



**St. Luke's Hospital School of Nursing
at Moravian College**
Bethlehem, Pennsylvania



**Nursing 315: Embracing the Challenged Community
Fall, 2006**

Paige Thompson RN, DNSc Email: pt@moravian.edu Phone: (610) 625- 7878 Cell: (610)-751-1034 Office: Comenius 403 Office hours - See Blackboard	Class Meets: M & W 12:50 – 2:00 PM Moravian College Classroom:
Beth Gotwals RN, MSN Email: bgotwals@moravian.edu Phone: (610) 861-1590 Cell: (215) 407-2403 Office: Comenius 403 Office hours – See Blackboard	Clinical: Tues. or Thurs. Clinical sites and time See schedule
Maria Schantz RN, PhD E-mail: schantzm@moravian.edu Phone: (610) 625-7812 Office: Collier Hall of Science Office hours – See Blackboard	Problem-Solving: Fridays 12:50-2:00 PM
Janet Sipple RN, EdD E-mail: mejas01@moravian.edu Phone: 610-861-1608 Beeper: 610-606-3602 Office: PPHAC 222 Office hours – See Blackboard	

Catalog/Course Description:

A clinical practicum course that examines a multiplicity of at-risk populations and those who are challenged by acute and chronic physical, communicable and mental disorders prevalent in the community. Students analyze community responses to episodic interruptions of health and experience collaborative health care delivery.

Prerequisites: Nursing 312, Nursing 314

Co-requisite: Nursing 313

Course Objectives:

1. Compare functions of local, state, national and international public health agencies.
2. Discuss patterns of global distribution and determinants of health and illness.
3. Utilize morbidity, mortality and other vital data to determine and prioritize health needs of a community.
4. Demonstrate use of community participation strategies in providing community health nursing services.
5. Provide evidence-based community health nursing practice for specified vulnerable population groups.

Required Texts:

Cox, H., Hinz, M., Lubno, M., Scott-Tilley, D., Newfield, S., Slater, M., & Sridaromont, K. (2002). *Clinical applications of nursing diagnosis: Adult, child, women's, psychiatric, gerontic, and home health considerations* (4th ed.). Philadelphia: F.A. Davis.

Dillon, P. M. (2003). *Nursing health assessment*. Philadelphia: F. A. Davis.

Dillon, P. M. (2003). *Nursing health assessment: Student applications*. Philadelphia: F. A. Davis.

Harkreader, H. (2004). *Fundamentals of nursing: Caring and clinical judgement*. (2nd ed). Philadelphia: W.B. Saunders.

Ignatavicius, D. D. & Workman, M. L. (2006). *Medical surgical nursing: Critical thinking for collaborative care*. (5th ed.). St. Louis: Elsevier.

Hockenberry, M.A., Wilson, D. & Winkelstein, M.L. (2005). *Wong's essentials of pediatric nursing*. (7th ed.). St. Louis: Mosby.

Ladewig, P.A. & Davidson, M.R. (2006). *Clinical handbook for contemporary maternal-newborn nursing*. (6th ed.). Upper Saddle River, NJ: Prehall.

Ladewig, P.A., London, M. L. & Davidson, M.R. (2006). *Contemporary maternal-newborn nursing*. (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Lutz, C. A. & Przytulski, K. R. (2001). *Nutrition and diet therapy*. (3rd ed.). Philadelphia: F. A. Davis.

McKenry, L. M. & Salerno, E. (2001). *Mosby's pharmacology in nursing*. (21st ed.). St Louis: Mosby.

McKenry, L. M. & Salerno, E. (2001). *Student learning guide to accompany*

Mosby's pharmacology in nursing (21st ed.). St. Louis: Mosby.

Stanhope, M. & Lancaster, J. (2006). *Foundations of nursing in the community*. (2nd ed.). St. Louis: Mosby.

Stein, A. (Ed.). (2005) *NSNA NCLEX-RN review*. Clifton Park, NY: Thompson Delmar Learning.

Stuart, G.W. & Laraia, M.T. (2005). *Principles and practice of psychiatric nursing* (8th ed.). St. Louis: Mosby.

* It is encouraged that students utilize other textbooks from required nursing and support courses as needed for class and clinical assignments.

On Reserve in Reeves:

Jenkins, J. F. & Lea, D. H. (2005). *Nursing care in the genomic era: A case-based approach*. Sudbury, MA: Jones & Bartlett, pp. 59-83.

Journal Articles:

Sobral, M. (2005). Primary care needs of patients who have undergone gender reassignment. *Journal of the American Academy of Nurse Practitioners*, 17(4), 133-8.

Swider, S. M. (2002). Outcome effectiveness of community health workers: An Integrative literature review. *Public Health Nursing*, 19(1), 11-20.

