

ITT Technical Institute

HS2731

Introduction to Community Health

Onsite and Online Course

SYLLABUS

Credit hours: 4.5


Contact/Instructional hours: 0 ()

Prerequisite(s) and/or Corequisite(s):

Prerequisite: AP2630 Human Anatomy and Physiology II or equivalent

Course Description:

This course is an introduction to the theory and practice of public and community health. The influence of public health professionals on the past, present and future health status of society through the examination of critical health issues will be described. Programming models, theories and policy development are included. The course is designed to give students hands on experience in our community to work on health issues and concerns. Class discussions and written reports will examine the meaning of service and leadership in the health field.



COURSE SUMMARY

COURSE DESCRIPTION

This course is an introduction to the theory and practice of public and community health. The influence of public health professionals on the past, present and future health status of society through the examination of critical health issues will be described. Programming models, theories and policy development are included. The course is designed to give students hands on experience in our community to work on health issues and concerns. Class discussions and written reports will examine the meaning of service and leadership in the health field.

MAJOR INSTRUCTIONAL AREAS

- Community Health
- Epidemiology
- Communicable Disease
- Health Education and Promotion
- Population Health

COURSE LEARNING OBJECTIVES

By the end of this course, you should be able to:

1. Describe community health, public health, and population health.
2. Describe the major community/public health problems facing the United States and the world today.
3. Define the role of public and community health providers.
4. Examine the factors that influence the health of communities.
5. Define vulnerable populations and health problems affecting these populations.
6. Explore the medical assistant's role in population health problems (i.e., communicable disease, substance abuse, violence, and natural and man-made disasters).
7. Analyze the health of a community based on data from a community assessment.

MODULE 1: INTRODUCTION TO COMMUNITY HEALTH

COURSE LEARNING OBJECTIVES COVERED

- Describe community health, public health, and population health.
- Describe the major community/public health problems facing the United States and the world today.
- Examine the factors that influence the health of communities.

TOPICS COVERED

- Responsibilities for Care in Community/Public Health Nursing
- The United States Health Care System
- Global Health
- Legal Context for Community/Public Health Nursing Practice

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Maurer, F.A., & Smith, C.M., Chapters 1, 3, 5, and 6.	No	3.5 hrs
Lesson: Study the lesson for this module.	No	1 hr
Analysis 1: Submit the analysis titled “Implications for Community/Public Health Practice.”	Yes	3 hrs
Analysis 2: Submit the analysis titled “Characteristics of the Ideal Health Care System.”	Yes	3 hrs

Total Out-Of-Class Activities: 10.5 Hours

MODULE 2: CONCEPTS OF COMMUNITY HEALTH

COURSE LEARNING OBJECTIVES COVERED

- Describe the major community/public health problems facing the United States and the world today.
- Define the role of public and community health providers.
- Examine the factors that influence the health communities.
- Define vulnerable populations and health problems affecting these populations.
- Explore the medical assistant's role in population health problems (i.e., communicable disease, substance abuse, violence, and natural and man-made disasters).

TOPICS COVERED

- Epidemiology: Unraveling the Mysteries of Disease and Health
- Environmental Health Risks: At Home, at Work, and in the Community
- Relevance of Culture and Values for Community/Public Health Nursing
- Home Visit: Opening the Doors for Family Health
- A Family Perspective in Community/Public Health Nursing
- Violence: A Social and Family Problem

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Maurer, F.A., & Smith, C.M., Chapters 7-12 and 23.	No	6 hrs
Lesson: Study the lesson for this module.	No	2 hrs
Analysis 1: Submit the analysis titled "Leading Causes of Illness and Death."	Yes	3 hrs
Analysis 2: Submit the analysis titled "Environmental Issues in the Community."	Yes	3 hrs
Analysis 3: Submit the analysis titled "Stress Management Plan."	Yes	3 hrs
Exam: Prepare for Exam 1.	No	2 hrs

Total Out-Of-Class Activities: 19 Hours

MODULE 3: PROBLEMS IN COMMUNITY HEALTH

COURSE LEARNING OBJECTIVES COVERED

- Describe community health, public health, and population health.
- Describe the major community/public health problems facing the United States and the world today.
- Define the role of public and community health providers.
- Examine the factors that influence the health of communities.
- Define vulnerable populations and health problems affecting these populations.
- Explore the medical assistant's role in population health problems (i.e., communicable disease, substance abuse, violence, and natural and man-made disasters).

