Course Name: Foundations of Family and Community Nursing	**Course Code:** NURS 4237	**Go Live Date:** 08/01/2030

Faculty Name: Jane Doe, RN, DNP

The Big Idea: *What's the most important concepts you want your students to walk away mastering? What do you hope they remember in five years from now?*

I want my students to understand and appreciate the influence of family on individual health behavior choices. Students should feel comfortable asking patients hard questions about their habits, their family, and their community.

Relevance: *How can theory be applied in practice? Are there current events that can be discussed? What assignments can you use to mimic what they will be doing when they graduate?*

Practice experiences will be used in the course for students to use their assessment skills at the individual, family, and community levels. We will also use a practice experience creating an intervention plan which will mimic how they will create intervention plans as community nurses. I will also ask students to draw on current events in our Discussion Boards while providing them examples from my own collection of events. The critical scenarios and critical questions will also help students to think through application.

Instructor Presence: *What strategies and scheduled communications can you use to help support students' learning?*

Each week will begin with a course announcement that covers expectations for the upcoming week and identifies specific student successes from the previous week. I will quote students with particularly strong discussions and name them in these announcements. I also plan to provide feedback to my students to my students on all assignments and will communicate mid-term grades with the students when we reach Week 3. Students with a mid-term warning will be referred to their program mentor.

Each week will include a brief introductory video to review the content for the week and connect the connect to previous weeks; at the end of each video, I will provide a real-life scenario and pose a critical question so that students are thinking about an answer to this question as they read and review the lectures. I will put the same scenario and question in text before the lectures to reinforce the critical thinking application.

Course Learning Objectives: (CLOs)
From your syllabus, check that they are written using active verbs.

At the conclusion of the course, students will be able to…
1. Discuss the influence of community health nurses' roles, responsibilities, and historical developments on the transformation of health care systems around the world.
2. Employ effective communication techniques to engage with individuals, families, members of the community, and other healthcare professionals to promote health and manage illness.

3. Assess various complex health indicators to determine the needs and resources of individuals, families, and communities.
4. Synthesize assessment findings, current evidence, and theories to formulate a culturally competent, cost effective, health intervention for a family based on mutually agreed upon objectives.
5. Evaluate the effectiveness of a teaching/learning intervention, designed to meet the needs of an identified family.
6. Discuss current and future trends in family and community nursing.

Topics and Objectives		Outputs (What are students producing as evidence of mastery?)		Inputs (What is required for students to be able to create outputs?)	
Topics	**Module Learning Objectives**	**Individual/Collaborative Activities**	**Discussions**	**Readings**	**Videos, Micro-Lectures, & Demonstrations**
General topics found in each module	*Learning objectives for each module*	*What will student complete to demonstrate mastery? How can you make the task authentic to mimic a real-world situation or skill?*	*Are there concepts, applications, case studies, etc. might be appropriate for discussion, analysis, and/or debate with others?*	*What resources and text-based content do students need to complete their work?*	*Are there any videos that can support students' outputs? Which concepts will you need to support through your own micro-lectures?*

Module 1: Intro. To Family and Community Nursing	MLO1: Outline the history of community health nursing. (CLO1) MLO2: Discuss nursing roles and functions in promoting family and community health. (CLO1)	**Exercises:**
		• History of Community Nursing Practice Quiz (MLO1)
		• Community Health Terminology Crossword (MLO2)
		• Knowledge Check Quiz @ end of module (MLO1,2)
		Practice Experience
		• Find a Family (MLO2)
		• Clinical Log (MLO2)
		Individual Assignment
		• History of Nursing Timeline (MLO1)
			Urgent/Emergency Care VS Community Health (MLO2)
			• In the era of numerous free-standing urgent care centers and emergency rooms, how can the community health nurse work to prevent episodic care over primary care and continuity?
				Textbook: Stanhope, M., & Lancaster, J. (2016). Foundations for population health in community/public health nursing (8th Ed.). St. Louis, MO: Mosby Elsevier.
				• Pages 15-18. – Basic Community Health Concepts (MLO1)
				• Pages 22-43. – History of Community Health Nursing (MLO1)
				• Pages 127-140. – Ethical Community Nursing Practice (MLO2)
				• Pages 338-346. – Evidence Based Community Health Nursing (MLO2)
					Micro-Lectures
					• Types of Nursing in the Community (MLO 1)
					  ○ An overview of Community, Population, and Public Health
					  ○ What is Public Health
					  ○ What is Community health
					  ○ What is a community/public health nurse
					• Health Promotion and Disease Prevention (MLO 1)
					  ○ An overview of Community, Population, and Public Health (to record)
					• The Nursing Process in Community Nursing (MLO 2)
					  ○ Health Promotion and the Ottawa Charter

