterly, 42*(2), 100–106.
- Sundwall, D. N. (2017). Areas of concern for public health. *American Journal of Public Health, 107*(5), 654–656.
- Watson, S. K. (2018, Aug 9). Sending letters about their patients' overdoses changes doctors' prescribing habits [Blog post]. *Shots*. Washington, DC: NPR.

Campus Links

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [BSN Program Library Research Guide](#).
- [Journal and Book Locator Library Guide](#).
- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).

u06s1 - Learning Components

- Anticipate the immediate needs of community members in an emergency or disaster.
- Identify key factors and barriers affecting community safety, health, and disaster recovery efforts.
- Identify health and governmental policies affecting disaster recovery efforts.
- Identify vulnerable populations.
- Identify emergency preparedness and management strategies.
- Evaluate a disaster recovery plan.
- Determine the impact of effective communications on disaster recovery efforts.
- Identify effective communication strategies in a disaster.

u06s2 - Vila Health: Disaster Recovery Scenario

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

During this unit, complete the [Vila Health: Disaster Recovery Scenario](#) activity. This exercise provides the context and information needed to complete your Unit 7 assignment.

u06s2 - Learning Components

- Anticipate the immediate needs of community members in an emergency or disaster.
- Identify key factors and barriers affecting community safety, health, and disaster recovery efforts.
- Identify emergency preparedness and management strategies.
- Evaluate a disaster recovery plan.
- Determine the impact of effective communications on disaster recovery efforts.

u06s3 - Assignment Preparation

In your Unit 7 assignment, you will develop a disaster recovery plan for the Vila Health community to lessen health disparities and improve access to post-disaster services. You will then develop a presentation of your disaster recovery plan, with slides and voice-over, for the community's mayor and disaster relief team.

To prepare for the assignment, complete the [Vila Health: Disaster Recovery Scenario](#) activity and review the Example Disaster Recovery Plan Presentation, linked in Resources, in which the presenter successfully addresses all assignment criteria.

In addition, you are encouraged to begin thinking about:

- Community needs.
- Resources, personnel, budget, and community makeup.
- People accountable for implementation of the disaster recovery plan.
- Healthy People 2020 goals.
- A timeline for the recovery effort.

You may also wish to:

- Review the disaster recovery plan assignment and scoring guide to ensure that you understand all requirements.
- Reflect on the studies and discussions you have completed so far, and consider how the content of these activities might inform your approach to this assignment.
- Allow plenty of time to practice your presentation before your assignment is due next week.
- Be sure that your recording equipment and software work and that you know how to record and upload your presentation.
- Ask your faculty member any questions you have about the assignment.

Note: Remember that you can submit all, or a portion of, your draft recovery plan to [Smarthinking Tutoring](#) for feedback before you submit the final version for this assignment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

Audio Recording Equipment Setup and Testing

Check that your recording equipment and software are working properly and that you know how to record and upload your presentation. You may use Kaltura or other technology of your choice for your audio recording.

- If using Kaltura, refer to the [Using Kaltura](#) tutorial for directions on recording and uploading your presentation in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

u06s3 - Learning Components

- Identify health and governmental policies affecting disaster recovery efforts.
- Identify emergency preparedness and management strategies.

u06d1 - The Healthy People 2020 MAP-IT Framework

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

For your assignment in Unit 7, you will develop a disaster recovery plan for a community, using the Healthy People 2020 MAP-IT (Mobilize, Assess, Plan, Implement, Track) framework as a guide:

- Mobilize collaborative partners.
- Assess community needs.
- Plan to lessen health disparities and improve access to services.
- Implement a plan to reach Healthy People objectives.
- Track community progress.

For this discussion, review the MAP-IT framework (linked in Resources). Then, in a 3–5 minute video or audio recording, explain how you plan on applying it in the upcoming assignment in Unit 7. Provide one example.

You may use Kaltura (preferred) or other technology of your choice to make your recording. Note that Kaltura automatically creates a written transcript for those who need or prefer to have one. Refer to Using Kaltura linked in the Resources for more information about this courseroom tool. Follow the Kaltura instructions for uploading your recording in the courseroom. Please upload a transcript if you chose to use a technology other than Kaltura.

Response Guidelines

Read and respond to the posts of your colleagues. Try to comment on those that have had few or no responses thus far. In each response, offer suggestions for how your colleague could apply the MAP-IT framework to the upcoming assignment.

- Explain the rationale for your suggestions.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[MAP-IT: A Guide to Using Healthy People 2020 in Your Community](#)

[Using Kaltura](#)

u06d1 - Learning Components

- Identify Healthy People 2020 goals and leading health indicators.
- Identify key factors and barriers affecting community safety, health, and disaster recovery efforts.
- Identify health disparities in a community.
- Identify emergency preparedness and management strategies.
- Evaluate a disaster recovery plan.
- Determine the impact of effective communications on disaster recovery efforts.
- Identify effective communication strategies in a disaster.

Unit 7 >> Disaster Preparedness and Management

Introduction

Disasters can occur anytime and anywhere, including the workplace, and can be natural or man-made. Health care providers, along with other first responders, such as police, firefighters, and disaster relief organizations are activated, depending on the location and severity of the incident. Nurses ensure public safety and disaster preparedness on local, state, and national levels and in various health care settings. As leaders and community members, nurses collaborate with key community and workplace stakeholders to develop and implement emergency preparedness plans. To be effective, nurses must be cognizant of the factors unique to emergency preparedness plans and recovery efforts; these factors may affect moral and ethical decision making and contradict established ethical and legal standards of nursing practice.