TOPICS COVERED

- Multi-Problem Families
- Vulnerable Populations
- Adolescent Sexual Activity and Teenage Pregnancy
- Substance Use Disorders

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Maurer, F.A., & Smith, C.M., Chapters 14, 21, 24, and 25.	No	3 hrs
Reading: ITT Tech Virtual Library> Basic Search> What the Family Brings: Gathering Evidence for Strengths-Based Work.	No	1.5 hrs
Reading: ITT Tech Virtual Library> Basic Search> The Not-So-Good News About Teenage Pregnancy.	No	0.5 hr
Lesson: Study the lesson for this module.	No	2 hrs
Analysis 1: Submit the analysis titled "Risk Factors."	Yes	3 hrs
Analysis 2: Submit the analysis titled "Specific Community's Values."	Yes	3 hrs
Exam: Take Exam 1.	Yes	NA
Project: Read and begin the project.	No	2 hrs

Total Out-Of-Class Activities: 15 Hours

MODULE 4: COMMUNITY HEALTH CARE PRACTICES

COURSE LEARNING OBJECTIVES COVERED

- Describe the major community/public health problems facing the United States and the world today.
- Define the role of public and community health providers.
- Examine the factors that influence the health of communities.
- Define vulnerable populations and health problems affecting these populations.
- Explore the medical assistant's role in population health problems (i.e., communicable disease, substance abuse, violence, and natural and man-made disasters).
- Analyze the health of a community based on data from a community assessment.

TOPICS COVERED

- Community Assessment
- Community Diagnosis, Planning, and Intervention
- Health Promotion and Risk Reduction in the Community
- Screening and Referral
- Health Teaching

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Maurer, F.A., & Smith, C.M., Chapters 15, 16, and 18-20.	No	3 hrs
Reading: ITT Tech Virtual Library> Basic Search> Understanding the Impact of Health Literacy on Women's Health.	No	1 hr
Lesson: Study the lesson for this module.	No	2 hrs
Analysis 1: Submit the analysis titled "Student's Community."	Yes	3 hrs
Analysis 2: Submit the analysis titled "Case Study: Health Promotion and Risk Reduction in the Community."	Yes	3 hrs
Project: Submit Project Part 1.	Yes	4 hrs
Exam: Prepare for Exam 2.	No	2 hrs

Total Out-Of-Class Activities: 18 Hours

MODULE 5: SETTINGS FOR COMMUNITY HEALTH

COURSE LEARNING OBJECTIVES COVERED

- Describe community health, public health, and population health.
- Describe the major community/public health problems facing the United States and the world today.
- Define the role of public and community health providers.
- Examine the factors that influence the health of communities.
- Define vulnerable populations and health problems affecting these populations.
- Explore the medical assistant's role in population health problems (i.e., communicable disease, substance abuse, violence, and natural and man-made disasters).
- Analyze the health of a community based on data from a community assessment.

TOPICS COVERED

- Evaluation of Nursing Care with Communities
- State and Local Health Departments
- School Health
- Home Health Care
- Rural Health
- Community Mental Health

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Maurer, F.A., & Smith, C.M., Chapters 17 and 29-33.	No	4 hrs
Reading: ITT Tech Virtual Library> Basic Search> School-Community Alliances Enhance Mental Health Services.	No	0.5 hr
Lesson: Study the lesson for this module.	No	2 hrs
Analysis 1: Submit the analysis titled "State or Local Health Department."	Yes	3 hrs
Analysis 2: Submit the analysis titled "Case Study: Community Mental Health."	Yes	3 hrs
Exam: Take Exam 2.	Yes	NA
Project: Continue work on Project Part 2.	No	1 hr

Final Exam: Prepare for the final exam.	No	5 hrs
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Total Out-Of-Class Activities: 18.5 Hours

MODULE 6: SUPPORT FOR SPECIAL CLIENTS

COURSE LEARNING OBJECTIVES COVERED

- Describe community health, public health, and population health.
- Describe the major community/public health problems facing the United States and the world today.
- Define the role of public and community health providers.
- Examine the factors that influence the health of communities.
- Define vulnerable populations and health problems affecting these populations.
- Explore the medical assistant's role in population health problems (i.e., communicable disease, substance abuse, violence, and natural and man-made disasters).
- Analyze the health of a community based on data from a community assessment.