Syme, S. L. (2004). Social determinants of health: The community as an empowered partner. *Preventing Chronic Disease*, 1. Retrieved July 28, 2004.
<http://www.cdc.gov/pcd/issues/2004/jan/toc.htm>

Course Requirements:

1. **Class and Clinical attendance is an expectation.** Students are expected to be prepared and attend all class/clinical meetings. This includes completing assignments prior to attending class/clinical. Tardiness is a distraction to the class and will not be tolerated.
2. **If unable to attend a class,** please contact the course faculty via email or phone. Students are responsible for obtaining any notes, handouts, or other class items from classmates. **If unable to attend clinical,** the student must contact the clinical instructor and the agency prior to the morning of the clinical experience. Alternative assignments may be required at the discretion of the course faculty. See Attendance Policy in Nursing Student Handbook.

3. Satisfactory completion of NCLEX review assignments.
4. Plagiarism is the intentional use of another's words or ideas as your own. This can range from using another individual's direct words or changing the words slightly (paraphrasing) without the appropriate citation to purchasing a paper from the Internet or a professional writing service. Refer to the Moravian College Academic Honesty Policy in the Student Handbook. APA format is required for all written assignments.

Methods of Evaluation:**

- | | |
|------------------------------------------------|-----|
| 1. Reaction Papers (4)* | 40% |
| 2. Health Promotion and Prevention Assignment* | 10% |
| 3. Presentation on Clinical Partnership* | 10% |
| 4. Exams (3) | 30% |
| 5. Final Exam | 10% |

* Portfolio Evidence

** The Moravian College nursing program is accredited by the Commission on Collegiate Nursing Education. As part of the accreditation process the program must provide evidence of assignments completed by students. Any of the methods of evaluation used in this course, may be used as evidence of student assignments during the accreditation process.

Core Components:

<u>Community</u>	<u>Holism</u>	<u>Inquiry</u>	<u>Professionalism</u>
Health Care	Spirituality	Assessment	Accountability
Economics			
Health Policy	Health Promotion	Critical Thinking	Advocate
Vulnerable	Wellness	Reflectivity	Coordinator
Populations			
Human Diversity	Caring	Research	Educator
	Morality		Leadership
			Professional Values
			Ethical Standards

Grading Policy:

1. Assignments are expected on or before their due date both for class and clinical. If class assignments are submitted late, five points per day will be deducted from the grade. For nursing majors, a grade of B- or better is required in each nursing course. The grading scale is as follows:

A = 93-100	B- = 80-82	D+ = 67-69
A- = 90-92	C+ = 77-79	D = 60-66
B+ = 87-89	C = 73-76	D- = 60-62

B = 83-86

C- = 70-72

F =<60

2. Any student with a physical, psychological, medical, or learning disability should contact the Director of the Learning Center to arrange for appropriate support services to be able to meet the requirements of this nursing course.
3. Students are required to earn a *Satisfactory* clinical evaluation in each nursing course in order to progress in the curriculum. Failure to earn a *Satisfactory* clinical evaluation will result in a grade of **F** for the course.

Course Outline

Date		Topic	Assignment *
8/28		Introduction	
8/30	PT	Public Health Agencies Working with Community Groups	Stanhope: Chapter 17
9/1	PT	Problem Solving	World and U.S. Health Data Assignment
9/6	PT	Challenged Communities A. Determinants of Health 1. Social 2. Behavioral 3. Environmental 4. Biological – Genetics 5. Political B. Powerlessness C. Empowerment	Syme article Jenkins& Lea: pp. 59-83
9/8		Problem Solving	
9/11	PT	Challenged Communities (cont.) D. Community Health Workers	Swider article Messengers for Health: See Blackboard
9/13	BG	Vulnerability Poverty as a predisposing factor Groups of special concern: A. The homeless	Stanhope: Chapter 21 Stanhope: pp. 375, 439-446
9/15	PT BG	Problem Solving	
9/18	BG	B. Rural populations C. Migrant workers D. Refugees and immigrants E. Men's health/men of color F. Chronically ill/disabled children and elderly	Stanhope: Chapter 22 Stanhope: pp. 75-77 Stanhope: pp. 384-390 Stanhope: pp. 369-370 Stanhope: pp. 393-395
9/20		EXAM #1	
9/22		Problem Solving	Reaction Paper #1 due. Bring to class for discussion.
9/25	PT	Health Perception – Health Management A. Epidemiological Triangle B. Tuberculosis	Stanhope: pp. 509-512, 549-551 Ignatavicius: pp. 640-645 McKenry: pp. 1048-1060.
9/27	PT	C. Hepatitis	Stanhope: pp. 547-549 Ignatavicius: pp. 1382-1390