Regardless of whether the disaster is caused by bioterrorism, explosion, hurricane, or earthquake, communication is essential. Collaboration among teams is important for the delivery of appropriate medical care and services, and for providing the specialized skills necessary to meet the needs of patients and the public.

The community nurse collaborates on three levels of prevention: primary, secondary, and tertiary. Primary prevention includes vaccination efforts, emergency drills, response planning, and protocol development. Secondary prevention involves the activation of the response plan, screening those exposed, and educating and monitoring mortality and morbidity. Tertiary prevention is the rehabilitation phase and recovery effort.

Nurses must be familiar with disaster preparedness, response, triage identification, recovery efforts, and evaluation of the disaster response, which depend on the type, level, and scope of the incident. Some emergency agencies alerted in a disaster include: the American Red Cross, the Federal Emergency Management Agency (FEMA), the Centers for Disease Control and Prevention (CDC), the Department of Homeland Security (DHS), the Office of Emergency Management (OEM), the National Response Framework (NRF), and state and local public health systems.

This unit focuses on the concepts of emergency preparedness, public health assessment, management, and surveillance after a disaster.

Learning Activities

u07s1 - Studies

Disaster Preparedness and Management

The following resources will help you understand the role of the nurse in workplace and community disaster preparedness and management.

- Abdur, R. C., Mehmood, A., & Imran, M. (2016). Learning from the past. *Disaster Prevention and Management*, 25(4), 449–463.
- Banks, L. H., Davenport, L. A., Hayes, M. H., McArthur, M. A., Toro, S. N., King, C. E., & Vazirani, H. M. (2016). Disaster impact on impoverished area of US: An inter-professional mixed method study. *Prehospital and Disaster Medicine*, 31(6), 583–592.
- Centers for Disease Control and Prevention. (2017). Guidance on microbial contamination in previously flooded outdoor areas. Retrieved from https://www.cdc.gov/nceh/ehs/publications/guidance_flooding.htm
- Marchezini, V. (2015). The biopolitics of disaster: Power discourses, and practices. *Human Organization*, 74(4), 362–371.
- Phibbs, S., Kenney, C., Rivera-Munoz, G., Huggins, T. J., Severinsen, C., & Curtis, B. (2018). The inverse response law: Theory and relevance to the aftermath of disasters. *International Journal of Environmental Research and Public Health*, 15(5), 1–25.
- Veenema, T. G., Lavin, R. P., Griffin, A., Gable, A. R., Couig, M. P., & Dobalian, A. (2017). Call to action: The case for advancing disaster nursing education in the United States. *Journal of Nursing Scholarship*, 49(6), 688–696.
- Veenema, T. G., Griffin, A., Gable, A. R., MacIntyre, L., Simons, N., Couig, M. Pat., . . . Larson, E. (2016). Nurses as leaders in disaster preparedness and response: A call to action. *Journal of Nursing Scholarship*, 48(2), 187–200.
- Wyte-Lake, T., Griffin, A. R., & Dobalian, A. (2018). Supporting staff through a complete hospital evacuation and extended displacement period. *Journal of Healthcare Management*, 63(3), 195–209.

The following resources will help you develop your disaster recovery plan in this unit's assignment.

- Office of Disease Prevention and Health Promotion. (ODPHP) (n.d.). MAP-IT: A guide to using Healthy People 2020 in your community. Retrieved from <https://www.healthypeople.gov/2020/tools-and-resources/Program-Planning>
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2020. Retrieved from <https://www.healthypeople.gov/>

Nurses must be prepared at all times for a disaster in the community or workplace.

- Complete Disaster Preparedness and Management to practice thinking through key issues in disaster preparedness and management in the community and/or workplace.

Effective Presentations

- Watch Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design.
 - This video is a primer on presentation design.
 - Approximate run time: 45:00.
- Watch Creating a Presentation: A Guide to Writing and Speaking.
 - This video addresses the primary areas involved in creating effective audiovisual presentations. You can return to this resource throughout the process of creating your presentation to view the tutorial appropriate for you at each stage.

Optional Resources

These resources offer additional information you may wish to consider, as a nurse and community member, in the event of a disaster. Nurses are accountable for the safety of their patients and are morally responsible for community safety. What happens globally can affect us locally.

- FEMA, National Training and Education Division. (n.d.). Welcome to the National Training and Education Division. Retrieved from <https://www.firstrespondertraining.gov/frt/>
- Kusnoor, S. V., Koonce, T. Y., Hurley, S. T., McClellan, K. M., Blasingame, M. N., Frakes, E. T., . . . Giuse, N. B. (2018). Collection of social determinants of health in the community clinic setting: A cross-sectional study. *BMC Public Health*, 18, 1–9.

- Roman, J. (2018). Hurricane Maria: A preventable humanitarian and health care crisis unveiling the Puerto Rican dilemma. *Annals of the American Thoracic Society*, 15(3), 293–295.
- Smith, K. M. (2016). Using technology in biosurveillance and epidemic management. *CIN: Computers, Informatics, Nursing*, 34(11), 485–489.
- Wizemann, T., Altevogt, B., Forum on Medical and Public Health Preparedness for Catastrophic Events, & Board on Health Sciences Policy, Institute of Medicine. (2015). *Enabling rapid and sustainable public health research during disasters: Summary of a joint workshop by the Institute of Medicine and the U.S. Department of Health and Human Services*. Washington, D.C.: The National Academies Press. ISBN: 9780309313308.