TOPICS COVERED

- Rehabilitation Clients in the Community
- Children in the Community
- Older Adults in the Community

MODULE LEARNING ACTIVITIES	GRADED	OUT-OF-CLASS TIME
Reading: Maurer, F.A., & Smith, C.M., Chapters 26-28.	No	2 hrs
Reading: ITT Tech Virtual Library> Basic Search> Communicating with older people with dementia	No	1 hr
Lesson: Study the lesson for this module.	No	2 hrs
Project: Submit Project Part 2.	Yes	4 hrs
Final Exam: Take the final exam.	Yes	NA

Total Out-Of-Class Activities: 9 Hours

EVALUATION AND GRADING

EVALUATION CRITERIA

The graded assignments will be evaluated using the following weighted categories:

CATEGORY	WEIGHT
Analysis	30%
Exam	25%
Final Exam	25%
Project	20%
TOTAL	100%

GRADE CONVERSION

The final grades will be calculated from the percentages earned in the course, as follows:

GRADE	PERCENTAGE
A (4.0)	90–100%
B+ (3.5)	85–89%
B (3.0)	80–84%
C+ (2.5)	75–79%
C (2.0)	70–74%
D+ (1.5)	65–69%
D (1.0)	60–64%
F (0.0)	<60%

LEARNING MATERIALS AND REFERENCES

REQUIRED RESOURCES

COMPLETE TEXTBOOK PACKAGE

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

RECOMMENDED RESOURCES

- Professional Associations
 - American Association of Medical Assistants (AAMA)
<http://www.aama-ntl.org/>
 - The American Registry of Medical Assistants(ARMA)
<http://arma-cert.org/aboutarma>
 - Clinical Medical Assistant Certification (CCMA)
<http://www.nhanow.com/clinical-medical-assistant.aspx>

- ITT Tech Virtual Library (accessed via Student Portal | <https://studentportal.itt-tech.edu>)
 - Basic Search
 - Allison, S., Stacey, K., Dadds, V., Roeger, L., Wood, A., & Martin, G. (2003). What the family brings: Gathering evidence for strengths-based work. *Journal Of Family Therapy, 25(3), 263-284*. doi:10.1111/1467-6427.00248
 - Boyd, C. (2013). *Calculation skills for nurses*. Chichester, West Sussex, UK: John Wiley & Sons, Ltd.
 - Brassington, C., & Goretti, C. (2011). *MA notes: Medical assistant's pocket guide (2nd ed.)*. Philadelphia, PA: F. A. Davis Co.
 - Balaban, N., & Bobick, J. (2008). *The handy anatomy answer book*. Detroit, MI: Visible Ink Press.
 - Eagle, S. (2009). *The professional medical assistant: An integrated, teamwork-based approach*. Philadelphia, PA: F.A. Davis Co.
 - Farber, N. (2014). The Not-So-Good News about Teenage Pregnancy. *Society, 51(3), 282-287*. doi:10.1007/s12115-014-9777-y
 - Fuqua, T., & Zonderman, J. (2009). *Medical assisting PDQ*. Edinburgh, UK: Elsevier Saunders.

- Hardy, K. (2011). *Medical assistant exam success: A Q & A review applying critical thinking to test taking*. Philadelphia, PA: F.A. Davis Co.
- Hull, M. (2013). *Medical language: Terminology in context*. Philadelphia, PA: F. A. Davis Co.
- Culp, J. (2014). *Jump-starting careers as medical assistants & certified nursing assistants*. New York, NY: Rosen Publishing Group, Inc.
- Jones & Bartlett, L. (2012). *2012 Nurse's drug handbook*. Burlington, MA: Jones & Bartlett Learning.
- Moses, K. P. (2013). *Atlas of clinical gross anatomy*. Philadelphia, PA: Elsevier/Saunders.
- Rogers, K. A., & Scott, W. N. (2011). *Nurses! Test yourself in anatomy and physiology*. Berkshire, England: Open University Press.
- Scanlon, V., & Sanders, T. (2007). *Essentials of anatomy and physiology (5th ed.)*. Philadelphia, PA: F.A. Davis Co.
- Shieh, C., & Halstead, J. (2009). Understanding the impact of health literacy on women's health. *JOGNN: Journal Of Obstetric, Gynecologic & Neonatal Nursing*, 38(5), 601-612. doi:10.1111/j.1552-6909.2009.01059.x
- Vaillancourt, K., & Amador, A. (2014). School-community alliances enhance mental health services. *Phi Delta Kappan*, 96(4), 57. doi:10.1177/0031721714561448
- Venes, D. (2013). *Taber's cyclopedic medical dictionary (22nd ed.)*. Philadelphia, PA: F.A. Davis Co.
- AMT Events
- Modern Healthcare