				Journals (Read 1):	

				• Kemppainen, V., Tossavainen, K., Turunen, K. (2013). Nurses' roles in health promotion practice: an integrative review, Health Promotion International, 28(4), 490–501. (MLO1)
				• Barrett, A., Terry, D. R., Lê, Q., & Hoang, H. (2016). Factors influencing community nursing roles and health service provision in rural areas: A review of literature. Contemporary Nurse: A Journal for the Australian Nursing Profession, 52(1), 119-135. (MLO2)
				• Resnick, L. A. (2013). Urgent Care: The evolution of a revolution. Isreal Journal of Health Policy Research, 2(3), 1-2. (MLO1)
					○ The Prevention Paradox
					• Community as Client (MLO 1)
					   ○ ADPIE: Nursing Process
					   ○ The Nursing Process (ANA)
					Demonstrations:
					• Developing a Timeline (MLO 1)
					   ○ PowerPoint Timeline Design Tutorial.
					   ○ Create 3D Timeline.
					Mindful Moment
					• Centering and Grounding Yourself

Module 2: Theoretical Frameworks and Behavior Change	MLO1: Compare and contrast theoretical models that guide family and community nursing practices. (CLO2)
	MLO2: Critique the application of a
		Exercises:
		• Visualizing Theoretical Models (MLO1)
		• Gamification and Behavior Change (MLO2)
			Community Theoretical Models (MLO1)
			
			• Select a community theoretical model. Briefly explain the theory, identify
				Journals (Read 2):
				• Milio, N. (1976). A framework for prevention: Changing health-damaging to health generating life patterns. American Journal of Public
					Micro-Lectures
					• Theoretical Foundations of Behavior Change (MLO2)
					   ○ Introduction to the Theory of Planned Behavior
					   ○ Prochaska and DiClemente's Stages of

	behavioral change theory. (CLO2)	○ https://www.cdc.gov/bam/ ○ https://www.cdc.gov/bam/gameroom.html ○ https://www.cdc.gov/mobile/applications/healthiq/ • Knowledge Check Quiz @ end of module (MLO1, 2) **Practice Experience:** • Secure a Family (MLO1) • Clinical Log (MLO1, 2) **Individual Assignment**: • Behavior Change Interview (MLO2)	strengths and weaknesses, select an additional theory that it could pair with to overcome its weaknesses, explain how the theory will be used in your project. • Students will use VoiceThread	Health, 66(5), 435-439 (MLO2) • Lynch, K. R. & Jackson, D. B. (2018). Ready to Pull the Trigger? Adapting the Health Belief Model to Assess the Implementation of Domestic Violence Gun Policy at the Community Level. Psychology of Violence. DOI:10.1037/vio0000163 (MO1) • TED: Upstream Thinking (MLO2) • CDC: Social Ecological Model (MLO1) • Pender's Health Promotion Model (MLO1) • Theory of Reasoned Action (MLO1)	Change Model for Social Workers (Podcast) ○ Trans-Theoretical Model of Behavior ○ The Preced-Proceed Model • The Difficulty of Changing Behaviors (MLO2) ○ Why is change so hard? ○ Myths of behavior change ○ 8 reasons why it's so hard to really change your behavior
Module 3: Understanding Communities	MLO1: Utilize a community assessment method/technique to assess a community. (CLO3) MLO2: Discuss how one's community can influence behavior change and overall health. (CLO3)	**Exercises:** • Mock Windshield Survey using Google Earth (MLO1) ○ Google Earth • Comparison of Two Communities (MLO2) • Knowledge Check Quiz @ end of module (MLO1, 2) **Practice Experience:** • Windshield Survey (MLO1)	**Healthy People 2020** (MLO2) • Healthy People 2020 Topics • Identify health related behavior change • Discuss comminute influence on change w/ examples. • Support services available?	**Textbook:** • Pages 396-420 – Community Assessment (MLO1) • Page 420 – Windshield Survey (MLO1) **Journal Articles:** • PolicyLink. (2004). The influence of community factors on health: An annotated bibliography. The	**Micro-Lectures** • Community Health Statistics (MLO1) ○ What are community Health Indicators? ○ US Census ○ US Statistics ○ Federal Statistics ○ Census Facts ○ NCHS Stats ○ Kaiser Family Foundation