Campus Resources

PowerPoint

The following resources will help you create and deliver an effective presentation.

- Microsoft. (n.d.). [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US). Retrieved from https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US
- [Microsoft Office Software](#).
 - This Campus page includes tip sheets and tutorials for Microsoft PowerPoint.
- [PowerPoint Presentations Library Guide](#).
 - This library guide provides links to PowerPoint and other presentation software resources.
- [SoNHS Professional Presentation Guidelines \[PPTX\]](#)
 - This presentation, designed especially for the School of Nursing and Health Sciences, offers valuable tips, links, and is itself a PowerPoint template that can be used to create a presentation.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting](#).
- [APA Module](#).
- [Introduction to the Writing Center](#).

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [BSN Program Library Research Guide](#).
- [Journal and Book Locator Library Guide](#).
- [Capella University Library](#).
- [Library Research and Information Literacy Skills](#).

u07s1 - Learning Components

- Identify key factors and barriers affecting community safety, health, and disaster recovery efforts.
- Identify health and governmental policies affecting disaster recovery efforts.
- Identify health disparities in a community.
- Identify emergency preparedness and management strategies.
- Evaluate a disaster recovery plan.
- Determine the impact of effective communications on disaster recovery efforts.
- Identify effective communication strategies in a disaster.

u07a1 - Disaster Recovery Plan

Professional Context

Nurses perform a variety of roles and their responsibilities as health care providers extend to the community. The decisions we make daily and in times of crisis often involve the balancing of human rights with medical necessities, equitable access to services, legal and ethical mandates, and financial constraints. In the event of a major accident or natural disaster, many issues can complicate decisions concerning the needs of an individual or group, including understanding and upholding rights and desires, mediating conflict, and applying established ethical and legal standards of nursing care. As a nurse, you must be knowledgeable about disaster preparedness to safeguard those in your care. You are also accountable for promoting equitable quality of care for community residents.

This assignment provides an opportunity for you to apply the concepts of emergency preparedness, public health assessment, triage, management, and surveillance after a disaster. You will also focus on hospital evacuation and extended displacement periods.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 1: Analyze health risks and health care needs among distinct populations.
 - Describe determinants of health and cultural, social, and economic barriers that impact community safety, health, and disaster recovery efforts.
- Competency 2: Propose health promotion strategies to improve the health of populations.
 - Present specific, evidence-based strategies to overcome communication barriers and enhance interprofessional collaboration to improve disaster recovery efforts in a community.
- Competency 3: Evaluate health policies based on ability to achieve desired outcomes.
 - Explain how health and governmental policy impacts disaster recovery efforts in a community.
- Competency 4: Integrate principles of social justice in community health interventions.
 - Explain how a proposed disaster recovery plan will lessen health disparities and improve access to community services.
- Competency 5: Apply professional, scholarly communication strategies to lead health promotion and improve population health.
 - Present a compelling case to community stakeholders to gain approval and support for a proposed disaster recovery plan.

Scenario

When disaster strikes, community residents must be protected. A comprehensive recovery plan, guided by the MAP-IT (Mobilize, Assess, Plan, Implement, Track) framework, is essential to help ensure everyone's safety. The unique needs of residents must be assessed to lessen health disparities and improve access to equitable services after a disaster. Recovery efforts depend on the appropriateness of the plan, the extent to which key stakeholders have been prepared, and the allocation of available resources. In a time of cost containment, when personnel and resources may be limited, the needs of residents must be weighed carefully against available resources.

In this assignment, you are a community task force member who is responsible for developing a disaster recovery plan for the Vila Health community using MAP-IT, which you will present to city officials and the disaster relief team.

Instructions

Complete the following:

1. Develop a disaster recovery plan for the Vila Health community that will lessen health disparities and improve access to services after a disaster.
 - Assess community needs.
 - Consider resources, personnel, budget, and community makeup.
 - Identify the people accountable for implementation of the plan and describe their roles.
 - Focus on specific Healthy People 2020 goals.
 - Include a timeline for the recovery effort.
2. Use the MAP-IT (Mobilize, Assess, Plan, Implement, Track) framework to guide the development of your plan:
 - **M**obilize collaborative partners.
 - **A**ssess community needs.
 - **P**lan to lessen health disparities and improve access to services.
 - **I**mplement a plan to reach Healthy People 2020 objectives.
 - **T**rack community progress.
3. Develop a slide presentation of your disaster recovery plan with an audio recording of you presenting your assessment of the Vila Health: Disaster Recovery Scenario for city officials and the disaster relief team. Be sure to also include speaker notes.

Presentation Format and Length

You may use Microsoft PowerPoint (preferred) or other suitable presentation software to create your slides and add your voice-over along with speaker notes. If you elect to use an application other than PowerPoint, check with your instructor to avoid potential file compatibility issues.

Be sure that your slide deck includes the following slides:

- Title slide.
 - Recovery plan title.
 - Your name.
 - Date.
 - Course number and title.
- References (at the end of your presentation). Be sure to apply correct APA formatting to your references.

Your slide deck should consist of 8–10 content slides plus title and references slides. Use the speaker's notes section of each slide to develop your talking points and cite your sources as appropriate. The speaker notes should match your recorded voice-over. Make sure to review the Microsoft PowerPoint tutorial for directions for inserting your speaker notes.

Supporting Evidence

Cite at least two articles from peer-reviewed journals or professional industry publications within the 5 past years to support your plan.