9/29	BG	Problem Solving: The Vulnerable Prison Population and the role of the Nurse: Guest Speaker: Patty Daugherty	http://movementbuilding.org/prisonhealth/index.html (read the Introduction, Barriers to Health Care, Myths: the Prisoner Patient, Mental Health, Women's Health, Elder and End of Life Care)
10/2	BG	Sexuality-Reproductive A. AIDS/HIV	Stanhope: pp. 535-541, 551-556
10/4	BG	Sexuality-Reproductive (cont.) B. STDs C. Gender issues	Stanhope: pp. 541-547 Sobral's article, access through Ebscohost at Estes library
10/6	PT BG	Problem Solving	Clinical partnership discussion
10/11	PT	Activity-Exercise A. Lyme Disease B. West Nile Virus C. Lice D. Scabies E. Rabies F. Hantavirus	Stanhope: pp. 526-527 http://www.cdc.gov/ncidod/diseases/hanta/hps/index.htm - General Information http://www.cdc.gov/ncidod/dvrd/rabies/ http://www.cdc.gov/ncidod/dvbid/westnile/wnv_factsheet.htm http://www.cdc.gov/ncidod/dvbid/lyme/index.htm http://www.cdc.gov/ncidod/dpd/parasites/lice/default.htm http://www.cdc.gov/ncidod/dpd/parasites/scabies/factsheet_scabies.htm Hockenberry: pp. 1114-1116
10/13	PT BG	Problem Solving	Reaction Paper #2 due ; bring to class for discussion.
10/16	PT	H. Emerging Infectious Diseases 1. SARS 2. Avian Influenza	Stanhope: pp. 512-518 http://www.cdc.gov/ncidod/sars/basics.htm http://www.cdc.gov/flu/avian/gen-info/facts.htm
10/18		EXAM #2	
10/20	PT	Problem Solving	Ethnopharmacology discussion
10/23	BG	Elimination A. Diarrhea/Waterborne Diseases 1. Salmonella 2. Staphylococcus 3. Cholera/dysentery 4. Dysentery	http://www.cdc.gov/ncidod/dbm/d/diseaseinfo/default.htm#D read general, technical and additional information for Salmonella, Staphylococcus, and Cholera

		5. Diarrhea in children 6. Antidiarrheal agents	Hockenberry: pp. 843-851 McKenry: pp. 221-223, 781-785
10/25	BG	B. Parasites and Helminthiasis 1. Malaria 2. Helminthiasis 3. Giardiasis 4. Amebiases 5. Cryptosporidiosis	Ignatavavicius: pp. 1362-1365
10/27	BG	Problem Solving Guest Speaker – Dr. Helen Kohler Malaria: A Global Perspective	
10/30	PT	Nutritional-Metabolic A. E. coli B. Campylobacter C. Botulism D. Listeriosis	Stanhope: pp. 525 http://www.cdc.gov/ncidod/dbm/d/diseaseinfo/foodborneinfections_g.htm#riskiestfoods http://www.fns.usda.gov/wic/aboutwic/wicataglace.htm http://www.fns.usda.gov/wic/aboutwic/mission.htm http://www.fns.usda.gov/fsp/applicant_recipients/default.htm
11/1	PT	E. Oral Health F. Malnutrition 1. WIC, Food Stamps 2. Cultural Influences	http://www2.nidcr.nih.gov/sgr/execsumm.htm http://www.fns.usda.gov/wic/aboutwic/wicataglace.htm http://www.fns.usda.gov/wic/aboutwic/mission.htm http://www.fns.usda.gov/fsp/applicant_recipients/about_fsp.htm
11/3		Problem Solving	Reaction Paper #3 due; bring to class for discussion.
11/6	BG	Value-Belief A. Ethical Issues B. Organ Donation	Stanhope: Chapter 4
11/8	BG	B. Solid Organ Transplantation C. Immunosuppression and rejection	Ignatavicius: pp. 774, 1759-1763, 1392-1394, 376-379
11/10	BG	Problem Solving Transplantation Issues Multidisciplinary panel	
11/13	PT	Health Perception-Health Management (Environmental Pollutants) A. Radon B. Lead	Stanhope: Chapter 6 Hockenberry: pp. 455-460 Ladewig: pp. 283-284

		C. Carbon monoxide D. Mold/mildew E. Mercury F. Pesticides	
11/15		EXAM #3	
11/17	BG	Problem Solving	Reaction Paper #4 due Speaker: Hurricane Katrina
11/20	BG	Self-Perception – Self-Concept A. Substance Abuse	Stanhope: Chapter 24
11/27	BG	Self-Perception – Self-Concept (cont.) B. The impaired health professional C. Management of withdrawal	Stuart & Laraia: pp. 490-511
11/29	PT	Role-Relationship (Violence) A. Child Abuse and Neglect B. Elder Abuse C. Youth Violence	Stanhope: Chapter 25 Hockenberry: pp. 460-470 Stuart: Chapters 20 & 39
12/1	PT BG	Problem Solving	Clinical Partnership Presentations
12/4	PT	D. Intimate Partner Violence E. Sexual Violence F. Self-directed violence	
12/6	BG	Coping-Stress Tolerance A. Terrorism B. Disaster	Stanhope: Chapter 14
12/8	BG PT	Problem Solving	Clinical Partnership Presentations
12/11	BG PT	Presentations and Wrap-up	Clinical Partnership Presentations

* Assignments may be changed throughout the course. Check with instructor or on Blackboard for weekly changes.