



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

Bethlehem, Pennsylvania



**Nursing 314: Embracing the Dynamic Community
Spring, 2010**

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Class Meets: M W 1:10-2:20PM
Problem solving: F 1:10-2:20PM
Classroom: Memorial 302
Clinical: Tues. or Thurs. 0800-1630
Clinical sites and times vary
See schedule

Prerequisites: Nursing 310, Nursing 311

Co-requisite: Nursing 312

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Catalog/Course Description:

A clinical practicum course which provides a foundation to facilitate community partnerships and collaboration in promoting health and accessing care. Students experience nursing role behaviors in a multiplicity of health care situations within the community.

Course Objectives:

1. Identify professional nurse roles, including practitioner, educator, coordinator, advocate, and counselor, within the community.
2. Examine phenomena within local and regional community populations, which directly influence health practices, health services, and health care policies.
3. Integrate concepts from biological, psychological, socioeconomic, and nursing disciplines in planning and delivering care to diverse populations within the community.
4. Apply Gordon's Functional Health Patterns in assessment of the community.
5. Evaluate the utilization of the professional nurse in community services.
6. Integrate current community/public health research when providing community nursing care.

Required Texts:

Assessment Technologies Institute (ATI) Products: Community Health-specialty, Adult Medical Surgical Nursing, and Pharmacology for Nursing.

Dillon, P. M. (2007). *Nursing health assessment: A critical thinking, case studies approach* (2nd ed.). (Also student workbook) Philadelphia: F. A. Davis.

Harkreader, H., Hogan, M. A. (2007). *Fundamentals of nursing: Caring and clinical judgement.* (3rd ed.). (Also study guide by Hogan, Thobagen & Harkreader) Philadelphia: W.B. Saunders.

Kee, J. L., Hayes, E. R. & McCuiston, L. E. (2009). *Pharmacology: A nursing process approach* (6th ed.). St. Louis: Elsevier.

Kee, J. L., Hayes, E. R. & McCuiston, L. E. (2009). *Study guide pharmacology: A nursing process approach* (6th ed.). St. Louis: Elsevier.

Newfield, S., Hinz, M.D., Scott-Tilley, D., Sridaromont, K., & Maramba, P. (2007). *Cox’s clinical applications of nursing diagnosis: Adult, child, women's, psychiatric, gerontic, and home health considerations* (5th ed.). Philadelphia: F.A. Davis.

Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., Wilson, D. (2010). *Maternal child nursing care* (4th ed.). Maryland Heights, MO: Mosby.

Smeltzer, S.C., Bare, B. G., Hinkle, J. L., & Cheever, K. H. (2007). *Brunner and Suddarth’s textbook of medica- surgical nursing* (11th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Stanhope, M. & Lancaster, J. (2010). *Foundations of nursing in the community.* (3rd ed.). St. Louis: Mosby.

Core Components:

<u>Community</u>	<u>Holism</u>	<u>Inquiry</u>	<u>Professionalism</u>
Health Care	Spirituality	Assessment	Accountability
Economics			Advocate
Health Care	Health Promotion	Critical Thinking	Collaborator
Systems			Communication
Health Policy	Wellness	Health Care	Counselor
		Technology	Educator
Human Diversity	Health	Research	Practitioner
Vulnerable	Morality	Systems	Leadership
Populations			Professional Values
Politics	Caring		Standards: Legal, Professional, Ethical

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. Each unexcused absence or tardiness will result in a .5 point deduction from the final course grade. **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. 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 (pp. 51-56). APA format is required for all written assignments.

Methods of Evaluation:

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| 1. Thought papers* (3 total @ 5% each) | 15% |
| 2. Community assessment | 5% |
| 3. Community outreach project | 5% |
| 4. Exam # 1 | 15% |
| 5. Exam # 2 | 20% |
| 6. Exam # 3 | 20% |
| 5. Final Exam | 20% |
| * Portfolio Evidence | |

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. If clinical assignments are submitted late, N/O (unable to assess) is earned for the related clinical day. 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 <59

It is within the instructor's purview to apply qualitative judgement in determining the grades for an assignment or for a course.

2. **ATI testing-** the ATI Pharmacology proctored assessment is administered during this course. Moravian College nursing students are expected to achieve Level 2 proficiency. Completion of the ATI online practice assessment at 90% or better prior to the proctored assessment test date results in 1% of their achieved score added to Exam # 1 percentage score. Additional percentage points, as indicated below, will also be added to Exam # 2 based on the proficiency level achieved in the proctored Pharmacology assessment.