Graded Requirements

The requirements outlined below correspond to the grading criteria in the assignment scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Describe determinants of health and cultural, social, and economic barriers that impact community safety, health, and disaster recovery efforts.
 - Consider the interrelationships among these factors.
- Explain how your proposed disaster recovery plan will lessen health disparities and improve access to community services.
 - Consider principles of social justice and cultural sensitivity with respect to ensuring health equity for individuals, families, and aggregates in the community.
- Explain how health and governmental policy impacts disaster recovery efforts in a community.
 - Consider the implications of legislation for community members such as the Americans with Disabilities Act (ADA), the Robert T. Stafford Disaster Relief and Emergency Assistance Act, and the 2018 Disaster Recovery Reform Act (DRRA).
- Present specific, evidence-based strategies to overcome communication barriers and enhance interprofessional collaboration to improve disaster recovery efforts in a community.
 - Consider how your proposed strategies will affect members of the disaster relief team, individuals, families, and aggregates in the community.
 - Identify evidence that supports your strategies.
- Present a compelling case to community stakeholders to gain approval and support for a proposed disaster recovery plan.
 - Develop your presentation with a specific purpose and audience in mind.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.

Additional Requirements

Before submitting your assignment, proofread your presentation slides and speaker's notes to minimize errors that could distract readers and make it difficult for them to focus on the substance of your presentation.

Portfolio Prompt: Remember to save the assignment to your ePortfolio so that you may refer to it as you complete the final capstone course.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

Course Resources

[ePortfolio](#)

[Online ePortfolio Guidelines \[PDF\]](#)

[APA Module](#)

[BSN Program Library Research Guide](#)

[Capella University Library](#)

[SoNHS Professional Presentation Guidelines \[PPTX\]](#)

[PowerPoint Presentations Library Guide](#)

[Disability Services](#)

[Robert T. Stafford Disaster Relief and Emergency Assistance Act \(Public Law 93-288\) as Amended](#)

u07d1 - Disaster Survival Kit

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

For this discussion, assemble a list of the contents of a disaster or emergency survival kit to be used by a family for one week. Provide your rationale for the items included in the kit.

The family comprises:

- 2 Adults.
 - Female, age 25 and healthy.
 - Male, age 75; asthmatic with mobility issues; on three medications.
- 1 child, age 7 and healthy.
- 1 dog.

Response Guidelines

Read and respond to the posts of your colleagues. Try to comment on those that have had few or no responses thus far.

- Suggest specific additions or deletions to the kit and provide the rationale for your suggestions.

Course Resources

Undergraduate Discussion Participation Scoring Guide

u07d1 - Learning Components

- Anticipate the immediate needs of community members in an emergency or disaster.

Unit 8 >> Global Emergent Health Care Priorities

Introduction

Today's travelers can fly thousands of miles in a matter of hours and move from one culture to another quickly and easily. While this movement brings cultures together, it also changes the landscape for disease and illness—especially for vulnerable populations such as young children, the elderly, immunosuppressed people, international travelers, and health professionals. Ailments that were once seen only in a specific country can now spread to other regions in a matter of hours.

This change in global and communicable disease patterns and the rate of possible spread adds a new dimension to the medical field: epidemiology. Epidemiology focuses on health-related trends to facilitate disease prevention, health promotion, and health maintenance of targeted groups, which requires health care providers to have a better understanding of diseases never before considered a problem in various regions of the world. In addition to influencing nursing policy and research, nurses must be prepared to identify issues, collaboratively eliminate barriers to control disease, and educate and counsel others.

Epidemiology relies on statistical evidence (incidence, mortality rates, and whether an outbreak is a pandemic or epidemic) to determine relationships among the agent, host, and environment. Relying on knowledge of disease rates, transmission modes (airborne, food-borne, water-borne, vector-borne, or direct contact), portals of entry/exit, incubation periods, manifestations, and communicability, the nurse determines the significance of the problem and makes a plan to break the chain of infection. The Centers for Disease Control and Prevention (CDC) makes recommendations for dealing with such issues. The United Nations created the Millennium Development Goals (MDGs), which called for support for improving the health of underdeveloped countries by eradicating hunger, reducing mortality and communicable diseases, and promoting gender equality.

Travel has increased health risks for Americans. The rate of human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) and tuberculosis are at epidemic proportions throughout the world; both are interconnected. Ebola, a deadly disease most commonly affecting people and nonhuman primates, killed thousands of people in Africa and infected people in the United States (CDC, n.d.). Mosquito-borne Zika and West Nile viruses have crossed international boundaries. Other illnesses that have crossed international boundaries are influenza, hepatitis, and acute respiratory syndrome (SARS)—a viral respiratory illness caused by a coronavirus. Cervical cancer and human papillomavirus (HPV) are also global health concerns.

The overuse of antibiotics has resulted in drug-resistant infections, including antimicrobial resistance (AMR), Methicillin-resistant Staphylococcus aureus (MRSA), and Vancomycin-resistant Enterococcus (VRE).

This unit addresses the impact of globalization on nursing practice and the implications for health care and nursing policy. Rapid identification and control of emerging infectious diseases prevents an epidemic at the local level and prevents the spread of infection worldwide.

Reference

Centers for Disease Control and Prevention. (n.d.). History of Ebola virus disease. Retrieved from <https://www.cdc.gov/vhf/ebola/history/summaries.html>

Learning Activities

u08s1 - Studies

Global Emerging Health Care Issues

Nurses must be cognizant of strategies to protect their own health as well as the health of others. The following resources will help you gain insight into global emerging health care issues.