- Evolve Student Resources

Free study materials accompany many Elsevier textbooks. Your instructor may have set up a course on Evolve that contains these free materials. If your instructor has provided you with a course id and you need to enroll into this course, [Click Here](#).

You can also register for your textbook's resources. To locate and gain access to these materials follow the steps below.

1. Go to <http://evolve.elsevier.com> and click **Student View**.
2. On the **Catalog** tab, click the green **Evolve Resources** box.
3. Search by author or title keyword in the search box and click the search button.
4. Click the desired title to review additional information.
5. Click the **REGISTER For this now** button.
6. Request additional products by using the search box at the top right. Once you are finished, click the **Redeem/Checkout** button to continue.
7. If you are a returning user, enter your Evolve username and password and click **Login**. If you are new to Evolve, enter your name, email, desired password, and institution information, and click the **Continue** button.
8. Click the **Registered User Agreement** link located at the bottom right. Once you have read this information, check the **Yes, I accept the Registered User Agreement** box if you agree.
9. Click the **Submit** button.
10. You now have access to the Evolve Resources. Click the **Get Started** link to access the Resources immediately.
11. Existing content is available by clicking the **My Evolve** tab.

For downloadable resources:

Once the electronic resources are available, you will see links to download them directly or to go to a separate location within the Elsevier site. If you are linked to a separate Elsevier product page, select the Resources tab and then click on Instructor Resources on that page to see all available resources, both print and electronic. You can download electronic resources from this page; follow the prompts.

If you have questions about the ITT Instructor Resource site, contact Instructor.ITT@Elsevier.com.

INSTRUCTIONAL METHODS AND TEACHING STRATEGIES

The curriculum employs a variety of instructional methods that support the course objectives while fostering higher cognitive skills. These methods are designed to encourage and engage you in the learning process in order to maximize learning opportunities. The instructional methods include but are not limited to lectures, collaborative learning options, use of technology, and hands-on activities.

To implement the above-mentioned instructional methods, this course uses several teaching strategies, such as opinion-based discussions that enable you to analyze different topics related to community health. Your progress will be regularly assessed through a variety of assessment tools including analysis, project, and exam.

OUT-OF-CLASS WORK

For purposes of defining an academic credit hour for Title IV funding purposes, ITT Technical Institute considers a quarter credit hour to be the equivalent of: (a) at least 10 clock hours of classroom activities and at least 20 clock hours of outside preparation; (b) at least 20 clock hours of laboratory activities; or (c) at least 30 clock hours of externship, practicum or clinical activities. ITT Technical Institute utilizes a “time-based option” for establishing out-of-class activities which would equate to two hours of out-of-class activities for every one hour of classroom time. The procedure for determining credit hours for Title IV funding purposes is to divide the total number of classroom, laboratory, externship, practicum and clinical hours by the conversion ratios specified above. A clock hour is 50 minutes.

A credit hour is an artificial measurement of the amount of learning that can occur in a program course based on a specified amount of time spent on class activities and student preparation during the program course. In conformity with commonly accepted practice in higher education, ITT Technical Institute has institutionally established and determined that credit hours awarded for coursework in this program course (including out-of-class assignments and learning activities described in the “Course Outline” section of this syllabus) are in accordance with the time-based option for awarding academic credit described in the immediately preceding paragraph.

ACADEMIC INTEGRITY

All students must comply with the policies that regulate all forms of academic dishonesty or academic misconduct. For more information on the academic honesty policies, refer to the Student Handbook and the Course Catalog.

INSTRUCTOR DETAILS

Instructor Name	
Office Hours	
Contact Details	

(End of Syllabus)