

**CAREER TECHNOLOGY CENTER OF LACKAWANNA COUNTY  
PRACTICAL NURSING PROGRAM**

Course Title: Personal and Community Health

Description: This course provides an introduction to the basic principles of disease transmission and communicable disease

Placement: Level I

Parallel Courses: Life Science, Nursing Skills I

Total Hours: 20

Course Outcomes: At the end of the course, the student will:

1. Discuss historical influences on the field of microbiology and disease transmission
2. Demonstrate beginning ability to utilize verbal, non-verbal, & written means to communicate information regarding the patient with a communicable disease
3. Identify the role of the practical nurse in the utilization of the nursing process in the provision of care & health promotion of the patient experiencing a communicable disease
4. Demonstrate satisfactory performance of psychomotor skills needed to meet basic health needs of the patient experiencing a communicable disease
5. Adhere to a nursing code of ethics
6. Identify the role of the nurse as an advocate for the patient experiencing a communicable disease
7. Discuss the role of community agencies as an integral part of the plan of care for the patient experiencing a communicable disease

Unit Outline:

1. Orientation
2. Disease Transmission
3. Communicable Disease
4. Community Agencies

Requirements: Herlihy, B. (2018). *The human body in health and illness* (6th ed). St. Louis, MO: Elsevier.  
Perry, A., Potter, P., & Ostendorf, W. (2020). *Nursing interventions and clinical skills* (7th ed). St. Louis, MO: Elsevier.  
Williams, L., & Hopper, P. (2019). *Understanding medical-surgical nursing* (6th ed). Philadelphia, PA: F.A. Davis.

Evaluation:

Community Health Project	25%
Test # 1 & Test # 2 average	75%
<b>Must achieve an average of 80%</b>	

Instructor: Jill Mathewson, MSN, RN

Date: 1/23

The Personal and Community Health course implements the philosophy and outcomes of the program in that it presents the fundamental scientific knowledge utilized in rendering accountable and responsible patient care. Principles of therapeutic communication are stressed as the foundation for effective interactions with patients experiencing a communicable disease. The nursing process is utilized to identify basic needs, incorporating social, cultural, mental, emotional, spiritual, as well as physical needs. The concepts of disease transmission and communicable disease are integral to each clinical experience.

## References

### Books:

- Carpenito, L. (2016). *Handbook of nursing diagnosis, application in clinical practice* (15th ed). Philadelphia, PA: Lippincott, Williams & Wilkins.
- Doenges, M., Moorhouse, M., & Murr, A. (2016) *Nursing diagnosis manual: Planning, individualizing, and Documenting client care* (5th ed). Philadelphia, PA: F. A. Davis.
- Herlihy, B. (2018). *The human body in health and illness* (6th ed). St. Louis, MO: Elsevier.
- Perry, A., Potter, P., & Ostendorf, W. (2020). *Nursing interventions and clinical skills* (7th ed). St. Louis, MO: Elsevier.
- Van Leeuwen, A., & Bladh, M. (2017). *Davis's comprehensive handbook of laboratory and diagnostic tests with nursing implications* (7th ed). Philadelphia, PA: F.A. Davis.
- Vallerand, A., & Sanoski, C. (2017). *Davis's drug guide for nurses* (15th ed). Philadelphia, PA: F.A. Davis.
- Williams, L., & Hopper, P. (2019). *Understanding medical-surgical nursing* (6th ed). Philadelphia, PA: F.A. Davis.
- Ackley, B. (2023). *Nursing diagnosis handbook* (13<sup>th</sup> ed). St. Louis, MO: Elsevier.

### Other Resources:

- Bertherata, E. (2019). Plague around the world in 2019. *Weekly Epidemiological Record*, 94(25), 289–292.
- Henderson, S., Horne, M., Hills, R., & Kendall, E. (2018). Cultural competence in healthcare in the community: A concept analysis. *Health & Social Care in the Community*, 26(4),
- Scire, J., Hozé, N., & Uecker, H. (2019). Aggressive or moderate drug therapy for infectious diseases? Trade-offs between different treatment goals at the individual and population levels. *PLoS Computational Biology*, 15(8), 1–31.

**COURSE TITLE: Personal and Community Health**

STUDENT LEARNING COURSE OUTCOMES	HR	CONTENT	LEARNING RESOURCE AND ACTIVITY	SETTING	EVALUATION
<p>At the end of the unit, the student will:</p> <p>Identify the course objectives</p> <p>Define the science of microbiology</p> <p>Discuss classification methods of microbes</p> <p>List the classification of microbes studied in medical microbiology</p>	<p>1</p> <p>3</p>	<p>1. Orientation</p> <p>2. Microbiology</p> <p>    A. Definition</p> <p>    B. Classification methods of microbes</p> <p>    C. Classifications</p> <p>        1. Bacteria</p> <p>        2. Fungi</p> <p>        3. Protozoa</p> <p>        4. Metazoa</p> <p>        5. Rickettsia &amp; Chlamydia</p> <p>        6. Viruses</p> <p>3. Bacterial Anatomy &amp; Physiology &amp; Growth Requirements</p> <p>    A. Structural of bacteria</p> <p>    B. Bacteria forms</p> <p>    C. Specialized structures</p> <p>    D. Bacterial reproduction</p> <p>    E. Production of toxins</p> <p>    F. Production of pigments</p> <p>    G. Growth requirements</p> <p>    H. Oxygen requirements</p> <p>    I. Temperature requirements</p> <p>    J. pH requirements</p> <p>    K. Osmotic pressure requirements</p> <p>    L. Light requirements</p> <p>    M. Effects of neighboring microbes</p>	<p>Lecture</p> <p>Discussion</p> <p>Audio-visuals</p> <p><b>Perry:</b> Chapter 5</p> <p><b>Herlihy:</b> Chapter 5</p> <p><b>Williams:</b> Chapter 8</p>	<p>Classroom</p>	<p>Test # 1: Units 2 &amp; 3</p>
<p>Identify the anatomy, physiology and growth requirements of bacteria</p>					