- Abrampah, N. M., Syed, S. B., Hirschhorn, L. R., Nambiar, B., Iqbal, U., Garcia-Elorrio, E. Chattu, V. K. . . . Kelley, E. (2018). Quality improvement and emerging global health priorities. *International Journal for Quality in Health Care*, 30(Suppl 1), 5–9. Retrieved from https://academic.oup.com/intqhc/article/30/suppl_1/5/4980402Edmonson, C., McCarthy, C., Trent-Adams, S., McCain, C., & Marshall, J. (2017). Emerging global health issues: A nurse's role. *Online Journal of Issues in Nursing*, 22(1), 1–13.
- Mahy, P., Collard, J., Gala, J., Herman, P., De Groof, D., Quoilin, S., & Sneyers, M. (2017). Health crises due to infectious and communicable diseases: European preparedness and response tools in an international context. *Journal of Business Continuity & Emergency Planning*, 10(4), 353–366.
- Nakatani, H. (2016). Global strategies for the prevention and control of infectious diseases and non-communicable diseases. *Journal of Epidemiology*, 26(4), 171–178.
- Smith, K. M. (2016). Using technology in biosurveillance and epidemic management. *CIN: Computers, Informatics, Nursing*, 34(11), 485–489.

Review these websites to explore global health concerns and how clinicians are prepared to respond to emerging health threats and public health emergencies:

- Centers for Disease Control and Prevention (CDC). (2018). Clinician Outreach and Communication Activity (COCA). Retrieved from <https://emergency.cdc.gov/coca/index.asp>
- Centers for Disease Control and Prevention (CDC). (2018). Global health. Retrieved from <https://www.cdc.gov/globalhealth/index.html>

Campus Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- BSN Program Library Research Guide.
- Journal and Book Locator Library Guide.
- Capella University Library.
- Library Research and Information Literacy Skills.

u08s1 - Learning Components

- Identify emerging health issues.

u08s2 - Vila Health: Conducting an Effective Educational Session

Vila Health is a virtual environment that simulates a real-world health care system. In the various Vila Health scenarios, you will apply professional strategies, practice skills, and build competencies that you can apply to your coursework and in your career.

During this unit, complete the [Vila Health: Conducting an Effective Educational Session](#) activity to address key issues in conducting an effective educational session for a selected audience.

u08s2 - Learning Components

- Identify Healthy People 2020 goals and leading health indicators.
- Determine best practices for educational outreach.
- Measure educational session outcomes.
- Identify appropriate metrics for an educational session.

u08s3 - Assignment Preparation

Your Unit 9 assignment is a health promotion plan addressing a specific health concern and associated health goals of the colleague, community member, friend, family member, or group you identified in Unit 3.

To prepare for the assignment, complete the [Vila Health: Conducting an Effective Educational Session](#) activity, if you have not done so already. In addition, you are encouraged to review the Example Health Promotion Plan Presentation, linked in Resources, in which the presenter successfully addresses all assignment criteria.

You may also wish to:

- Review the health promotion plan presentation assignment and scoring guide to ensure that you understand all requirements.
- Reflect on the studies and discussions you have completed so far and consider how the content of these activities might inform your approach to this assignment.
- Allow plenty of time to practice your presentation.
- Ask your faculty member any questions you have about the assignment.

Note: Remember that you can submit all, or a portion of, your draft plan to [Smarthinking Tutoring](#) for feedback before you submit the final version for this assignment. If you plan on using this free service, be mindful of the turnaround time of 24–48 hours for receiving feedback.

u08s3 - Learning Components

- Determine best practices for educational outreach.
- Analyze the target audience characteristics that can have a profound influence on the success of an educational session.

u08d1 - Health Education Principles

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

For your assignment in Unit 9, you will be presenting a simulated face-to-face educational outreach addressing a specific health concern and associated health goals of an individual or group that you identified in your hypothetical health promotion plan proposal (Unit 3). You will apply teaching and learning concepts to the presentation of this health promotion plan. One crucial aspect of effective health education is knowing your target audience.

For this discussion, you will be placed in small groups by the instructor. With group members, discuss the key considerations regarding the target audience that can have a profound influence on the success of your health promotion plan and associated educational session, such as:

- Individual capabilities.
- Health literacy.
- Age.
- Environment.

Then, record a 3–5 minute video or audio describing your selected audience in terms of the key considerations addressed in the group discussion and explain why these considerations are important.

You may use Kaltura (preferred) or other technology of your choice to make your recording. Note that Kaltura automatically creates a written transcript for those who need or prefer to have one. Refer to Using Kaltura linked in the Resources for more information about this courseroom tool. Follow the Kaltura instructions for uploading your recording in the courseroom. Please upload a transcript if you chose to use a technology other than Kaltura.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

Response Guidelines

Read and respond to the posts of your colleagues. Try to comment on those that have had few or no responses thus far. As you prepare each response, address the following questions:

- What additional insight into your colleague's target audience can you offer?
 - What relevant considerations might have been overlooked?
 - What other information would you like to have about this audience?
- What assumptions has your colleague made about the target audience?
 - Are any of their assumptions questionable?