Module	MLO	Exercises/Assignments	Assessment Questions	Readings	Micro-Lectures

		• Clinical Log (MLO1, 2)
		Individual Assignment:
		• Community Evaluation (MLO1)
		  ○ Presentation (audio or visual)
			• Policies/laws associated with health behavior?
			• Physical layout of community?
				California Endowment. 1-99. (MO2)
				• Kruger, D.J., French-Turner, T., & Brownlee, S. (2013). Genesee County REACH windshield tours: Enhancing health professionals understanding of community conditions that influence infant mortality. The Journal of Primary Prevention, 34(1), 163-172 (MO1)
				• (Optional) Finley, C., Suellentrop, K., Griesse, R., House, L. D., & Brittain, A. stakeholder education for community-wide health initiatives: A focus on teen pregnancy prevention. Health Promotion Practice, 19(1), 38 – 50. (MO2)
					• Windshield Surveys and Community Assessments (MLO1)
					  ○ Windshield Survey
					  ○ What is a community health assessment
					  ○ Texas Health Community Health Needs Assessment
					• Influences on Health Behavior (MLO2)
					  ○ Invisible Influence
					  ○ Six Sources of Influence

Module 4: Understanding Families	MLO1: Evaluate family structure, roles, and their impact on health. (CLO3)
	MLO2: Discuss how one's family can influence behavior change and overall health. (CLO3)
		Exercises:
		• Knowledge Check Quiz @ end of module
		Practice Experience:
		• Practice Genogram (MLO1)
		• Practice Ecomap (MLO1)
		• Self/Family Health History (MLO2)
		• Clinical Log (MO1, 2)
			Assessment Questions (MOL1, 2)
			• Develop 2-3 questions to ask your family during the family session.
			• Explain why you feel that they are good assessment questions.
				Textbook:
				• Pages 601 - 623 – Family Assessment (MO1)
				• Pages 601 - 623 – Family Assessment (MO1)
				• Pages 1035 - 1036 - Friedman Family Assessment Model (Short Form) (MOL1)
					Micro-Lectures
					• Family Assessment in Community Health Nursing (MOL1, 2)
					  ○ Family assessment in community health nursing
					  ○ Family Strengths and Needs Assessment (Oregon)
					  ○ Picture of Health for Your Family