Level 1 Proficiency Met	2.5% of grade earned
Level 2 Proficiency Met (program benchmark)	5% of grade earned
Level 3 Proficiency Met	7.5% of grade earned
Performance below Level 1 Proficiency	See below

*Students will be required to show proof of successful review / remediation in low performing areas. This may include reviewing content in modules or completion of case studies in review modules or through other strategies. In any case, students will be required to earn a score of 95% or better on the online practice assessment. The student may take the online practice assessment as many times as needed to achieve this outcome, but only 1 time within a 24 hour period. **For all students earning less than a Level 1 proficiency on any proctored assessment, the student is required to earn a grade of 95% or better on the online practice assessment in order to fulfill program and graduation requirements.** Course faculty will be responsible for establishing completion dates for remediation and tracking completion of remediation. It is encouraged that remediation occurs prior to submission of grades. If successful remediation has not occurred by the time grades are submitted by the faculty, then the student will receive a “NG” (no grade designation), and the student will not be permitted to progress in the curriculum until the remediation is completed and the “NG” designation is converted to the earned letter grade.*

3. 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.
4. Students are required to earn a *Satisfactory* clinical evaluation in each nursing course in order to progress in the curriculum. Satisfactory clinical evaluation includes satisfactory completion of the clinical assignments for the course which includes but is not limited to:
 - Clinical Worksheets for home health care clients
 - School Nurse clinical experience
 - Outpatient dialysis experience
 - SIM lab experiences

Failure to earn a *Satisfactory* clinical evaluation will result in a grade of F for the course.

Course Outline

Date	Topic	Assignment *
1/18	Introduction to Course Community Oriented and Community Based Nursing	Syllabus Stanhope & Lancaster (S&L) Ch. 1 ATI Comm. Health (ATI) Ch. 1
1/20	The Nurse in the Schools K. Halkins, School Nurse, Dept., Chair. Bethlehem School District (BSD)	S&L Ch. 31 ATI Ch. 10 (p. 66-9) Directive: School Nurse Experience Selected readings in BSD procedure manual (on reserve- Reeves Library)
1/22	Myers-Briggs Inventory presentation Bob Weigand, St. Luke's Health Network	I will provide a copy of results
1/25	Community Assessment and Evaluation Program Management	S&L Ch. 12, 16 Directive: Community Assessment Directive: Community Outreach Project ATI Ch. 7, 8
1/27	Historical aspects Public Health and Primary Health Care Systems State of the Nursing Program: 5:30-6:30 PM	S&L Ch. 2, 3 Med-surg text (MS): Ch. 2 ATI Ch. 2, 11 Dana Lecture Hall in Collier
1/29	Tuesday Clinical groups: Problem Solving: Ethical/Legal Issues R/T Information, Librarian, Reeves Library Thursday Clinical groups: Problem Solving: The Nurse in Home Health and Hospice	S&L Ch. 30 ATI Ch. 10 (p. 62-4)
2/1	Using Health Education and Group Process in The Community, Health Literacy	S&L Ch. 11 MS: Ch. 2 ATI Ch. 6
2/3	Theories of Aging, Communicating with the elderly Health care of the older adult Guest lecturer: Dr. Alma Miles	MS: Ch. 12 Article on Blackboard, Course Info, Classroom Folder
2/5	Thursday Clinical groups: Problem Solving: Ethical/Legal Issues R/T Information, Librarian, Reeves Library Tuesday Clinical groups: Problem Solving: The Nurse in Home Health and Hospice	S&L Ch. 30 ATI Ch. 10 (p. 62-4)

Date	Topic	Assignment *
2/8	The environment of the elderly community dweller: Assessment and intervention in safety and mobility Health Pattern Exemplars: Activity-exercise: Osteoporosis Cognitive-perceptual: Alzheimer's Dementia	MS: Ch. 12, & 68 (p. 2404-2413) Kee Ch. 55(p. 894-895) & Kee Ch. 22(p. 339-343) ATI MS Ch. 81, 82, 102
2/10	Exam 1	
2/12	Problem solving: Geriatric pharmacology Medication administration in community settings Drug interactions and OTC drugs	Kee Ch. 11 Kee: Ch. 12 Kee: Ch. 7
2/15	Activity-exercise: Asthma, asthma education interventions for school age populations Mary Mittl, RN, BSN, Asthma Coordinator Bethlehem Partnership for a Healthy Community	MS: Ch. 24 Kee: Ch. 40 ATI MS: Ch. 11
2/17	Activity-exercise: Chronic Obstructive Pulmonary diseases Thought Paper #1 due	MS: Ch. 24 Kee: CH. 40 ATI MS Ch. 12, ATI Pharm: Unit 8
2/19	Problem Solving: The Faith Community Nurse	S&L Ch. 29 ATI: Ch. 10 (p. 69)
2/22	Cognitive-perceptual pattern: Vision Impairments: Conjunctivitis Cataracts, glaucoma, hemorrhage Diabetic retinopathy and macular degeneration Trauma, Reduced vision	MS: Ch 58 ATI MS Ch. 92.93.94.95
2/24	Hearing Impairments: external otitis Otitis media, Hearing loss Drugs for Eye/Ear Disorders	MS: Ch. 59 ATI MS Ch. 96, 97 Kee: Ch. 48
2/26	Problem solving: Community Assessment Group Presentations (2 clinical groups/day)	
3/1	Health perception-health management: The client with CHF Dr. Michele August-Brady	MS: Ch. 30 (p. 944-965) ATI MS: Ch. 32
3/3	Exam 2	
3/5	Problem solving: Community Assessment Group Presentations (2 clinical groups/day)	
3/8, 10,12	SPRING BREAK!	
3/15	Nutritional-metabolic pattern: Chronic Renal Failure	MS: Ch. 44 (p. 1527-1551) ATI Pharm: p. 386-9, 392-7, 400-2 ATI MS Ch. 42, 50,