Cite one credible reference from a scholarly or professional source that addresses audience analysis as an aspect of an educational needs assessment.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[Capella University Library](#)

[Using Kaltura](#)

Unit 9 >> The Nurse's Role in Community and Public Health

Introduction

Public health policy is informed by significant contributions to the field of community and public health regarding health promotion, disease prevention, and environmental and public safety. Community and public health nurses identify, develop, and implement plans to address local, national, and international health issues. They collaborate with interprofessional health care providers and other support groups to maintain or improve the health status of individuals and families by providing services equitably. Social justice is the foundation for services to meet people's needs. Caring for a population involves identifying the factors that place a population's health at risk and developing specific interventions to address those factors (ODPHP, n.d.).

Health promotion, improved health outcomes, and health equity are high priorities in the United States at the federal, state, and community governmental levels and among private-sector entities (Robert Wood Johnson Foundation, n.d.; The Kresge Foundation, n.d.). Healthy People 2020 emphasizes health promotion and disease prevention programs to enhance the quality of life in specific populations, which government and the private sector support. The attainment of high-quality, equitable services to improve life expectancy by eliminating disparities, health issues, disability, injury, and premature death through supportive social and physical environments continues to be the focus in health care and in the community.

Nurses are committed to achieving the vision, mission, and goals of Healthy People 2020 in their daily practice. Community- and nationwide, nurses help to identify health improvement priorities and conduct health promotion and disease prevention activities to improve the quality of people's lives and help them maintain their functional abilities, regardless of race, gender, income, or educational level. Nurses use their skills and knowledge to increase public awareness of health determinants, disease, disability, and opportunities for healthy lifestyle behaviors across all life stages. Nurses collaborate with health care teams and key community stakeholders to create optimal social and physical environments and policy change. They are caregivers, advocates, change agents, teachers, missionary nurses, faith-based nurses, school nurses, clinic nurses, and advanced practice nurses. They work in clinics, physicians' offices, hospitals, and communities. Nurses educate to promote health; improve health outcomes; and foster health equity through assessment, screening, tracking, monitoring, reporting, and education.

References

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion (ODPHP). (n.d.). Healthy People 2020. Retrieved from <https://www.healthypeople.gov/>

Robert Wood Johnson Foundation. (n.d.). Our focus areas. Retrieved from <https://www.rwjf.org/en/our-focus-areas.html>

The Kresge Foundation. (n.d.). Health. Retrieved from <https://kresge.org/programs/health>

Learning Activities

u09s1 - Studies

Conducting Effective Educational Sessions

This is a reminder that although study materials in this course refer to face-to-face communication and meetings with individuals and groups, all assignments in the course are based upon hypothetical individuals or groups.

In this unit's assignment, you will be developing your presentation of the health promotion plan you developed in Unit 3. The following resources will help you conduct an effective educational session and design an effective slide presentation.

- Flanders, S. A. (2018). Effective patient education: Evidence and common sense. *Medsurg Nursing*, 27(1), 55–58.
- Loan, L. A., Parnell, T. A., Stichler, J. F., Boyle, D. K., Allen, P., VanFosson, C. A., & Barton, A. J. (2018). Call for action: Nurses must play a critical role to enhance health literacy. *Nursing Outlook*, 66(1), 97–100.
- Medina, M. S., & Avant, N. D. (2015). Delivering an effective presentation. *American Journal of Health-System Pharmacy*, 72(13), 1091–1094.
- National Center for Complementary and Integrative Health. (2018). Complementary, alternative, or integrative health: What's in a name? Retrieved from <https://nccih.nih.gov/health/integrative-health>
- Schmaltz, R. M., & Enstrom, R. (2014). Death to weak PowerPoint: Strategies to create effective visual presentations. *Frontiers in Psychology*, 5, 1–4. Retrieved from <https://www.frontiersin.org/articles/10.3389/fpsyg.2014.01138/full>
- SoNHS Professional Presentation Guidelines [PPTX].
- U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2020. Retrieved from <https://www.healthypeople.gov/>
- Watch the video Conquering Death by PowerPoint: The Seven Rules of Proper Visual Design.
 - Approximate run time: 45:00.
- Watch Creating a Presentation: A Guide to Writing and Speaking, which addresses the primary areas involved in creating effective audiovisual presentations.
 - You can return to this video throughout the process of creating your presentation to view the tutorial appropriate for you at each stage.

Campus Resources

Presentations

The following additional (optional) resources will help you create and deliver an effective presentation.

- PowerPoint Presentations Library Guide.
 - This library guide provides links to PowerPoint and other presentation software resources.
- Microsoft. (n.d.). Record a slide show with narration and slide timings. Retrieved from <https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c?ui=en-US&rs=en-001&ad=US>
- Microsoft Office Software.
 - This Campus page includes tip sheets and tutorials for Microsoft PowerPoint.

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- Academic Honesty & APA Style and Formatting.
- APA Module.
- Introduction to the Writing Center.

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- BSN Program Library Research Guide.
- Journal and Book Locator Library Guide.
- Capella University Library.
- Library Research and Information Literacy Skills.

Course Resources

u09s1 - Learning Components

- Identify Healthy People 2020 goals and leading health indicators.
- Determine best practices for educational outreach.
- Determine the information needs of the audience.
- Apply presentation design and delivery best practices.

u09a1 - Health Promotion Plan Presentation

Professional Context

Health education is any combination of learning experiences designed to help people in a community improve their health by increasing their knowledge or influencing their attitudes (WHO, n.d.). Education is key to health promotion, disease prevention, and disaster preparedness. The health indicator framework identified in Healthy People 2020 prompts action in health services accessibility, clinical preventive services, environmental quality, injury or violence prevention, maternal, infant, and child health, mental health, nutrition, substance abuse prevention, and tobacco use cessation or prevention.