		Individual Assignment:
		• Family Health Assessment (3-part) (MLO1)
		• Evaluation of Family Health Assessment (MLO1)
				Journal Articles (1 of 3):
				• Krishnan, A., Behera, P., & Nongkynrih, B. (2017). Approach to family assessment and intervention. The National Medical Journal of India, 30(5), 279-284. (MLO1)
				• Risling, T., Risling, D., and Holtslander, L. (2017). Creating a social media assessment tool for family nursing. Journal of Family Nursing, 23(1), 13-33. (MLO1)
				• Conoley, J.C. & Bryant, L.E. (1995). [Multicultural family assessment](). Buros-Nebraska Series on Measurement and Testing. (MLO2)
					○ [List of Family Assessment Tools]()
					• Genograms and Ecomaps (MLO1, 2)
					  ○ [Genogram definition]()
					  ○ [What is a genogram?]()
					  ○ [How to Make an Ecomap]()
					  ○ [EcoMap]()
					• The Effect of Family on Health Behavior (MO2)
					  ○ [Family Influence]()
					• [Mindful Moment]() (MLO1, 2)

Module 5: Finding and Utilizing Community Resources	MLO1: Evaluate resources and tools available in the local, state, and national levels based on assessed family needs. (CLO3)
	MLO2: Explain how nurses can aid in community transformation. (CLO2)
		Exercises:
		• A Behavior You Would Like to Change (MLO 1)
		• Nurse Advocacy (MLO 2)
		  ○ [ANA]()
		  ○ [STTI]()
		  ○ [AONE]()
		  ○ [NCC]()
		• Knowledge Check Quiz @ end of module
		Practice Experience:
		• Clinical Log (MLO1, 2)
			Facilitation of Community Transformation (MLO2)
			
			• Examine the Minnesota Population Health Wheel and nurses' role in community health.
			• Identify a minimum of 3 interventions
				Textbook:
				• Pages 205 - 213 - The Public Health Intervention Wheel and Healthy People 2020 (MLO 2)
				• Pages 642 - 645 - Community resources (MLO 1)
				Journal Articles (1 of 2):
				• Hill, J.C., Lynne-Landsman, S.D.,
					Micro-Lectures
					• How to Find Community Resources (MLO 1)
					  ○ [211]()
					  ○ [United Way for Greater Austin]()
					  ○ [United Way 211]()
					  ○ [Healthfinder.gov]()
					  ○ [CDC Health Resource Finder]()
					• Nurses and Social Advocacy (MLO 2)
					  ○ [Nurse as Advocate]()

		Individual Assignment:
		• Community Health Resource Assessment (MLO1)
		• Evaluation of Community Resources (MLO1)
		  ○ Audio/visual presentation
			that you could implement in your selected family's community, along with potential barriers and measures of success.
			• Written Manual
			• Interactive tool
				Graber, J.A., & Johnson, K.J. (2016). Evaluating a pregnancy and STI prevention programme in rural, at-risk, middle school girls in the USA. Health Education Journal, 75(7), 882-894.
				• Sharkey, J.R., Dean, W.R., & Johnson, C.M. (2011). Association of Household and Community Characteristics with Adult and Child Food Insecurity among Mexican-Origin Households in Colanias along the Texas-Mexico Boarder. International Journal for Equity in Health, 10(19), 1-14.
					• Community Commons (MLO1, 2)
					  ○ Community Commons website
					  ○ New Community Commons

Module 6: Health Education for Behavior Change and Current Trends	MLO1: Develop a health education plan to promote the health of a family. (CLO4)
	MLO2: Create a health teaching pamphlet. (CLO4)
	MLO3: Justify a position on a controversial community health issue. (CLO6)
		Exercises:
		• Reading Level Measure of Your Chosen Family (MLO1, 2)
		  ○ CDC
		  ○ NIH
		  ○ Dept. of Veterans Affairs
		  ○ SMOG Readability
		  ○ Health Literacy
		• Culturally Appropriate Education (MLO1, 2)
		  ○ CLAS
			Controversial Topics in Community Health (MLO3)
			• VoiceThread
			• Three Controversial topics (legalization of marijuana, additional taxes on sugary drinks, charging extra for/banning plastic bags)
			• Decide for/against
				Textbook:
				• Pages 353 - 362 - Education and learning (MLO 1, 2)
				• Pages 616 - 621 - Designing family interventions (MLO 1, 2)
				Journal Articles (1 of 2):
				• Kulbok, P.A., Thatcher, E., Park,
					Micro-Lectures
					• Health Literacy (MLO1)
					  ○ Health Literacy
					  ○ Agency for Health Research and Quality
					• Developing an Education Plan (MLO1)
					  ○ Writing Learning Objectives
					  ○ Quick Teaching Tip: Learning Objectives