Date	Topic	Assignment *
3/17	Obesity and overweight Class assignment: Fad Diets Seminar	Fundamentals Ch. 24 MS: Ch 5 (p. 77-85)
	Locate an article explaining a 'fad diet' from a source used by the general public. (magazine or newspaper) Use the search engines available to you as a Moravian College nursing student to examine the available research related to this diet, or fad diets in general. Be prepared to discuss in class the main points of the diet, the related research and how you would use this evidence in educating a client about fad diets, and connect the points and discussion to the textbook readings for this class	
3/19	Problem Solving: Ethics in Community Cultural Influences Thought Paper #2 due	S&L Ch. 4 S&L Ch. 5 MS: Ch. 8 ATI: Ch. 5
3/22	Coping-stress tolerance pattern: Breast Cancer Lung cancer	MS: Ch. 48 (p. 1712- 1736) MS: Ch. 23 (p. 670-674)
3/24	Colon cancer Prostate cancer Gastric & duodenal cancer Esophageal cancer Skin cancer	MS: Ch. 38 (p. 1265-1275) MS: Ch. 49 (p. 1752-1769) MS: Ch. 37 (p. 1220-1228) MS: Ch. 35 (p. 1166-1171) MS: Ch. 56 (p. 1978- 1985) ATI MS Ch. 16, 108, 113, 120
3/26	Problem solving: Chemotherapeutic agents	Kee: Ch. 36, 37, 38 (p. 570-574)
3/29	Activity-exercise pattern Child safety issues and exemplars: drowning, poisoning, burn safety car safety, home environmental safety,	S&L Ch. 20 PHLW Ch. 29 (p. 786-791), Ch. 36 (p. 999-999), Ch. 37 (p. 1033-1040), Ch. 38 (p. 1055), Ch. 39 (p. 1093), Ch. 40 (p. 1122) ATI Children: Ch. 5,6,7,8
3/31	Sexuality-reproductive: Adolescent sexual behavior and pregnancy Abortion and infertility Dr. Lori Hoffman	S&L Ch. 23 (p. 427-433) Perry et. al (PHLW) Ch.7 (p. 129-138, 156-159) Kee: Ch. 57 (p. 909-915)
4/2, 4/5	EASTER RECESS!	
4/7	Exam #3	
4/9	Problem Solving: The Nurse in Occupational Health Rehab concepts for acute and chronic problems	S&L Ch. 32 ATI Ch. 10 (p. 64-5) MS: Ch. 10, 11
4/12	Economic Influences Evidenced-based practice	S&L Ch. 8 ATI Ch. 9 S&L Ch. 10

Date	Topic	Assignment *
4/14	The Infectious Process and Community Acquired Infections Primary prevention: immunization	MS: Ch. 70 (2474-2500) S&L Ch. 26 (p. 483-488, 496-499) S&L Appendix D Key Ch. 35 ATI MS: Ch. 13, 104,106 ATI Pharm: p. 105-107, 84-87,
4/16	Activity-exercise pattern: Influenza Bronchitis, and Pneumoccal pneumonia MRSA/VRSA/VRE/C-difficile Health management-health perception: meningitis, encephalitis, epilepsy	Review MS: Ch.70 (p. 2488-2492) MS: Ch. 23 (p. 628-643) Kee: Ch. 32 (p. 47-3-479) MS Ch 61 (p. 2190-2197) Kee: Ch. 21 MS: Ch. 64 (p. 2270-2276) ATI Pharm: p. 176-185 ATI MS Ch. 80,91,
4/19	Epidemiology	S&L Ch. 9 ATI Ch. 3
4/21	ATI Pharmacology proctored test	
4/23	Problem solving: Project presentations (2 clinical groups/day)	
4/26	Public Health Problem # 1: Alcohol, Tobacco, and Other Drug Problems	S&L: Ch. 24
4/28	Synthesis and Review, looking forward to NU315	
4/30	Problem solving: Project presentations (2 clinical groups/day)	

Final Exam: tentatively scheduled for Friday, May 7 @ 8:30AM – MW(F) 5 classes

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