Nurses provide accurate evidence-based information and education in formal and informal settings. They draw upon evidence-based practice to provide health promotion and disease prevention activities to create social and physical environments that are conducive to improving and maintaining community health. When provided with the tools to be successful, people demonstrate lifestyle changes (self-care) that promote health and help reduce readmissions. They are better able to tolerate stressors, including environmental changes, and enjoy a better quality of life. Also, in times of crisis, a resilient community is a safer community (Healthy People 2020, n.d.; Flanders, 2018).

This assignment provides an opportunity for you to apply teaching and learning concepts to a hypothetical presentation of a health promotion plan.

By successfully completing this assignment, you will demonstrate your proficiency in the following course competencies and assignment criteria:

- Competency 3: Evaluate health policies, based on their ability to achieve desired outcomes.
 - Evaluate educational session outcomes in terms of progress made toward Healthy People 2020 goals and leading health indicators.
- Competency 4: Integrate principles of social justice in community health interventions.
 - Evaluate educational session outcomes and attainment of agreed-upon health goals in collaboration with participants.
- Competency 5: Apply professional, scholarly communication strategies to lead health promotion and improve population health.
 - Hypothetically present a health promotion plan to an individual or group within a community.

Scenario

For this assignment, you will conclude the clinical learning activity you began in Unit 3.

You will resume the role of a community nurse tasked with addressing the specific health concern in your community. This time, you will present, via educational outreach, the hypothetical health promotion plan you developed in Unit 3 to your chosen individual or group. In this hypothetical scenario, the presentation would be live and face-to-face. You must determine an effective teaching strategy, communicate the plan with professionalism and cultural sensitivity, obtain input on the value of the plan to the individual or group, and revise the plan, as applicable, to improve future educational sessions. To engage your audience, you decide to develop a PowerPoint presentation with voice-over and speaker notes to communicate your plan.

Instructions

Complete the following:

- Prepare a PowerPoint presentation, which should include voice-over of the health promotion plan you developed in Assignment 1, with detailed speaker's notes that include your evaluation of session outcomes. Speaker notes should reflect what you will actually say when you conduct the face-to-face session. Implement your health promotion plan by conducting a hypothetical face-to-face educational session.
- Hypothesize what a face-to-face educational session would consist of, addressing the health concern and health goals of your selected community member, friend, family member, or group. Imagine collaborating with the hypothetical participant(s) in setting goals for the session, evaluating session outcomes, and suggesting possible revisions to improve future sessions.

Presentation Format and Length

You may use Microsoft PowerPoint or other suitable presentation software to create your slides (PowerPoint recommended). If you choose an application other than PowerPoint, check with your instructor to avoid potential file compatibility issues.

The number of slides in your presentation will be dictated by nature and scope of your health promotion plan. Title and references slides are required as follows:

- Title slide.
 - Health promotion plan title.
 - Your name.
 - Date.
 - Course number and title.
- References (at the end of your presentation). Be sure to apply correct APA formatting to your references.

Supporting Evidence

Support your plan with at least three professional or scholarly references published within the last 5 years, which may include peer-reviewed articles, course study resources, and Healthy People 2020 resources.

Graded Requirements

The requirements outlined below correspond to the grading criteria in the assignment scoring guide, so be sure to address each point. Read the performance-level descriptions for each criterion to see how your work will be assessed.

- Present a health promotion plan to a hypothetical individual or group within a community.
 - Tailor the presentation to the needs of your audience.
 - Adhere to scholarly and disciplinary writing standards and APA formatting requirements.
- Evaluate educational session outcomes and attainment of agreed-upon health goals in collaboration with hypothetical participants.
 - Which aspects of the session would you change?
 - How might those changes improve future outcomes?
- Evaluate educational session outcomes in terms of progress made toward Healthy People 2020 goals and leading health indicators.
 - What changes would you recommend to better align the session with Healthy People 2020 goals and leading health indicators?

Submission Requirements

Be sure to proofread your PowerPoint presentation and speaker's notes before submitting your assignment to minimize errors that could distract readers and make it difficult for them to focus on the substance of your presentation.

References

World Health Organization (WHO). (n.d.). Health education. Retrieved from http://www.who.int/topics/health_education/en/

U.S. Department of Health and Human Services, Office of Disease Prevention and Health Promotion. (n.d.). Healthy People 2020. Retrieved from <https://www.healthypeople.gov/>

Flanders, S. A. (2018). Effective patient education: Evidence and common sense. *Medsurg Nursing*, 27(1), 55–58.

Course Resources

[Healthy People 2020](#)

[Effective Patient Education](#)

[APA Module](#)

[Online ePortfolio Guidelines \[PDF\]](#)

Unit 10 >> Political Impact

Introduction

Health care systems are structured and funded by policy decisions, which also determine access to care and modes of health care delivery. Policy defines professional practice and determines the allocation of services and eligibility for public health care, such as the Affordable Care Act, Medicaid,

Medicare, and State Children's Health Insurance Programs (SCHIP). While expanding eligibility criteria has provided care for uninsured populations, it has also placed financial stress on many states. Organizations such as the United Nations World Health Organization (WHO), the Veterans Health Administration, and the U.S. Department of Health and Human Services also affect our ability to provide services. Currently, Healthy People 2030 is being developed to address the changing needs of people and will shape the future of health care.

Nurses create policy change through participation in professional organizations, patient advocacy, and political involvement. To be effective policy advocates for health care reform, nurses must:

- Stay current on proposed legislation and know where to locate details on bills.
- Understand the content of bills and their practical implications.
- Know how to testify effectively to legislative committees on the impact of proposed bills.