Module	MLO				

		• Knowledge Check Quiz @ end of module
		Individual Assignment:
		• Health Education Plan and Deliverable (MLO1, 2)
			• Explain position
			• Include 1 reference
				E.,& Meszaros, P. S. (2012). Evolving public health nursing roles: Focus on community participatory health promotion and prevention. Online Journal of Issues in Nursing, 17(2), 14-1.
				• Guzyz, D., Kenny, A., Dickson-Swift, V., & Threlkeld, G. (2015). A critical review of population health literacy assessment. BMC Public Health, 15, 215-222
					• Developing a Teaching Pamphlet (MLO2)
					  ○ Making a Brochure w/ PPT
					  ○ Making a Brochure w/ Word
					  ○ Making a Brochure w/ Google Docs
					  ○ Designing a Brochure
					  ○ Fundamentals of Brochure Design
					  ○ Brochure Design Tips
					• Personal vs. Public Rights (MLO3)
					  ○ Civil Liberties vs. Public Health
					• Readability of Written Materials (MLO1)
					  ○ Readability

Module 7: Education Delivery and Future Trends	MLO1: Deliver health education to a family. (CLO2)
	MLO2: Assess the effect of delivered family education. (CLO5)
	MLO3: Discuss future trends in community and family health. (CLO6)
		Exercises:
		• Public Health Competencies (MLO1,2,3)
		  ○ Core Competencies
		• Staying Up to Date (MLO1, 2, 3)
		  ○ PHF
		  ○ NIH
		  ○ NIH Centers/Offices
		  ○ CDC
		  ○ QCC
		Practice Experience:
		• Clinical Log (MLO1, 2)
		Individual Assignment:
			Healthy People 2020
			• Review framework of Healthy People 2030
			• Committee Meetings
			• Select an aspect of the framework and draft comments for feedback.
				Textbook:
				• Pages 362 - 363 - Education Evaluation (MLO 2)
				• Pages 872 - 873 - Major trends and issues (MLO 3)
				Journal Articles (1 of 4):
				• Gomes, B., & Higginson, I. J. (2008). Where people die (1974--2030): Past trends, future projections and
					Micro-Lectures
					• Education Delivery (MLO1)
					  ○ Presentation tips
					  ○ Presentation Skills
					  ○ Strategies for Teaching Family Members
					• Education Evaluation (MLO2)
					  ○ Teach Back Technique
					  ○ Rural Health Hub
					  ○ World Health Organization
					• Remaining Current (MLO3)
					  ○ What healthcare will look like in 2020

		• Family Education Delivery & Evaluation (MLO1, 2) • Reflection (MLO 1, 2, 3)		implications for care. Palliative Medicine, 22(1), 33-41. • Erwin, P.C., & Brownson, R.C. (2017). Macro trends and the future of public health practice. Annual Review of Public Health, 38, 393-412. • Association of Public Health Nurses. (2016). The public health nurse: Necessary partner for the future of healthy communities. An APHN position paper. http://phnurse.org/resources/Documents/APHN-PHN%20Value-Position%20P_APPROVED%205.30.2016.pdf • Komaie, G., Ekenga, C.C., Sanders Thompson, V.L. & Goodman, M.S. (2017). Increasing community research capacity to address health Disparities: A qualitative program evaluation of the community research fellows training. *Journal of Empirical Research on*	○ Emerging Trends in Health Care

				Human Research Ethics, 12(1), 55-66.	