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STUDENT LEARNING COURSE OUTCOMES	HR	CONTENT	LEARNING RESOURCE AND ACTIVITY	SETTING	EVALUATION
<p>At the end of the unit, the student will:</p> <p>Define the term infection</p> <p>Distinguish between the descriptive terms related to infection</p> <p>Discuss the typical course of infection</p> <p>Identify the links in the chain of infection</p> <p>Identify methods to break each link in the chain of infection</p> <p>Apply the principle of the chain of infection to various clinical scenarios</p> <p>Identify methods to break each link in the chain of infection in various clinical scenarios</p> <p>Discuss the methods of laboratory diagnosis of infectious disease</p>	<p>4</p>	<p>4. Infectious Disease</p> <p>A. Define infection</p> <p>B. Opportunistic vs true pathogen infection</p> <p>C. Acute vs chronic infection</p> <p>D. Primary vs secondary infection</p> <p>E. Local vs focal infection</p> <p>F. Terminology</p> <p>G. Effects of pathogens on the body</p> <p>H. Typical course of infection</p> <ol style="list-style-type: none"> <li>1. incubation</li> <li>2. prodromal</li> <li>3. acute</li> <li>4. convalescence</li> </ol> <p>I. The chain of infection</p> <ol style="list-style-type: none"> <li>1. causative agent</li> <li>2. reservoir</li> <li>3. portal of exit</li> <li>4. mode of transmission</li> <li>5. portal of entry</li> <li>6. susceptible host</li> </ol> <p>J. Laboratory diagnosis of Infectious disease</p>	<p>Lecture</p> <p>Discussion</p> <p>Powerpoint</p> <p>Audio-visuals</p> <p><b>Herlihy:</b> Chapter 21</p>	<p>Classroom</p>	

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STUDENT LEARNING COURSE OUTCOMES	HR	CONTENT	LEARNING RESOURCE AND ACTIVITY	SETTING	EVALUATION
<p>At the end of the unit, the student will:</p> <ul style="list-style-type: none"> <li>Define immunology</li> <li>Define non-specific immunity</li> <li>Discuss components of non-specific immunity</li>   <li>Define specific immunity</li> <li>Give an example of each type of specific immunity</li> </ul>	<p>4</p>	<ul style="list-style-type: none"> <li>5. Immunology               <ul style="list-style-type: none"> <li>A. Definition</li> <li>B. Non-specific immunity                   <ul style="list-style-type: none"> <li>1. species resistance</li> <li>2. racial resistance</li> <li>3. individual resistance</li> <li>4. mechanical &amp; chemical barriers</li> <li>5. phagocytosis</li> <li>6. inflammatory response</li> </ul> </li> <li>C. Specific immunity                   <ul style="list-style-type: none"> <li>1. Definition</li> <li>2. Types                       <ul style="list-style-type: none"> <li>a. natural active</li> <li>b. artificial active</li> <li>c. natural passive</li> <li>d. artificial passive</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Lecture Discussion Powerpoint Audio-visuals</p> <p><b>Herlihy:</b> Chapter 21</p>	<p>Classroom</p>	

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STUDENT LEARNING COURSE OUTCOMES	HR	CONTENT	LEARNING RESOURCE AND ACTIVITY	SETTING	EVALUATION
<p>At the end of the unit, the student will:</p> <p>Define terminology used in the control of infectious disease</p> <p>List agents used in the control of microbes</p> <p>Discuss anti-microbial therapy</p> <p>Discuss historical figures in the science of microbiology</p> <p>Discuss the role of the World Health Organization in the control of infectious disease</p> <p>Present a report on a selected organism</p>	8	<p>6. Control of Infectious Disease</p> <p>A. Terminology</p> <p>B. Agents used in control of microbes</p> <p>C. Anti-microbial therapy</p> <ol style="list-style-type: none"> <li>1. Antibiotics</li> <li>2. Antivirals</li> <li>3. Antifungals</li> </ol> <p>D. Historical figures</p> <ol style="list-style-type: none"> <li>1. Pasteur</li> <li>2. Van Lueewenkock</li> <li>3. Lister</li> <li>4. Semmelweis</li> <li>5. Jener</li> <li>6. Koch</li> </ol> <p>E. World Health Organization</p> <p>7. Community Health Projects</p>	<p>Lecture</p> <p>Discussion</p> <p>Powerpoint</p> <p>Audio-visuals</p>	Classroom	<p>Test # 2: Units 4, 5, 6</p>