This unit provides an overview of how nurses can take action that will influence policy decisions, and in doing so, actively participate in resolving some of the nursing and health care problems that the profession and nation face today.

Learning Activities

u10s1 - Studies

Advocacy and Change

The following resources provide insight into the expanding role of the nurse as advocate and change agent in collaboratively achieving social justice and equitable access to services at local, state, and global levels.

In *Health Promotion for Nurses: A Practical Guide*, read the following chapter:

- Chapter 7, "Health Policy and Health Promotion – Promoting Physical Health," pages 263–299.

In addition, read the following:

- American Nurses Association. (n.d.). State. Retrieved from <https://www.nursingworld.org/practice-policy/advocacy/state/>
 - Review this Web page from the Unit 3 studies.
- American Public Health Association. (2017). Healthy People 2030 development: An informational webinar [PDF]. Available from <https://www.apha.org/events-and-meetings/apha-calendar/webinar-events/2017/healthy-people-2030> Berenson, J., Li, Y., Lynch, J., & Pagán, J.,A. (2017). Identifying policy levers and opportunities for action across states to achieve health equity. *Health Affairs*, 36(6), 1048–1056.
- Persaud, S. (2018). Addressing social determinants of health through advocacy. *Nursing Administration Quarterly*, 42(2), 123–128.
- Taylor, M. R. S. (2016). Impact of advocacy initiatives on nurses' motivation to sustain momentum in public policy advocacy. *Journal of Professional Nursing*, 32(3), 235–245.

Legislation

Explore these websites to locate current issues and trends in health care and nursing-related legislation in your state.

- United States House of Representatives. (n.d.). Retrieved from <https://www.house.gov/>
- United States Senate. (n.d.). Retrieved from <https://www.senate.gov/>

Optional Resources

Advocacy and Change

Use these resources for additional information regarding the role of the nurse as an advocate and change agent.

- Kennedy-Stewart, S. (2016). Health care policy for today's nurse: The crucial role you play. *Med-Surg Matters*, 25(4), 11.
- The National Academies of Science, Engineering, and Medicine. (n.d.). Health and Medicine Division. Retrieved from <http://www.nationalacademies.org/hmd/>
 - The Health and Medicine Division (HMD), previously the Institute of Medicine (IOM), is a division of the National Academies of Sciences, Engineering, and Medicine (the National Academies). The National Academies are private, nonprofit institutions that provide independent analysis and advice to the nation and conduct other activities to solve complex problems and inform public policy decisions related to science, technology, and medicine. The Academies operate under an 1863 congressional charter to the National Academy of Sciences signed by President Lincoln.
- World Health Organization. (2018). Millennium Development Goals (MDGs). Retrieved from http://www.who.int/topics/millennium_development_goals/en/

Campus Resources

Scholarly Writing and APA Style

Use the following resources to improve your writing skills and find answers to specific questions.

- [Academic Honesty & APA Style and Formatting.](#)
- [APA Module.](#)
- [Introduction to the Writing Center.](#)

Library Research

Use the following resources to help with any required or self-directed research you do to support your coursework.

- [BSN Program Library Research Guide.](#)
- [Journal and Book Locator Library Guide.](#)
- [Capella University Library.](#)
- [Library Research and Information Literacy Skills.](#)

u10s1 - Learning Components

- Determine the role of the nurse as advocate and change agent.

u10d1 - Reflection and Advocacy

Note: Remember to follow applicable guidelines for your discussion posts and responses outlined in the School of Nursing and Health Sciences Faculty Expectations message (FEM).

Explain your role as a nurse advocate and change agent in assisting the individual or group you chose to work with in this course in achieving their goals and making progress toward Healthy People 2020 goals and leading health indicators.

Make a 3–5-minute video or audio recording reflecting on the educational session you conducted in Unit 9 and post a link to the discussion board.

- Briefly describe the session.
- Provide your assessment of the session.
 - What went well?
 - Explain your role as a nurse advocate and change agent in assisting the individual or group you chose to work with in this course in achieving health equity and attaining their goals and making progress toward Healthy People 2020 goals and leading health indicators.
 - What would you change next time?

You may use Kaltura (preferred) or other technology of your choice to make your recording. Note that Kaltura automatically creates a written transcript for those who need or prefer to have one. Refer to Using Kaltura linked in the Resources for more information about this courseroom tool. Follow the Kaltura instructions for uploading your recording in the courseroom. Please upload a transcript if you chose to use a technology other than Kaltura.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact DisabilityServices@capella.edu to request accommodations.

Response Guidelines

Compare your views on the role of the nurse as an advocate and change agent with that of your colleague. Explain why your views align or are substantially different from those of your colleague.

Watch or listen to your colleague's post, then address the following questions:

- What is your reaction to the educational session described by your colleague?
 - What additional information would be useful in providing greater insight into aspects of the session that you consider important?
 - Which aspects of the session do you think went well?
 - Which aspects of the session could be improved upon?
 - What specific suggestions can you offer to improve future sessions?

Try to respond to posts that have few responses thus far. Cite one scholarly or professional source that could help your colleague in designing future educational sessions.

Course Resources

[Undergraduate Discussion Participation Scoring Guide](#)

[APA Module](#)

[Capella University Library](#)

[Using Kaltura](#)

u10d1 - Learning Components

- Apply valid criteria to the assessment of educational session outcomes.